

# ACET Junior Academies'

## Scheme of Work for history

### Unit 5: The Great Fire of London.



#### About this unit:

This is the second unit of key stage 1 to focus predominantly on 'events beyond living memory'. In this programme of study, pupils will learn about the 'Great Fire of London' and the changes it brought to their capital city helping to give rise to modern London while introducing the key second order concepts of cause and consequence. Pupils will also develop their knowledge of how historians find out about the past through using artefacts and written sources. They will also be given the opportunity to recognise similarity and difference, and continue to be encouraged to use adverbial phrases both in their written work and spoken language to describe these. This unit builds upon and develops historical concepts introduced in previous units while also trying to develop basic chronological understanding of when and how long ago the Great Fire was. The Great Fire has also been chosen as a unit because of its place in the collective conscience of the British people.

#### Unit structure

This unit is structured around five sequential history enquiries:

1. How different was London in 1666 from today?
2. What happened on 2<sup>nd</sup> September 1666 and who was to blame?
3. What can artefacts tell us about the effects of the Great Fire of London?
4. Who was Pepys and how significant is his diary?
5. How great was the Great Fire for London?

#### National Curriculum unit:

- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements.

#### Links to previous and future National Curriculum units:

- the development of Church, state and society in Britain 1509-1745. (KS3)

## Enquiry 1: How different was London in 1666 from today?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Through previous units, pupils should have an understanding that some aspects of life in the past were similar and some were different.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) 1666 was a long time ago. London in 1666 was very different to modern day London. For example, buildings were often made of wood. Some things have not changed. For example, the Thames is still the main river running through London.</p> <p><b>Second order concepts:</b> (What students should understand) Chronology Similarity and difference</p>	<ul style="list-style-type: none"> <li>- Chronology - sequence events.</li> <li>- Range &amp; depth - identify similarities and differences between life at different times.</li> </ul> <p><b>Key concepts:</b></p> <p>Timeline Past/present Then/now</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify 1666 on a timeline (with support)?</li> <li>- Identify similarities and differences between present day London and London pre-1666?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could be looking at a series of images of modern day London/a clip. What can you see? What is this place called? Pupils should then learn that the images are showing modern day London and the relevance of London to them.</p> <p>Next, pupils could be told that they are going to step into a time machine and visit London in 1666 when there was a terrible disaster. Pupils should find 1666 on the class timeline - how long ago was this? Do we think London would have been similar/different from London today? Why? <i>NB. For pupils to gain an understanding of time, the time could be paced out using footsteps, paper, toilet roll etc. For example, one year per step - how long ago was this?</i></p> <p>Pupils could then move onto investigating London in 1666 - they could watch a video clip, use a range of picture/written sources about life in London before the fire. They should try and find similarities and differences.</p> <p>Finally pupils could write some sentences identifying similarities and differences between London pre 1666 and today using terms such as past/present and then/now.</p>		<p>Images/video clip of modern day London.</p> <p>Class timeline.</p> <p>Clip/images/written sources describing London pre 1666.</p> <p>Sentence starters</p>	<p>Doull, 'The Great Fire of London', <i>Primary History</i> 66 (spring 2014) Historical Association topic pack: <a href="https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666">https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</a></p> <p>For a BBC, KS1 friendly clip showing the landmarks of present day London: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttscw">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttscw</a></p> <p>For an excellent reconstruction of what London looked like before the Great Fire: <a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a></p> <p>For a dramatised clip on London before the Great Fire of London: <a href="https://www.youtube.com/watch?v=LWRx1bjClgY">https://www.youtube.com/watch?v=LWRx1bjClgY</a></p> <p>For a map of London pre 1666: <a href="http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html">http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html</a></p>	

