

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	The Great Fire of London	Year 1	Summer 1	12+ hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Recall events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. 			
End of unit objectives:	<ul style="list-style-type: none"> • I can talk about modern day London and it's significance to the rest of Great Britain • I can compare images of London now and in the past • I can ask and answer questions to find out more about events. • I can explain the importance of Pudding Lane in relation to the Great Fire of London • I can talk about significant people – Samuel Pepys, Thomas Farriner • I understand how certain occupations have changed over time 			

- I can recall and sequence the events of the Great Fire of London
- I can interpret pictures and accounts to imagine what it was like to witness the Great Fire of London
- I can express my understanding of the topic in a variety of ways
- I can explain the changes that came about as a result of the Great Fire of London.

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	<p>What is it like in London today?</p> <p>Key Vocabulary: Capital, City, UK, Buildings, Environment, Similarities, Differences</p>	<p>Where is London? Has anyone been to London before? What is it like there? Show children a map of the UK with London marked. How far away is it from where we live?</p> <p>Why is London special? (<i>It's the Capital City</i>) What does this mean? Who lives/works in London?</p> <p>Share pictures of London with the children (could be done as a table top activity to ensure full engagement). What can you see in your picture? What does the picture tell us about London? <i>Its busy, there are lots of buildings, cars, there's a river etc.</i> How is it similar/different to Bilston? Would you like to live there?</p> <p>Children could use a range of pictures of London to make a large collage on their tables (roll of paper). Children should label the collage with key facts or landmarks – linked to some of the key vocabulary for the unit.</p>	<p>Large rolls of paper</p> <p>Pictures of London for children to explore</p> <p>Pictures of London for children to cut and use for their collage</p>
Lesson 2	1 hour	<p>What was London like in the past?</p> <p>Key Vocabulary: Buildings, Change, Landmarks, Monuments, Transport, Evidence</p>	<p>Consolidate work done in previous lesson on London now. Explain that London hasn't always looked the same.</p> <p>Show children a range of pictures of London in the past (not of the Great Fire) What can the children see? What did the buildings look like? Can they see any landmarks that they recognise from the last lesson? Where are the cars/buses?</p> <p>How can we tell that these pictures are showing the past? How are they different from the pictures we used last lesson?</p> <p>Children to talk about/write about what they can see in the pictures.</p>	<p>Pictures of London in the past.</p>

Lesson 3	1 hour	<p>Where is Pudding Lane?</p> <p>Key Vocabulary:</p> <p>Evidence, Past, Buildings, Similarities, Differences, Change</p>	<p>Consolidate work done in previous lesson on London past and present.</p> <p>Explain that the focus of our lessons will be in a small part of London called 'Pudding Lane'. Show children some pictures of Pudding Lane in the past (not of the fire). What can children see in the pictures? What was Pudding Lane like? What did the buildings look like? What were the buildings used for? How is this different to our towns now?</p> <p>Explain that children will recreate Pudding Lane. This could be done with paint or junk modelling to create a display within the classroom for children to refer to. The focus of this activity isn't the art or design element but the history, learning and talking about the features of the buildings, how close together they were, their uses, comparing them to modern buildings. Children will be successful in this lesson if they can speak confidently about Pudding Lane as this will provide the basis for later understanding the cause of the fire and the reasons why it spread so quickly.</p>	<p>Pictures of Pudding Lane (not on fire!)</p> <p>Junk modelling</p> <p>Paint</p>
Lesson 4/5	2x 1 hour	<p>Who was Thomas Farriner?</p> <p>Key Vocabulary:</p> <p>Drawings, Evidence, Inferences, Old-Fashioned,</p>	<p>Consolidate prior learning. Show children a picture (drawing) of Thomas Farriner wearing his baker's uniform. Explain to the children that he is called Thomas Farriner. Using clues from the picture, what can the children depict about Thomas Farriner? Who was he? What was his job? Where do we think he lived? Encourage children to link to prior learning.</p> <p>Introduce Thomas Farriner as a baker who owned a bakery in Pudding Lane. What is a baker? What is a bakery? Where do we usually get our bread and cakes from now? Explain to children about how shops were usually separate in the past, each selling different items. A bakery is where the baker would bake bread and cakes and sell them.</p> <p>Show children pictures of inside a bakery in the past with the old-fashioned oven, making everything by hand.</p> <p>Children will be divided into 2 groups:</p>	<p>Picture of Thomas Farriner</p> <p>Baker's hat/apron</p> <p>Pictures of old fashioned bakery</p> <p>Ingredients to make bread</p>

