**Unit Planning Guidance**

**Enquiry question: *How did the Great Fire affect the people of London?***

**Main disciplinary focus:** [TBC]  
**Main substantive concepts:** [TBC]

**Unit context**

Despite the changes in the National Curriculum over the years, the Great Fire of London has remained a popular choice for KS1 teachers. It is a significant event, beyond living memory, which affected many people’s lives and had a lasting impact on the City of London.

Pupils learn what London was like in 1666, who the monarch was, and the key differences between Stuart times and today. Knowing the differences in architecture, transport, and technology is key to understanding why the fire spread so quickly. Certainly, the Stuarts did not have the degree of planning, health, and safety that we have today. The comparison across periods enables pupils to comprehend how one small spark from a bakery could lead to such devastation. Or, as Samuel Pepys puts it, how the Great Fire of London can be viewed as one ‘small mistake … with great consequences’.

Pupils learn the chronology (the timeline and sequencing of key events) to appreciate cause and consequence: why the events happened and the effect that these events then provoked. Tasks use primary evidence to investigate why we know so much about the fire, studying the witness accounts of the famous diarists Samuel Pepys and John Evelyn. Pupils learn how we rely on sources to give us the best possible picture and how our knowledge of the Great Fire has benefitted from the accounts of these witnesses. To enable pupils to debate causation, they learn about the long-term conditions (narrow streets, wooden buildings, flammable materials) and short-term conditions (summer of drought, strong winds). Although all these conditions ring alarm bells for us today, it is important to point out that we have the benefit of hindsight. Hindsight can give us a much clearer picture than that of those living through the chaos of the event.

So that pupils understand the consequences of the Great Fire, lessons then focus on the damage caused and the impact on both the people of London and the City of London itself. The unit ends by studying how London changed after the fire. Pupils learn how disasters can have some benefits in the longer term, e.g. a cleaner, safer London. If your school is not in or near London, it may be worth widening the scope of study, as London was not the only town to be badly affected by a major fire during these times. It might be useful to see whether your local area was also affected.

Pupils use their knowledge of London before, during, and after the Great Fire to help them answer the enquiry question: *How did the Great Fire affect the people of London?*

**General resources**

The **Additional resource: Knowledge quizzes** contains all the knowledge quizzes for Year 2, as well as the charts where pupils record their scores for each quiz. You could print and make these into a small booklet to hand out to pupils every lesson.

**Links to previous and future learning**

*The knowledge from previous and future units which closely link with this current unit are shown below. For more information about how this unit fits into the wider sequence of learning, please see the history progression document.*

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Materials**   * The names of common everyday materials, such as wood, glass, metal and plastic. * Different materials have different properties and are used for different purposes.   **Toys in Time**   * Over time, the materials we use to make objects such as toys has changed. * Timelines show the passing of time. Chronological order means putting things in order from oldest – newest. * Our parents and grandparents had different toys to us.   **Travel and Transport**   * Over time, technological advances have led to changes in travel and transport. * The modes of transport we rely on today did not exist in the past.   **The United Kingdom**   * London is the capital of England and the UK. It has the River Thames, the Houses of Parliament, and Buckingham Palace. | **Kings and Queens**  The Stuart period was a time of unrest and there were lots of Royal Rumbles that occurred.  Monarchs battled for power during the Stuart era, which made them unpopular.  King Charles I (King Charles II’s father) was executed at the end of the English Civil War and Oliver Cromwell took over. England had no monarch and was a republic during this time.  **Everyday Materials and their Uses**  Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal)  Different materials have different properties.  A material is chosen to make an object because of its properties.  The properties of a material make it either suitable or unsuitable.   * Some materials are more suitable than others. | **UK Settlement and Land Use**   * Urban spaces are busy places with a large population and lots of buildings * Cities are the largest type of settlement with lots of houses, buildings and a cathedral * Population is the number of people living in a certain place * A settlement is where people choose to live. | **States of Matter**   * Temperature is the degree of hotness or coldness that can be measured using a thermometer * All objects can be classified as either a solid, liquid and a gas * Solids keep their shape and have a fixed volume * Liquids have a fixed volume but change shape to fit a container |

