

History Learning Journey - London

Key Question- What happened during the Great Fire of London and how did it impact life today?

Year 1
Summer Term 1
and 2



Theme Overview

In this history unit, the children will be exploring significant events beyond living memory. They will learn about the Great Fire of London. They will learn about the events leading up to the fire, why it spread so ferociously, and how it eventually died down. They will also learn how the Great Fire has impacted life today.

Project Outcomes

2 page spread where children can demonstrate their understanding of the topic

Educational Visits to support learning : London

Skills Focus

Key vocabulary

Books to read within lessons

Timeline of Events of GFoL

Main Skills Focus:

- To know how the people and events they study fit into a chronological framework
- To look at evidence from the past and talk about what it shows
- To understand how significant events in the past have affected the present

Linked Skills Focus:

- Can talk about 'the past' and 'the present'
- Understand what a timeline is and how it is used

The intent behind teaching history skills at Mrs Bland's Infant School.

Reign, parliament, monarchy, conspiracy, tyranny, civil war, invasion, population, capital, empire, settlement, Fire, inferno, London, St Paul's Cathedral, spread, baker, Pudding Lane, fire hooks, fire brigade,, leather bucket, fire break, narrow, crowded, diary, eyewitness, Charles II



Sunday 2nd September 1666 The fire starts at 1 a.m. Mid-Morning: Samuel Pepys starts to write about the fire in his diary.
Monday 3rd September 1666 The fire gets very close to the Tower of London
Tuesday 4th September 1666 St Pauls Cathedral is destroyed by the fire.
Wednesday 5th September 1666 Buildings along the Strand are blown up to prevent the fire spreading.
Thursday 6th September 1666 The fire is officially extinguished.
25th September 1666A committee is established to investigate what caused the fire.
27th October 1666Robert Hubert was sentenced to death for causing the fire.
22nd January 1667The committee finds the fire was in fact an accident.
1677A monument to the Great Fire of London is completed.
1680 The first London home insurance company was opened.

Sequence of Learning

<ul style="list-style-type: none"> • To ignite children's curiosity and enthusiasm about the past • To develop knowledge about the past • To ask perceptive questions, think critically and weigh evidence • To understand and talk about similarities and differences between the past and present 	<p>Lesson 1 LI: To find out what life was like in 17th century London</p> <p>Children will learn about the monarchy in 17th century England and learn about the way people, from all different parts of society, lived. They will understand how the government functioned in 17th century London.</p> <p>They will put Charles II on the class timeline.</p>	<p>Lesson 2 LI: To learn about the origins of London</p> <p>Children will learn where London is in the UK and briefly learn about the Roman invasion of Londinium and how it was later burned to the ground by the Iceni tribe, led by Boudicca.</p>	<p>Lesson 3 LI: To learn about what London was like at the onset of the Great Fire</p> <p>Children will gain an understanding of the different ages in London- Anglo Saxon, Norman and Tudor with the aim of understanding the development of London as an important cultural and economic centre within England.</p>
	<p>Lesson 4 LI: To learn how the fire started and why it spread</p> <p>Children will learn about the events of the Great Fire of London They will learn how the fire started and why it spread so quickly. They will understand why the City of London's architecture played a key role in the spread of the fire. They will look at a map of London to gain an understanding of the size of the area that was on fire.</p>	<p>Lesson 5 LI: To understand how the Great Fire of London was extinguished</p> <p>Children will learn what the government's response to the fire was, the impact of this, and how the fire was put out.</p>	<p>Lesson 6 LI: To explore what the impact of the Great Fire was.</p> <p>Children will learn about the impact that the fire had, both on the people who were living at the time, and on the environment. They will learn about the regulations passed with the aim of preventing similar events, and about John Evelyn and Christopher Wren's plans for rebuilding London. They will understand the role the Great Fire played in the establishment of London's first fire brigade.</p>

	<p>We will look at the class timeline and add a picture of the <i>Great Fire</i>, and talk about how it fits into the chronology of what we have learnt so far.</p>		
	<p>Lesson 7 LI: To explore what changes were made as a result of the Great Fire of London</p> <p>Children will learn about the changes in building regulations that were made as a result of the <i>Great Fire</i>, and how London was redesigned.</p>	<p>Lesson 8 LI: To create a timeline of the events of the Great Fire of London</p> <p>Children will recap the events of the <i>Great Fire</i> and put these in chronological order. They will then use this to retell the story of what happened</p>	<p>Lesson 9 LI: To explore historical sources</p> <p>How do we know about the <i>Great Fire</i> of London when it was so long ago in the past? We can look at historical sources, which exist from the time. Children will look at a range of historical sources, such as the diaries of Samuel Pepys, John Evelyn diary and photos of artefacts and discuss what they tell us about the <i>Great Fire</i> of London and what life was like at the time.</p>
	<p>Lesson 10 LI: To recap learning about the Great fire of London</p> <p>Children will recap their learning this term using the interactive quiz on www.fireoflondon.org.uk/game Where they will demonstrate their understanding of the events and the historical sources that tell us about the past</p>	<p>Lesson 11 LI: To show their understanding of the Great fire of London</p> <p>The children will take a <i>Great Fire</i> of London Quiz to show their understanding of the topic and then write their own for another person.</p>	