			<p>Group 1 will follow an old fashioned recipe to make bread – adult to ensure that the focus is on history learning – talking about the work of a baker, making enough bread to sell, waking up early, jobs within the bakery... Thinking about Thomas Farriner’s bakery on Pudding Lane.</p> <p>Group 2 will write a character description as Thomas Farriner. <i>My name is Thomas Farriner. I am a baker. I live in London with my family. I own a small bakery in Pudding Lane. I work very hard, from waking up early to make the bread to sell to working late after the bakery closes to clean up ready for another day...</i></p> <p>Groups to swap in next session</p>	
Lesson 6	1 hour	<p>What happened on September 2nd 1666? Key Vocabulary: Past, Present, Impact, Significance, Bakery, Event, Change</p>	<p>Children now have a lot of background knowledge of London past and present, Pudding Lane and what it looked like and also the significance of a bakery and Thomas Farriner, the baker.</p> <p>Explain that children will be taken back nearly 360 years ago, beyond living memory. Show children a picture of Pudding Lane. Where are we? How do you know? Who lives here?</p> <p>Ask children to close their eyes and imagine that they are standing in Thomas Farriner’s bakery. It is early morning on Sunday 2nd September 1666, the bakery doesn’t open on a Sunday so it is quiet, no one else is around. You notice that the fire in the bakery that Farriner had been using to bake his bread has not been put out properly. Cinders from the fire fall onto a rug on the floor and a fire starts in the bakery. Ask children to open their eyes, how do you feel? What might happen? Who will stop the fire from spreading?</p> <p>Explain to the children that there was no-one there to stop the fire in the bakery and very quickly it began to spread. Draw on children’s prior knowledge of Pudding Lane – what were the buildings like? What were they made from? What will happen to the fire?</p> <p>Show children pictures of the fire in Pudding Lane. What can they see? What would we do now if there was a fire of this scale? <i>Call 999, lots of fire services would arrive, helicopters to drop water from above etc.</i> Why didn’t anyone call 999 on their phone? Why couldn’t they drop water from helicopters?</p>	<p>Pictures showing the events of 2nd – 6th September 1666</p>

			<p>Show children pictures of the fire spreading out into London. Buildings were too close together and made from wood. People had to evacuate, taking their belongings to boats on the River Thames.</p> <p>There weren't fire fighters so people tried to pull down houses and buildings to stop the fire from spreading but it was windy and the fire spread easily through the city.</p> <p>Significant buildings such as St. Pauls Cathedral was burned down in the fire.</p> <p>On Thursday 6th September 1666 (after 5 days), the wind died down and the fire was finally put out.</p> <p>Children will be given a selection of pictures showing how the fire started, spread and was put out. Group activity using pictures and rolls of paper, children will create an annotated timeline of events or independent activity where children will complete their own timeline, annotating it with key facts and events.</p>	
Lesson 7	1 hour	<p>How do we know about the Great Fire of London?</p> <p>Key Vocabulary:</p> <p>Evidence, Paintings, Eyewitnesses, Inference, Reliability</p>	<p>Using pictures of the Great Fire of London, consolidate what children already know. When did the fire happen? <i>1666, nearly 360 years ago</i>. Is there anyone alive today that experienced the fire firsthand? Why not? So how do we know about the Great Fire of London?</p> <p>Do we have videos/photos of the fire? Why not? Explain that what we know about the fire comes from paintings and written accounts from people who were there. We call these people 'eye witnesses'.</p> <p>Imagine you were an 'eye witness' of the Great Fire of London. What might you tell people about it?</p> <p>Create a mind map of ideas together. Children will then use these ideas to create their own eye witness account. They might need some scaffolding to support this such as key phrases to start them off...<i>I first discovered that there was a fire when I heard the people shouting...I could see... I could smell...I could feel...I could taste...</i></p>	Pictures of the Great Fire of London
Lesson 8/9	2x 1 hour	<p>Who was Samuel Pepys?</p> <p>Key Vocabulary:</p>	<p>Last lesson we imagined that we had witnessed the Great Fire of London and we wrote our own accounts of the event.</p> <p>Show children a picture of Samuel Pepys – who do children think he is? What can we depict from his picture? What does he look like? What is he holding?</p>	<p>Pictures of Samuel Pepys</p> <p>Paints</p>