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| **Unit overview** | | |
|  | **Key knowledge** | **Key vocabulary** |
| **Lesson 1**  ***What was London like in 1666?*** | London was very different in 1666:   * Most buildings were made from wood and the streets were very narrow. * There was no electricity, no phones or computers, and no internet. * London did not have a fire brigade. | * **compare** * disease * electricity * technology |
| **Lesson 2**  ***What were the main events of the Great Fire of London?*** | * The fire started on Sunday 2 September 1666 at a bakery in Pudding Lane. * Strong winds kept the fire spreading and it was difficult to put it out. * The fire was put out on Thursday 6 September 1666. | * destroyed * **event** * gunpowder * fire-breaks * mayor |
| **Lesson 3**  ***How do we know so much about the Great Fire of London?*** | * Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries. * The diaries tell us what life was like in London in the 1660s. | * diary * portrait * **source** * witness |
| **Lesson 4**  ***Why did the fire spread so quickly?*** | There are lots of reasons why the fire spread:   * Houses were close together and they were mostly made from wood. * There had been a dry summer. * The wind spread the flames. * There was no fire brigade. | * **cause** * drought * materials |
| **Lesson 5**  ***What damage did the fire cause?*** | * Most buildings in the centre of London were destroyed by the fire. * Many Londoners lost their homes. * We do not know how many people died in the fire. | * **damage** * homeless * shelter |
| **Lesson 6**  ***How did London change after the fire?*** | * After the fire, London was rebuilt with improvements. * Sir Christopher Wren designed the new St Paul’s Cathedral and the Monument. | * improvements * monument * prevent * **rebuild** |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 1**  ***What was London like in 1666?*** | London was very different in 1666:   * Most buildings were made from wood and the streets were very narrow. * There was no electricity, no phones or computers, and no internet. * London did not have a fire brigade. | Lesson 1 teaching slides  Pupil workbook  Additional resource:   * London in 1666 or London today? phrases | * **compare** * disease * electricity * technology |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Response to enquiry question | **DC2:** To compare London in 1666 to now | When we **compare** different things, we look at them to see in what ways they are similar or different. | There are similarities and differences between life in 1666 and life now. |
| **Teacher notes:**   * **Hook:** Prepare an engaging hook to introduce pupils to the new unit. You could: arrange a fire drill to draw out the important safety aspects that we have today; teach the song ‘London’s Burning’; show an animated video of the Great Fire of London, e.g. www.london-fire.gov.uk/museum/learning-with-our-museum-curators/. (Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.); or play a word association game. Alternatively, you can link this to Year 1, Unit 2, Transport and Travel to explain the differences in fire engines in 1666 and today. * **Share the unit enquiry question:** *How did the Great Fire affect the people of London?* and explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Existing knowledge exercise:** Briefly gauge pupils’ current knowledge of the Great Fire of London. Collect responses on sticky notes and add to a working wall. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. You may wish to support understanding of the key term ‘compare’ by taking two similar items and discussing the similarities and differences with the class. Explain to pupils that you ‘compared’ the items. * **Talk task:** (This task is probably unnecessary for schools located in or very close to London.) Remind children that in Geography, Year 1 Unit 2, we learned about the UK and where London is. Show the map of the UK and discuss how far away London is from school. Ask pupils: ‘What do you know about London?’, ‘Do you live in or near London?’ and ‘Have you been to London?’. In talk partners, pupils discuss the questions. Encourage them to share what they know and any experiences they have of visiting London. You could show pupils videos of London and its key landmarks. * **Read: ‘**London in 1666’ and ‘London Bridge’. Using the slides, read through the information together as a whole class or in partners. Reinforce the concepts of within and beyond living memory. Ask pupils why they think the images of 1666 are drawings instead of photographs. * **Talk task:** Show the image of London Bridge from 1666 and ask pupils: ‘What do you notice about London Bridge?’