



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Autumn 2
Class:	Year 1
Subject:	History
Key Unit Question:	Was the Great Fire of London more significant than the Great Fire of Newcastle?
Key Themes:	Civilization
Memorable Experience:	Discovery Museum: Exploring the Great Fire of Newcastle and Gateshead

Vocabulary that will be taught:

Cause: a person or thing that makes something happen

Chronology: a list of dates or times in the order that they happened

Consequence: a result or effect of something

Eyewitness: a person who has seen something happen

Flammable: easily set on fire

History: the study of past events

Past: something that happened or was done in a time before now

Present: something that happening now/currently

Significant: important and likely to have influence or effect

Source: something that provides evidence or information

National Curriculum Objectives:

- Events beyond living memory that are significant nationally or globally
- Significant historical events, people and places in their own locality

Rationale:

This Great Fire of London unit teaches children about the key events of the Great Fire of London and helps them to develop an understanding of the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.

We have chosen to study this unit at the beginning of Year One as it provides simple opportunities to introduce the children to key historical concepts such as, chronology, cause and consequence, change and continuity and historical evidence. Furthermore, it links to the children's previous learning about 'People who help us' in EYFS. We have chose to study this in the Autumn Term as it will coincide with the 169th anniversary of the Great Fire of Newcastle and Gateshead (October) and Bonfire Night (November). In addition to this, the fire service visit school frequently during this half term and so we would be able to consider changes and continuity in firefighting from 1666, 1854 and now.

Prior Knowledge:

Children have learned in EYFS about the community to which they belong. They have discussed 'People who help us' including the fire service. Children will be able to build upon this knowledge when discussing the lack of formal fire service in the 17th century. Children have also had discussions in EYFS about past and present and are able to compare pictures and objects. This will be helpful when considering the differences in fire safety.

Children have had opportunities to explore the concept of time through the context of their own families, knowing that parents come before them and grandparents come before parents. Exploring chronology in this unit will build upon this basic understanding in a more formal way.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know how the Great Fire of London started
- I know how the Great Fire of Newcastle and Gateshead started
- I know how fire safety has changed over time

Disciplinary knowledge:

- I can explore cause and consequence
- I can explore sources and discuss their helpfulness
- I can consider whether one event is more significant than another



Key lesson questions		Activities/Key points
Lesson 1	<p>What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> I can explain how the Great Fire of London started I can put the events of the fire into chronological order I can discuss the effect of the fire on London 	<ul style="list-style-type: none"> Explain to the children that we are learning about events from the 17th century – explore briefly what life was like in the 17th century e.g., wooden houses, no firefighters etc. Learn about the key events of the Great Fire of London Discuss chronological order – putting things in order of when they happened. Create a class timeline – children to create freeze frames of each part of the event – put pictures into chronological order.
Lesson 2	<p>What is cause and consequence?</p> <ul style="list-style-type: none"> I can explain what cause and consequence means I can explore cause and consequence in life I can cause and consequence in history 	<ul style="list-style-type: none"> Children to discuss the difference between ‘information giving’ and ‘explanation giving’ using Jo’s Bucket Explore the concepts of cause and consequence – what do they mean? Children to explore cause and consequence using dominoes first e.g., push one and they all fall over Next explore cause and consequence ‘Why was Jo late for school?’ Develop further by linking to historical context – Great Fire of London
Lesson 3	<p>Why did the Great Fire of London spread so easily?</p> <ul style="list-style-type: none"> I can recall the events of the Great Fire of London I can consider different reasons why the fire spread I can explain my reasoning 	<ul style="list-style-type: none"> Children to consider all the different reasons why the fire spread so quickly Children to use Historical Literacy cards to help them ‘explain how’ for example, the summer of 1666 was very hot and dry – this made the fire spread more easily because – dry buildings catch fire more quickly and there was less water to fight the blaze.
Lesson 4	<p>What happened in the Great Fire of Newcastle?</p> <ul style="list-style-type: none"> I can explain how the Great Fire of Newcastle started I can put the events of the fire into chronological order I can discuss the effect of the fire on Newcastle 	<ul style="list-style-type: none"> Explain to the children that the Great Fire of Newcastle and Gateshead happened 188 years after the Great Fire of London Learn about the key events of the Great Fire of Newcastle and Gateshead Discuss chronological order – putting things in order of when they happened. Create a class timeline – children to create freeze frames of each part of the event – put pictures into chronological order.
Lesson 5	<p>How do we know what happened in the past?</p> <ul style="list-style-type: none"> I can discuss different historical sources I can identify which sources are most helpful and why I can identify which sources are least helpful and why 	<ul style="list-style-type: none"> Discuss the meaning of the term ‘eyewitness’. Encourage the children to imagine that they were eyewitnesses to the Great Fire and discuss what they might have seen, heard, smelled and touched, as well as how they might have felt Discuss why there aren’t any photos of the Great Fire and what we have instead (written accounts). Ensure that children understand the difference between photographs and paintings and the fact that paintings of the fire, while helpful for showing us what it would have looked like, were often produced much later. Look at some different sources together and discuss with the children which they feel would be more or less helpful for learning about the fire and why. Ensure that they understand that a painting of the king or a coin from the correct time period may not actually provide any information about the fire
Lesson 6	<p>How has fire safety changes since these events?</p> <ul style="list-style-type: none"> I can identify problems that allowed the fire to spread I can explain that changes happened after the fire I can explain why changes happened after the fire and give reasons as to why these changes are better 	<ul style="list-style-type: none"> Introduce children to fire insurance companies who set up the original fire brigades to deal with fires. In 1866 the government set up the Metropolitan Fire Brigade (which later became the London Fire Brigade). Look at pictures of modern fire prevention devices. Can the children identify them? Show children pictures of modern/old cooking and lighting devices. Which is safer and why? Show the children pictures of fire prevention devices sorted into now and then columns.
Lesson 7	<p>Was the Great Fire of London more significant than the Great Fire of Newcastle?</p> <p>End of Unit Assessment / Knowledge Harvest</p>	