		<p>Evidence, Famous, Diary, Painting, Significance, Source, Impact, Reliability</p>	<p>Explain that Samuel Pepys was someone who worked for the Government, he helped to make important decisions and worked with the King. He is famous because he kept a diary which people can read now to find out about what it was like in the past. Samuel Pepys' diary contained details of The Great Fire of London.</p> <p>Share with children an extract from Samuel Pepys' diary about The Great Fire of London.</p> <p>What does the diary tell us? Would you like to know more? What would you ask Samuel Pepys if he was here today?</p> <p>Group 1: Children will paint a portrait of Samuel Pepys as a significant person in our history. Children should be encouraged to think about the colours they use and how he looks different to people now. They should also include his diary in the portrait as this is the reason he is still famous today. Again, the focus of this lesson shouldn't be on the art skills of painting but the quality of children's understanding about Samuel Pepys as a significant person and how he has taught us about the past. Children will be successful in this lesson if they can articulate this.</p> <p>Group 2: Children will imagine that they are able to interview Samuel Pepys. They will think of questions that they would ask him in order to find out more about the past.</p>	
Lesson 10/11	2x 1 hour	<p>What was it like for Londoners during the Great Fire?</p> <p>Key Vocabulary:</p> <p>Landmarks, Significance, Sources, Event, Buildings, Design</p>	<p>Show children a selection of artwork depicting the Great Fire of London. Can children articulate their understanding of this significant event by talking about the artwork? What colours have been used? Why? What do the buildings look like? Why are many of the paintings dark and hazy? If you were able to jump into the painting, how would you feel?</p> <p>Children will create their own Great Fire of London artwork, thinking about the shape of the buildings and landmarks they might include in their picture and the colours they could use to show the fire. The focus of this task is to be able to talk about their knowledge of the Great Fire of London, be able to explain the reasons why they have made buildings in a certain way (styles, shapes, proximity to each other...) Adults should use questioning and prompts to encourage detailed discussion about the fire and what it would have been like.</p>	<p>Artwork of the Great Fire of London</p> <p>Dark card/paper</p> <p>Water colour paints</p>

Lesson 12	1 hour	<p>How has London changed since the Great Fire?</p> <p>Key Vocabulary:</p> <p>Impact, Destruction, Streets, Artefacts, Evidence, Fire Service, Change</p>	<p>Show children pictures of London after the Great Fire. What were the consequences of the fire? <i>People lost their homes, their lives, significant buildings were destroyed.</i></p> <p>Why did the fire spread so quickly?</p> <p>Use a 3D model of a typical street in 1666 to show children how buildings were organised.</p> <p>Streets were narrow and crowded, some roofs made from straw, wooden structures, buildings close together, water supply was poor, pipes were made from wood...</p> <p>Imagine that you were an architect tasked with rebuilding London after the fire. What would you change? What would your streets look like? Children to create a plan of a street that would less likely to burn as easily. Children to label or annotate with sentences explaining their choices.</p> <p>One of the biggest changes since the Great Fire of London is the establishment of a Fire Service which still exists today.</p>	3D model of a typical street in 1666
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