. Discuss as a class that there were buildings (some were homes) on London Bridge. Consider what it might have been like to live there. * **Read:** ‘Buildings’. Read as a whole class or in partners. You may wish to add more images of narrow streets and wooden buildings from this era. * **Group task:** Display the slide of houses made from different materials. Ask pupils to discuss in small groups which they think are made from wood and which are made from brick or stone. You may wish to print and distribute the images to support this task. Take feedback as a class. You could ask groups to vote on what material they believed the houses were made from. This will support the ‘Group task’ that pupils will work on later in the lesson. * **Read:** ‘Transport’ and ‘Technology’. Read as a whole class or in partners. To check for understanding, ask pupils questions such as: ‘How did people get around in 1666?’ and ‘What did people use in 1666 instead of electric lights and ovens?’. * **Talk task:** Ask pupils the questions: ‘How do we know what’s going on in the world today?’ and ‘What did they use in 1666?’. Pupils should spot the different items in the slide (website, newspaper, mobile phone) and should mention others as well (TV, letters and emails, face to face). Hold a class discussion on what they wouldn’t have had in 1666, and what difficulties this would have caused. * **Read:** ‘Fire brigade’. Read as a whole class or in partners. Check for understanding by asking pupils questions such as: ‘How did people fight fires in 1666?’ and ‘What do we have to fight fires today?’. * **Group task:** Pupils will answer the questions ‘What was different in 1666?’ and ‘What was the same?’ as a group activity, sorting the items into the Venn diagram, ‘London in 1666’, ‘Both’ or ‘London today’. Pupils should sort the items into the correct era. You may wish to model this with a whole-class activity using hula hoops, ‘thinking out loud’ and selecting an item to put into each category before pupils work in their small groups. Pupils should then work in their groups and complete the Venn diagram in their workbooks using the Additional resource: London in 1666 or London today? phrases. Pupils can either cut out and stick in the phrases or write them in if they are able. Challenge pupils by asking if they can think of anything else they could add to their Venn diagram.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 2**  ***What were the main events of the Great Fire of London?*** | * The fire started on Sunday 2nd September 1666 at  a bakery in Pudding Lane. * Strong winds kept the fire spreading and it was difficult to put it out. * The fire was put out on Thursday 6th September 1666. | Lesson 2 teaching slides  Pupil workbook  Knowledge quizzes booklet/ score chart | * destroyed * **event** * fire-breaks * gunpowder * mayor |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.1  Response to enquiry question | **DC2**: To describe the key events of the Great Fire of London | An **event** is an important thing that happened. | The fire spread quickly and it was difficult to put it out. |
| **Teacher notes:**   * **Knowledge quiz 1.1:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. To support understanding of the key term ‘event’ you may wish to talk pupils through the important events in your life, such as a sibling being born, going to school, going somewhere new, etc. Ask pupils to discuss the important events in their lives and take feedback. The main events of the fire are explained in the teaching slides. However, you may wish to tell the story of the fire—possibly in role, supported by images and sounds. * **Talk task:** Ask pupils the questions: ‘How do you think fires start?’ and ‘What do you think started the Great Fire of London?’. Encourage them to think about what we have learned about life in 1666 when they answer these questions. Feedback as a class. You could write up pupils’ ideas to review at the end of the lesson to see if anyone predicted correctly. * **Read:** ‘The story of the Great Fire of London: Day 1’. Using whole-class or partner reading, read through the slides. You may wish to supplement these with an animated video of the fire, such as [www.youtube.com/watch?v=VarSSAwiimU](http://www.youtube.com/watch?v=VarSSAwiimU) or use an interactive version of the Great Fire, such as [www.fireoflondon.org.uk/story/the-fire/](http://www.fireoflondon.org.uk/story/the-fire/). (Oxford University Press is not responsible for content available on third-party websites. The content of these websites may have changed since publication.) * **Write:** In their workbooks, pupils should draw the events of the Great Fire of London on Sunday 2nd September 1666 that they’ve just read. Support pupils by modelling this to give them inspiration of how to draw the most important event on that day. For the first day, they could draw either the fire starting and the Farriner family escaping, the fire spreading very quickly and/or people pulling