## Enquiry 2: What happened on 2<sup>nd</sup> September 1666 and was anyone to blame?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	
<p>Pupils will know that London in 1666 was different to London today - buildings were made of wood and were built very close together.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) The fire began in a bakery on Pudding Lane. The fire spread quickly from building to building because they were made of wood and built close together. At first, people did not think that it was serious. Buildings were blown up to prevent the fire from spreading.</p> <p><b>Second order concepts:</b> (<i>What the children should understand</i>) Cause and consequence</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology - sequence events in chronological order.</li> <li>- Range &amp; depth - recount stories from the past.</li> <li>- Range &amp; depth - give reasons why events happened.</li> <li>- Enquiry - use sources to make observations about the past.</li> </ul> <p><b>Key concepts:</b></p> <p>Chronology Cause During</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify ways in which London changed between 1666 and 1667?</li> <li>- Describe what happened during the Great Fire?</li> <li>- Start to explain who/what they think was responsible for the Great Fire?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>	
<p><b>Suggested activities:</b></p> <p>Pupils could start with looking at two different maps of London - pre 1666 and 1667 - what are the similarities/differences between the two? What could have happened?</p> <p>Pupils could then watch the clip 'During the Great Fire'. Where did the fire start? Why did it spread so easily? What were people's reactions to begin with? When and why did this change? Who were some of the main people mentioned?</p> <p>Next, pupils could explore the interactive map showing how the fire spread. Pupils could then sequence the events surrounding the fire in chronological order. They could then create a storyboard retelling the story of the Great Fire.</p> <p>Finally, pupils could review their work and consider who was to blame for the spread of the fire - they could 'interview' the owner of the bakery Thomas Farrinor, Lord Mayor Thomas Bloodworth, the hot, dry summer, the east wind, Charles II, Samuel Pepys etc.</p>		<p><b>Resources:</b></p> <p>Maps of London pre and post 1666.</p> <p>Clip outlining what happened during the Great Fire.</p> <p>Interactive map of how the Great Fire spread.</p> <p>Cards showing key events in the Great Fire.</p> <p>Storyboard outline.</p> <p>Scripts for characters for role play.</p>	<p><b>Useful links:</b></p> <p>Doull, 'The Great Fire of London', <i>Primary History</i> 66 (spring 2014) Historical Association topic pack: <a href="https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666">https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</a></p> <p>For a map of London pre 1666: <a href="http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html">http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html</a></p> <p>For a map of London in 1667: <a href="https://www.british-history.ac.uk/no-series/london-map-leake/1667">https://www.british-history.ac.uk/no-series/london-map-leake/1667</a></p> <p>For a video outlining what happened during the fire: <a href="https://www.youtube.com/watch?v=weEveQ4nz4g">https://www.youtube.com/watch?v=weEveQ4nz4g</a> <a href="https://www.youtube.com/watch?v=Er3GKw8Z3R4">https://www.youtube.com/watch?v=Er3GKw8Z3R4</a></p> <p>For a modern reconstruction to mark the 350<sup>th</sup> anniversary: <a href="https://www.bbc.co.uk/programmes/articles/19KLTps7SjLrfl0Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames">https://www.bbc.co.uk/programmes/articles/19KLTps7SjLrfl0Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames</a></p> <p>For an interactive map showing how the fire spread: <a href="http://www.fireoflondon.org.uk/story/the-fire/">http://www.fireoflondon.org.uk/story/the-fire/</a></p> <p>For a simple sequence of events (Resource 1): <a href="https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1">https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1</a></p>		

### Enquiry 3: What can artefacts tell us about the effects of the Great Fire of London?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils know that in 1666 a devastating fire hit London. In previous units, they have also used artefacts to find out about the past.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) Historians and archaeologists use lots of different types of evidence to find out about the past. The evidence shows that the fire must have had a devastating effect on the city of London.</p> <p><b>Second order concepts:</b> (What students should understand) Cause and consequence</p>	<p>- Enquiry - use artefacts to answer questions about the past.</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify some examples of how we could find out about the past?</li> <li>- Investigate a range of artefacts by answering questions about them?</li> <li>- Make inferences about the past from their observations?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<p><b>Key concepts:</b></p>		
		<p>Evidence Artefact Archaeology</p>		
<p><b>Suggested activities:</b></p> <p>Pupils should be introduced to evidence <i>Link: this will be explored further in KS2 Y3 HT1.2</i>. As a class, pupils could list the ways in which they have/could find out about the past - how could we find out about their lives?</p> <p>In 1979, an archaeological dig was carried out around Pudding Lane and many artefacts were unearthed. Pupils could 're-create' an archaeological dig with trays of sand/earth of they could be given pictures of artefacts. Working in pairs, pupils could 'unearth' the artefacts (pictures). Using a worksheet, they could then sketch an image and answer a series of questions eg. what is made of? What do you think it was? Do you think it has always looked like this? If not, why not?</p> <p>Finally, pupils could present their finds back to the rest of the class where the correct answer is given for each object. Pupils could then consider, what do these objects tell us about the effects of the Great Fire? How might people have felt at the time?</p>		<p><b>Resources:</b></p> <p>Range of pictures depicting artefacts relating to the Great Fire.</p> <p>Trays with sand/earth for archaeological dig.</p> <p>Worksheet for pupils to complete.</p>	<p><b>Useful links:</b></p> <p>Doull, 'The Great Fire of London', <i>Primary History</i> 66 (spring 2014)</p> <p>Historical Association topic pack: <a href="https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666">https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</a></p> <p>For a range of artefacts linked to the Great Fire with accompanying information: <a href="http://www.fireoflondon.org.uk/browse-the-collection/">http://www.fireoflondon.org.uk/browse-the-collection/</a></p> <p>For further artefacts: <a href="https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdtmfr">https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdtmfr</a></p>	

