

Unit Plan

Curriculum Area: History

Stanton St Quintin
Primary School & Nursery



Key Stage and Cycle:	KS1 Autumn T1 (Year B)	Unit:	Events from the past- When was the Great Fire of London and why do we remember this significant time from history?
Prerequisite Learning	EYFS ELG: Past and Present Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.		

Progressive Journey	ROLOS (Remembering Our Learning and Our Skills)	
When and where did the Great Fire of London start? Why did the fire spread so rapidly? How was the great fire put out? How do we know what we know about this event in history? Who were significant people during this time in history?	The fire of London started in a bakery in Pudding Lane on 2nd September 1666. In 1666 houses were made of wood so they burned very easily. It hadn't rained for months so the city was very dry. Houses were built very close together so the fire spread easily. They used leather buckets and squirts filled with water, axes, fire hooks and gun powder to make fire breaks. The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out. Samuel Pepys was an eyewitness. An object that helps historians to find out facts about the past is called a source. Samuel Pepys diary gives us evidence about The Great Fire of London	
Key Concepts		
Chronology and Causation - Understand chronology by using a simple timeline to locate this event in history, using dates where appropriate and labelling timelines with words or phrases such as: present, the recent past and the distant past.	Historical Enquiry - Ask questions such as: What was it like for people? What happened? How long ago? - Use sources (artefacts, pictures, stories and accounts) to find out and ask and answer questions about the past and significant people from the past on the basis of simple observations.. - Compare pictures or photographs of people or events in the past. - Discuss reliability of photos/ accounts/stories	Interpretation and Significance - Describe historical events and recount episodes from stories about the past. - Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.
Key Vocabulary		
chronology, London, fire, flammable, bakery, Samuel Pepys, Pudding Lane, wind, conditions, drought, weather, spread, plague, St Paul's Cathedral, Charles II, diary, eyewitness, Thomas Farriner		
Assessment- Proof of Progress Task	Linked reading opportunities	
Write a descriptive diary outlining the series of events from The Great Fire of London.	Vlad and the Great Fire of London by Kate Cunningham The Great Fire of London by Emma Adams	

motivate, educate, nurture