down houses to try to stop the fire. Challenge pupils by asking them to label their drawings or write what’s happening in their picture in their own words. * **Read:** ‘The story of the Great Fire of London: Day 2’. * **Write:** In their workbooks, pupils should draw the events of the Great Fire of London on Monday 3rd September 1666 that they’ve just read. Again, support pupils by modelling this to give pupils inspiration of how to draw the most important event on each day. For the second day, they could draw the fire spreading and people fleeing on carts and boats. Challenge pupils by asking them to label their drawings or write what’s happening in their picture in their own words. * **Read:** ‘The story of the Great Fire of London: Day 3’. * **Write:** In their workbooks, pupils should draw the events of Day 3, Tuesday 4th September, which they’ve just read. Support pupils by modelling. For the third day, they could draw people trying to put out the fire with buckets of water and also using gunpowder to create fire-breaks. Challenge pupils by asking them to label their drawings or write what’s happening in their picture in their own words. * **Read:** ‘The story of the Great Fire of London: Day 4’. * **Write:** In their workbooks, pupils should draw the events of the Great Fire of London on Day 4, Wednesday 5th September, that they’ve just read. Support pupils by modelling this. For the fourth day, they could draw smaller flames and parts of the city which are no longer on fire. Challenge pupils by asking them to label their drawings or write what’s happening in their picture in their own words. * **Read:** ‘The story of the Great Fire of London: Day 5’. * **Write:** In their workbooks, pupils should draw the events of the final section on the Great Fire of London on Day 5, Thursday 6th September which they’ve just read. Again, if necessary, support pupils by modelling. For the final day, they could draw the badly damaged and destroyed buildings. Challenge pupils by asking them to label their drawings or write what’s happening in their picture in their own words. * **Group task:** In small groups or partners, ask pupils to retell or act out the events of the Great Fire of London. Repeat for all sections. You could select one group each to retell/act out one of the events then combine as a whole class presentation.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to.  **Note: For next lesson, ideally you would have resourced some craft feathers and blue/black paint to mimic quill and ink, and brown/yellow paper or even tea/coffee-stained white paper to mimic parchment.** | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 3**  ***How do we know so much  about the Great Fire  of London?*** | * Samuel Pepys and John Evelyn wrote about the  Great Fire of London in their diaries. * The diaries tell us what life was like in London in  the 1660s. | Lesson 3 teaching slides  Pupil workbook  Knowledge quizzes booklet/ score chart  Additional resources:   * an example diary, quill, and ink (optional) * craft feathers, blue/black paint, and brown/yellow paper | * diary * portrait * **source** * witness |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.2  Response to enquiry question | **DC5**: To use primary sources to identify details of the Great Fire of London | A **source** is something that tells us about history. | The diaries of Pepys and Evelyn tell us a lot about what happened in the Great Fire of London. |
| **Teacher notes:**  **Note: For next lesson, ideally you would have resourced some craft feathers and blue/black paint to mimic quill and ink, and brown/yellow paper or even tea/coffee-stained white paper to mimic parchment.**   * **Knowledge quiz 1.2:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support understanding of the key term ‘source’ by using a small range of images and artefacts that tell you something about history. This could be an image of your school’s sports day last year, from which you can infer what sports they did that day or remind pupils of Year 1, Unit 1: Toys over Time by showing an image/artefact of an old toy and what that tells you. Remind pupils that these are sources. * **Read:** ‘Samuel Pepys and John Evelyn’ and ‘Why are the diaries of Samuel Pepys and John Evelyn useful?’. Discuss with pupils how writing was different in the past as not many people could read or write, and that if you did write, you had to use a quill, ink, and parchment, which made writing much trickier and slower. Emphasise how you can see Pepys can read and write from his portrait as he is holding a piece of paper. Check for understanding by asking questions such as ‘Why weren’t there photographs in 1666?’, ‘What is a portrait?’, and ‘What did Samuel Pepys and John Evelyn write?’