## Enquiry 4: Who was Pepys and how significant is his diary?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils know that in 1666 a devastating fire hit London. They also know that historians use a range of evidence to find out about the past.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Samuel Pepys was alive during the Great Fire and he wrote about it in his diary. Pepys' diary is very important for historians studying the Great Fire because it tells us lots about what happened. John Evelyn also wrote about the Great Fire in his diary but he is not as well remembered as Pepys.</p> <p><b>Second order concepts:</b> (<i>What students should understand</i>) Significance</p>	<ul style="list-style-type: none"> <li>- Enquiry - use a source to answer questions about the past.</li> <li>- Communication - use simple criteria to assess significance.</li> </ul> <p><b>Key concepts:</b></p> <p>Evidence</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Make simple inferences from a painting?</li> <li>- Describe who Pepys was and what he did?</li> <li>- Identify ways in which Pepys' diary might be useful for a historian?</li> <li>- Compare the significance of Pepys and Evelyn?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could first of all look at a picture of Samuel Pepys - what inferences can they make about Pepys from the portrait?</p> <p>Next, it could be explained that although Pepys was not necessarily important at the time, he has become significant/important since - why? What makes a person important/significant? Pupils could then watch the BBC clip on Pepys - who was he and what did he do?</p> <p>Pupils could then move onto look at extracts from Pepys' diary for the Great Fire - using the extracts, they could underline buildings/streets, key people, how the fire spread, what was done to contain the fire. They could also consider the language used - how might Pepys have been feeling? Did this change? Why? Why would this diary be so important to historians studying the Great Fire?</p> <p>Finally, pupils could look at the diary of John Evelyn - what does it tell us? Why do we generally remember Pepys and not Evelyn? Pupils could use simple criteria to compare the significance of each OR pupils could relate back to previous enquiry on evidence and consider which evidence they think is the most useful and why.</p>		<p>Portrait of Samuel Pepys</p> <p>BBC clip on Pepys.</p> <p>Extracts from Pepys' diary relating to the Great Fire.</p> <p>Worksheet with prompt questions linked to diary extract.</p> <p>Extracts from Evelyn's diary.</p> <p>Tick list for comparing Pepys and Evelyn - who is most significant?</p>	<p>Doull, 'The Great Fire of London', <i>Primary History</i> 66 (spring 2014)</p> <p>Historical Association topic pack: <a href="https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666">https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</a></p> <p>For a short video on Samuel Pepys suitable for KS1: <a href="https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt">https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</a></p> <p>For a range of resources including an extract from Pepys' diary (Resource 1): <a href="https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1">https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1</a></p> <p>For a full copy of Pepys' diary - search by date for Great Fire: <a href="https://www.pepysdiary.com/diary/1666/09/">https://www.pepysdiary.com/diary/1666/09/</a></p> <p>For background about John Evelyn and his diary: <a href="https://www.pepysdiary.com/encyclopedia/1033/">https://www.pepysdiary.com/encyclopedia/1033/</a></p> <p>Examples of how to use significance with KS1: <a href="http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-significance/">http://facingthepastshapingthefuture.com/teacher-guidance/teaching-learning-strategies/history/historical-significance/</a></p> <p>Peter Ackroyd's video including Pepys and Evelyn: <a href="https://www.youtube.com/watch?v=Dn6E_4g4UAW">https://www.youtube.com/watch?v=Dn6E_4g4UAW</a></p>	

