


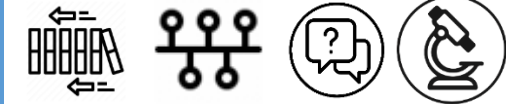













★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<ul style="list-style-type: none">• Children will have learnt about the Stuarts, including King Charles II.• They will have also studied different houses in Reception, as well as looking at their own and local houses.• Children will also have an understanding of fire safety and the fire brigade.	 <ul style="list-style-type: none">• Fire Brigade visit• Visit to Poole museum to see old fire truck	<p>Key Vocabulary:</p> <p>fire, London, bakery, Pudding Lane, wood, narrow, drought, thatched, overcrowded, fire break, gunpowder</p> <p>Key People:</p> <p>Thomas Farriner, King Charles II, Samuel Pepys, Thomas Bloodsworth, Sir Christopher Wren</p>

<p>Enquiry Question: When was the Great Fire of London?</p>	<p>Enquiry Question: What was London like in 1666?</p>	<p>Enquiry Question: What were the events of The Great Fire of London?</p>
<p>Concept: (Chronology) Thread: Monarchy Enquiry Skill: Questioning</p> 	<p>Concept: (Change and continuity, Similarity and Difference) Thread: Settlement Enquiry Skill: Interpreting evidence</p> 	<p>Concept: (Cause and Consequence, Chronology) Enquiry Skill: Questioning and Research</p> 
<p> Children will recall previous dates from the Stuarts: 1603 King James 1, 1605 Gunpowder Plot, 1625 King Charles 1, 1649 King Charles 1 dies, 1653 Oliver Cromwell Lord Protector, 1660 Restoration of Monarchy and King Charles II, 1666 Great Fire, 1685 King Charles II dies, 1707 Queen Anne dies, end of the Stuarts</p> <p>Tasks:</p> <p>Recall and Retrieve: Fill in a blank timeline of the Stuarts. Recall the type of person King Charles I, Oliver Cromwell and King Charles II were.</p> <p>Practise (Substantiative): I know when the Great Fire of London was.</p> <p>Show children date 1666. Can they see where that might be on the timeline?</p> <p>Apply (Disciplinary): I know how to use evidence to explain my answer.</p> <p>Ask questions such as who was king when Great Fire of London occurred, do you think this is a good thing or bad thing? What about if King Charles I was king.</p>	<p> Children will learn through looking at maps, pictures and reading diary extracts that London houses were built very close together, were made mainly of wood and thatched roofs. It was very overcrowded. The weather that year was also very hot and dry which was another factor in the fire being 'great'. There was a strong wind blowing on the day of the fire.</p> <p>Tasks:</p> <p>Recall and Retrieve: Students will recall different types of houses in local area (bungalow, semi-detached, detached, flats etc.) and what they are made from.</p> <p>Practise (substantiative): I know what London was like in 1666.</p> <p>Look at maps and pictures of London in 1666. What do they notice about streets, houses etc. Label pictures and maps</p> <p>Apply (Disciplinary): I know how to compare London in 1666 to today.</p>	<p> The fire was started in Thomas Farriner's bakery on Sunday 2nd September at 1am. By early morning, it had spread to London Bridge and destroyed more than 300 houses. Monday 3rd, people began to flee London, escaping by boats. Mayor of London was ordered to pull down houses but he refused to. Tuesday 4th, houses are blown up by gunpowder to create a firebreak. Wednesday 5th evening, all fires in the west are out except 1. Thursday 5th, all of the fire is out.</p> <p>Tasks:</p> <p>Practise (Substantiative): I know the events of the Great Fire of London</p> <p>Students to learn parts of the Great Fire of London in small chunks so they can remember. Students to act out each part to ensure they can recall events.</p> <p>Apply (Disciplinary): I know how to order the events of the Great Fire of London.</p> <p>Children to then number pictures/ sentences of the events of the Great Fire of London.</p>

Look at pictures of London streets now. What do they notice? Use a Venn diagram to sort ideas about London from 1666 and present day.

Deepen: Students to write sentences, complete a close passage comparing the two. Or class discuss with teacher note-taking.

Deepen: Discussion – which event do children think is the most important and why?

<p>Enquiry Question: Who were the main people involved in the Great Fire?</p>	<p>Enquiry Question: How do we know about the Great Fire of London?</p>	<p>Enquiry Question: Who was at fault for the Great Fire of London</p>
<p>Concept: Significance Enquiry Skill: Researching</p> 	<p>Concept: (Significance, Researching) Enquiry Skill: Researching</p> 	<p>Concept: (Research, Communicating and Presenting Findings) Enquiry Skill: Drawing conclusions</p> 
<p> Children will know that Thomas Farriner was the baker where the fire started. Sir Thomas Bloodworth was the mayor and did not allow for firebreaks to be made. Samuel Pepys kept a diary all about the Great Fire. King Charles II was king at the time. Sir Christopher Wren was a famous architect who designed the new St Pauls.</p> <p>Tasks:</p> <p>Recall and Retrieve: The main events from the Great Fire of London.</p> <p>Practise (substantiative): I know the key people in the Great Fire of London.</p> <p>List all the people involved and their jobs. Children match them up.</p> <p>Deepen (Disciplinary): I know how to use evidence to explain my answer.</p> <p>Who do children think is the most important person and why?</p>	<p> Children will look further into Samuel Pepys diary. They will also look at paintings and newspaper reports from the time. They will understand that there are no photos, video etc as the camera was not invented.</p> <p>Tasks:</p> <p>Practise (substantiative): I know different sources of information.</p> <p>Children will match picture of different sources to their title.</p> <p>Apply: Which evidence sources were available in 1666. Children to circle them from a list. Discuss that there were no photos or videos at the time.</p> <p>Deepen (Disciplinary): I know how to explain my answer using evidence.</p> <p>Which source do children think would be the best and why?</p>	<p> After looking at different resources from the previous lesson, students will make their own decision as to who was at fault for the Great Fire and give reasons. Possible people:</p> <ul style="list-style-type: none"> • Thomas Farrier – it was his bakery • Sir Thomas Bloodworth – The mayor who refused to create fire breaks • King Charles II – was King at the time and actually helped out in the fire fighting • Samuel Pepys – Wrote a diary of the event • Sir Christopher Wren – Architect who designed St Pauls <p>Tasks:</p> <p>Recall and Retrieve: Children to match people to their role in the Great Fire of London.</p> <p>Apply (Disciplinary): I know how to justify my answer using evidence.</p> <p>As a class, discuss the different roles and who they think was at fault.</p> <p>Deepen: Children to write their own sentence about who was at fault and why.</p>

Enquiry Question: How did London change after the Great Fire of London?

Concept: (Continuity and change)

Thread: Settlement

Enquiry Skill: Analysing



Students will learn that after the fire, houses in London were made out of bricks and stone. Houses were not to be built near the river, houses will be built further apart so as not to catch fire, and jobs that require constant smoke will be replaced somewhere else.

Tasks:

Recall and Retrieve: Look back at pictures of London from lesson 2. Which is from 1666 and from today? How do you know?

Practise (Substantiative): I know how London changed after the fire.

Students will look at a map of London in 1666 before the fire and after the fire. They will also look at pictures and discuss changes. This can be done as a drama exercise – wood houses catch fire, stone houses don't, close houses catch fire, far apart houses don't, buildings that use fire are far away so as not to spread.

Apply: Children complete cloze passage for changes in London.

Deepen (disciplinary): I know how to use evidence to explain my answer.

Which change was the most important and why? Class discussion.