. * **Investigation:** What was it like to write with a quill on parchment? Ideally for this activity you would have sourced some craft feathers and blue/black paint to mimic quill and ink. You could use brown/yellow paper to mimic parchment or even tea/coffee-stained white paper. Explain to pupils that Pepys and Evelyn would have written their diary entries on parchment paper with a quill and ink. Ask them to have a go. Pupils should practise writing their names with the ‘quill and ink’. Have a class discussion about how tricky it was to write with the quill and ink and how special and important it was for us to find Samuel Pepys’s and John Evelyn’s diaries. * **Read: ‘**Why are the diaries of Samuel Pepys and John Evelyn useful?’. Read the information on contemporary diaries, discussing the key vocabulary. Discuss why the diaries are such important sources of evidence and how without them we would not know so much. Ask pupils to discuss the question: ‘Can you read Pepys’s diary?’ with their partners. Take feedback and explain that Pepys wrote in a sort of secret code to keep his diary private. Remind children what was happening on Sunday 2nd September and Monday 3rd September before moving on to the next slides. * **Read:** ‘Samuel Pepys’s diary’. Read through the extract with pupils, defining the ‘tricky’ vocabulary. * **Talk task:** Ask pupils to discuss the questions: ‘What was happening on Sunday 2nd September 1666?’ and ‘What dies Samuel Pepys’ diary tell us?’. Remind pupils what was happening on Sunday 2nd September. Compare the diary with the historical painting. * **Read:** ‘John Evelyn’s diary’. Read through the extract with pupils defining the ‘tricky’ vocabulary. * **Talk task:** Ask pupils to discuss the questions: ‘What was happening on Monday 3rd September 1666?’ and ‘What does John Evelyn’s diary tell us?’. Remind pupils what was happening on this date. Discuss what the diary entry tells us and compare this to the historical painting. * **Write:** Pupils should imagine they have gone back in time to 1666 and are in the Great Fire of London. They record ideas on what they can see, smell, hear, feel, and even taste. Model filling out each of the five senses boxes. You may wish to revisit one of the video clips from the Lesson 1 or 2. Note: Keep in mind that some pupils may have encountered fires at home or have friends or relatives who have been involved in fires. In addition, some pupils may have sensory impairments so please use your own judgement when approaching the activity. Adjust this activity to suit your class dynamics. You may wish to challenge some pupils to add information they’ve learned so far in this unit.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | | **Key vocabulary** |
| **Lesson 4**  ***Why did the fire spread so quickly?*** | There are lots of reasons why the fire spread:   * Buildings were close together and they were mostly made from wood. * There had been a dry summer. * The wind spread the flames. * There was no fire brigade. | Lesson 4 teaching slides  Pupil workbook  Knowledge quizzes booklet/ score chart  Additional resource: Reasons for the fire | | * **cause** * drought * materials |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.3  Response to enquiry question | **DC1**: To identify the reasons why the fire spread so quickly | | A **cause** is a reason why  something happened. | There are lots of reasons why the fire spread. |
| **Teacher notes:**   * **Knowledge quiz 1.3:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support understanding of the key term ‘cause’ by discussing ideas of cause and consequence. For example, you may say ‘I forgot my sunglasses today, so my eyes were sore from the Sun. Why were my eyes sore?’. Explain that forgetting your sunglasses was the cause. Repeat with other examples. * **Read:** ‘Why did the fire spread so quickly?’ as a whole class or in partners. Check for understanding by asking questions such as: ‘Why did fires happen all the time in the 1600s?’ and ‘What sort of fires were they?’. * **Talk task:** Ask the pupils to discuss the questions: ‘What materials catch fire easily?’ and ‘What were the buildings in 1666 made from?’. Pupils should use the images on the slide to support their knowledge of materials and discuss which they think would catch fire quickly. Pupils should recall from the previous lesson that most buildings in 1666 were made from wood. * **Read: ‘**Buildings’. Emphasise to pupils how flammable and close together these buildings were. Ask pupils: ‘Why could the flames spread easily between houses?’ and ‘What were most houses in 1666 made from?’. Next, read ‘Weather’. Ask pupils questions such as: ‘What was the summer of 1666 like?’, ‘What did the wind help to do?’. Then read slide ‘Fire Brigade’. Emphasise to pupils how different life was in 1666 and that people couldn’t just ring 999 in an emergency. Ask: ‘What did each area of London keep to help fight fires?’ and ‘When did the fire start and why was this a problem?’. * **Investigation:** Read and analyse the extract from Samuel Pepys’s diary. Discuss the old-fashioned language. You will need to explain that ‘combustible’ means ‘catch fire easily’. Ask if children can find any reasons Pepys gives for the spread of the fire (the drought, the wind, and everything being dry/combustible). Point them out, if necessary. * **Write:** For this activity pupils will answer the question: ‘Why did the fire spread so quickly?’. Pupils should work in small groups/partners to add the reasons to the corresponding image in their workbooks. They can use the Reasons for the fire additional resource, either cutting and sticking in the labels or copying them. To support pupils, model adding one (or all) labels on the slide before pupils complete the activity in their workbooks. Challenge: Pupils can always add more detail or write the whole label in their own words. * **Group task:** Pupils rank the reasons the fire spread so quickly in order of importance (1 to 5, with 1 being the most important reason why the fire spread quickly and 5 being the least important). *Note: there is no right or wrong answer to this*—*all of them were key reasons and it was the combination of all of them that made the spread so severe.* Challenge pupils by asking them to write an explanation why they ranked the reasons the way they did. (You may want to model this writing first.)   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. | | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 5**  ***What damage did the  fire cause?*** | * Most buildings in the centre of London were destroyed by the fire. * Many Londoners lost their homes. * We do not know how many people died in the fire. | Lesson 5 teaching slides  Pupil workbook  Knowledge quizzes booklet/ score chart | * **damage** * homeless * shelter |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.4  Response to enquiry question | **DC1**: To understand the types of damage the fire caused | To **damage** something means to break or ruin it. | Much of London was destroyed  by the fire. This left lots of people homeless. |
| **Teacher notes:**   * **Knowledge quiz 1.4:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term, then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. To support understanding of the key term ‘damage’, you could show pupils images of objects and buildings that have been broken or ruined. * **Read: ‘**How much of London was destroyed?’ and ‘St Paul’s Cathedral’. Explain to pupils how much damage the fire caused (80% of London was destroyed). Check for understanding by asking questions such as: ‘What happened to the buildings in the centre of London?’, ‘What happened to the people whose homes were burned?’, ‘What was the name of the most famous building that was destroyed?’, and ‘How old was it?’. * **Talk task:** In small groups or partners, pupils should discuss the questions: ‘Which picture shows the old St Paul’s Cathedral?’, ‘Which picture shows the new one?’, and ‘How can you tell?’. You could challenge pupils to write a sentence explaining their choices on a mini white board. Discuss as a class how we can tell which is which. Pupils may say that one looks old as it’s a drawing while the other is a photograph. * **Read:** ‘People’ and ‘Deaths’ slides. Read through the slides as a class or in partners. Check for understanding by asking questions such as: ‘Why did some houses get pulled down?’, ‘Where did the people live after they became homeless?’, 'Why do we not know how many people died in the fire?’, and ‘Why did people die after the fire?’. * **Talk task:** Ask pupils the questions: ‘Who do you think these people are?’ and ‘How do you think they are feeling?’. The image is a drawing of one of the homeless camps in 1666 and pupils may discuss that the people look miserable, devastated, uncomfortable, etc. * **Group task:** Explain to pupils that this is Hanna. She lived in a wooden house on Pudding Lane in 1666. Ask: ‘Why do you think she is she sad?’. Pupils should discuss the question in small groups before sharing ideas with the class. Write up all the ideas to create a mind map (with pupils’ help). Ideas could include: because her house burned down, her belongings were destroyed, she might have lost a family member in the fire, she was made homeless, she may have got sick from living outdoors, her family lost all their money, etc. Then model writing the ideas from the mind map into sentences as preparation for the Write task next. * **Write:** Pupils should complete their own written answer to the same question in their workbooks. Some pupils could use the teacher model as a guide to write up one idea. Challenge pupils by asking them to write extended sentences with as many ideas as possible.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to. | | | |