## Enquiry 5: How great was the Great Fire for London?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Pupils know that in 1666 a devastating fire hit London and should have started to understand some of the ways it affected the people living there.</p>	<p><b>Substantive knowledge:</b> (What the children should know.) The great Fire had devastating effects for people at the time. After the fire, large parts of London had to be rebuilt - Wren was chosen to be in charge. Following the Great Fire, London changed in lots of ways.</p> <p><b>Second order concepts:</b> (What students should understand) Cause and consequence Change and continuity</p>	<p>- Enquiry - use sources to answer questions about the past. - Communication.</p> <p><b>Key concepts:</b> Evidence Then/now Past/present Change</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify ways in which London was affected by the fire?</li> <li>- Describe plans drawn up for London?</li> <li>- Start to explain which change was the greatest for London?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could first of all re-visit the maps showing London pre 1666 and post 1666 - how did the Great Fire change London?</p> <p>Next, pupils could watch a clip/look at the effects of the Great Fire of London. It could then be explained that after the fire, various plans were drawn up as to how the city could be rebuilt. Working in groups, pupils could be given a plan and brief description of one of the plans and how it would have worked. Pupils could 'present' their plan to the rest of the class to vote on. It should then be explained that Wren's design won - pupils could compare a map of modern London with Wren's map.</p> <p>Finally, pupils could look at the ways in which the fire changed London - pupils could be given a brief overview of the five key changes and decide which they think was 'greatest' for London -this could be done a card sort leading to a piece of writing about change. This should then lead them to answer the question, 'How great was the Great Fire for London?'</p> <p><i>NB. At the end of the enquiry, encourage pupils to consider why we study the Great Fire and why it is relevant to them. Links could be drawn with devastating events which have changed their local area eg. flooding or that London is their capital city and many of the changes in London were replicated elsewhere.</i></p>		<p>Maps showing London pre and post fire.</p> <p>Video outlining the aftermath of the fire.</p> <p>Examples of plans drawn up for London after the fire with a brief description.</p> <p>Cards outlining the ways London changed.</p>	<p>Doull, 'The Great Fire of London', <i>Primary History</i> 66 (spring 2014)</p> <p>Historical Association topic pack: <a href="https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666">https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</a></p> <p>For a map of London pre 1666: <a href="http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html">http://www.bl.uk/onlinegallery/onlineex/crace/p/zoomify87881.html</a></p> <p>For a map of London in 1667: <a href="https://www.british-history.ac.uk/no-series/london-map-leake/1667">https://www.british-history.ac.uk/no-series/london-map-leake/1667</a></p> <p>For a video outlining the effects/aftermath: <a href="https://www.youtube.com/watch?v=H3UnNghOgWU">https://www.youtube.com/watch?v=H3UnNghOgWU</a> <a href="https://www.youtube.com/watch?v=Er3GKw8Z3R4">https://www.youtube.com/watch?v=Er3GKw8Z3R4</a></p> <p>For background of the five masterplans submitted after the Great Fire: <a href="https://www.bbc.co.uk/news/magazine-35418272">https://www.bbc.co.uk/news/magazine-35418272</a></p> <p>For further background reading on the plans: <a href="https://www.theguardian.com/cities/2016/jan/25/how-london-might-have-looked-five-masterplans-after-great-fire-1666">https://www.theguardian.com/cities/2016/jan/25/how-london-might-have-looked-five-masterplans-after-great-fire-1666</a></p> <p>Five ways in which the Great Fire changed London: <a href="https://www.bbc.co.uk/news/uk-england-london-36774166">https://www.bbc.co.uk/news/uk-england-london-36774166</a></p>	

## END POINTS:

### Knowledge and second order concepts:

#### Substantive knowledge:

(What the children should know - this is not a definitive list but an outline of what might be expected.)

- 1666 was a long time ago.
- London in 1666 in some ways was very different today and in other ways very similar.
- The Great Fire of London began in a bakery on Pudding Lane and spread quickly from building to building.
- At first, people did not think that it was serious but attitudes changed and attempts to made to stop the fire from spreading further.
- Evidence left behind by the fire shows that it must have had a devastating effect on the city of London.
- Samuel Pepys was alive during the Great Fire and he wrote about it in his diary.
- Pepys' diary is very important for historians studying the Great Fire because it tells us lots about what happened.
- After the fire, large parts of London had to be rebuilt - Wren was chosen to be in charge.
- Following the Great Fire, London changed in lots of ways.

#### Second order concepts:

Children should start to have an understanding of:

Chronology

Similarity and difference

Significance

### Key concepts developed:

Archaeology

Artefact

Cause

Change

Chronology

During

Evidence

Past/present

Then/now

Timeline

### Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- sequence some events in chronological order.
- answer simple questions about the past.
- identify similarities and differences between the past and the present.
- investigate a range of artefacts and ask questions about them.
- identify some features from a source and describe why it might be useful to a historian.
- use terms relating to the passing of time.
- find out about people in the past and the stories surrounding their lives.
- compare the significance of individuals in the past.
- present their findings in a variety of ways.

### The next step ...

In the next history unit of work, pupils will investigate a range of inventors across time who have contributed to national and international achievements. They will learn what they invented and how they were influenced by the society/time in which they lived. Through studying a range of individuals from different time periods, pupils will start to form a chronological narrative in preparation for their work at key stage 2. They will also consider which individual they think was the most significant utilising the adverbial phrases they have acquired across key stage 1 history.