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| **Lesson question** | | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 6**  ***How did London change after the fire?*** | | * After the fire, London was rebuilt with improvements. * Sir Christopher Wren designed the new St Paul’s Cathedral and The Monument. | Lesson 6 teaching slides  Pupil workbook  Knowledge quizzes booklet/ score chart | * improvements * monument * prevent * **rebuild** |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 1.5  Knowledge quiz 1.6  Response to enquiry question | **DC2**: To understand how London changed when it was rebuilt after the fire | | To **rebuild** is to build something again. | London was rebuilt with improvements. |
| **Teacher notes:**   * **Knowledge quiz 1.5:** Pupils complete this in the Additional resource: Knowledge quizzes to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support understanding of the key term ‘rebuild’ by demonstrating knocking down a tower of blocks before stacking them up again. If appropriate for your class, explain to pupils that the pre-fix ‘re’ means ‘again’, so ‘rebuild’ means ‘to build again’. * **Read:** ‘After the fire’. Explain what improvements were made to try to prevent another massive fire. You could link the impact of the Great Fire on building design to building all over Britain, not just London. Check for understanding by asking questions such as: ‘Who made a speech to the people of London?’, ‘What did say to them?’, and ‘How was London rebuilt?’. * **Talk task:** Look at the illustration of building before 1666 and the modern photograph of building built after the fire. Make sure children understand what they are looking at. Ask: ‘How did London change?’ and ‘What differences do you notice?’. Feedback pupils’ answers as a whole class. * **Read:** ‘The Monument’. Read as a whole class or in partners. Check for understanding by asking pupils questions such as: ‘What was the monument for?’ and ‘What would happen if it was laid down flat?’. * **Talk task:** Discuss the question: ‘Why is it important to remember the Great Fire of London?’. Ask pupils to discuss in partners, then share ideas as a whole class. * **Write:** Ask: ‘How would you have redesigned London after the fire?’. Remind pupils of that London before the fire was unsafe so they are aware what aspects needed to be improved. Pupils could draw their redesigned London, including features such as wide streets, brick houses, fire stations, etc. Encourage pupils to add labels. Support pupils by modelling the task yourself or finding images for pupils to copy. Alternatively, pupils could construct buildings that will be used in a whole class project using cardboard and other materials you have available. These could then be stuck down (with pupils’ directions) on to a large piece of paper or a board. You could then add labels to explain what the buildings are and how the redesign is safer than before. If you choose to do this, take a photo to be stuck into pupil workbooks. * **Talk task:** After redesigning London, open up a class discussion answering the question: ‘How is our redesigned London safer than before the Great Fire of London?’. Pupils should discuss their ideas in pairs before sharing with the class. Any new ideas could be added to the model. * **Knowledge quiz 1.6:** Pupils complete this in the Additional resource: Knowledge quizzes to assess their knowledge retention from this lesson. They write their score in the chart also provided in the additional resource.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the lesson question. Add further review questions if you wish to.  **Enquiry question:** Pupils should now respond to the enquiry question: *How did the Great Fire affect the people of London?* This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the Enquiry Question Teacher Support document. | | | | |