

Topic	The Great Fire of London	Key Subject focus	History	Phase	1/2	Cycle no. Term	1 Spr 2
Previous learning: London – A World Capital (Y1/2) People who Help us (EYFS)					Future learning: (Events beyond living memory) Ancient Egypt (Y3/4) Ancient Greece (Y3/4) Celts (Y3/4)		
National Curriculum objectives					School KPI's		
History	<ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally. To identify aspects of change in national as a result of the Great Fire of London To learn about the lives of significant individuals in the past who have contributed to national achievements. 				<ul style="list-style-type: none"> To identify some of the different ways in which the past has been represented. To use sources of information to find answers to their own questions about the past To explore printing and mixed media techniques. To understand that our knowledge of the past comes from a collation of different sources and physical evidence. To understand how the Great Fire of London changed London to this day. 		
Art & Design	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques to use in colour, pattern, textures, line, shape, form and space. 						
Statement of intent: During this topic pupils will learn: <ul style="list-style-type: none"> That London in the 1660s was a very different place to today. That the city was smaller than today and that it had grown over time. That the way of life was different, reflecting technology of the time. That many of the buildings were made of wood, that trade and industry happened in residential properties, that mains water and sewerage didn't exist, that our understanding of hygiene and medicine was very different. That a devastating fire is believed to have broken out by accident in Pudding Lane, but that the exact cause remains unknown to this day. That the fire spread rapidly as a result of a number of factors, including density, weather, building materials and different firefighting techniques. That we know a lot about the fire because of the diaries of Samuel Pepys and Samuel Rolle. That it their writing that has enabled us to know what happened and how they responded to the fire, and the rebuilding of London. That the Great Fire of London was a traumatic event (Samuel Rolle Book) which necessitated significant change. That the Great Fire of London was commemorated in art, literature and monuments. The children will explore the Great Fire of London through a printing/mix media project at the end of the unit/ 							
Activities: <ul style="list-style-type: none"> A visit into London, to the Monument and Museum of London. A mixed media 'string' print project using the contemporary woodcut print of the Great Fire of London as a stimulus. Children create their own print and embellish with colour. 							

Learning intentions	Tasks
<p><u>Week 1</u></p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally. To understand why the plague spread so quickly and its impact on people in London To understand why people faced difficult choices during the time of the plague and to make decisions based on their understanding 	<p>What was London like in the 1660s?</p> <ul style="list-style-type: none"> Use an image of a London cityscape today and one from the 1660s. Can children identify some of the key differences? Types/size/material of buildings. Look at image of a plague doctor and encourage the children to think about what they might do and what they are wearing. Use the virtual reality tools to explore what life was like in London during the 1600's and encourage the children to identify why it spread so quickly. Children to role play what they would do given a choice of options: <ul style="list-style-type: none"> Leaving for the countryside, sending your family to the countryside or keeping your family in London Telling your family that you have the plague, keeping it a secret or running away Keeping a family locked up, let them go or accept a bribe from them to allow food and water to be brought to them Collect corpses, rob houses and loot shops or do both of these
<p><u>Week 2</u></p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally. To use sources of information to find answers to their own questions about the past To understand that our knowledge of the past comes from a collation of different sources and physical evidence. 	<p>How/where did the Great Fire start?</p> <ul style="list-style-type: none"> Remind the children of last week's lesson. Show the short extract from the Museum of London Great Fire of London gallery which explores the cause of the Great Fire of London. https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1 Establish that the exact cause isn't clear. Consider how people would have reacted once they were aware of the fire. How might they have fought the fire? Use the firefighting sequence with Tom Porter to consider how the fire might have been fought and how we know about what people did (sources of evidence). fireoflondon.org.uk/game Children make a 'fire safety' poster for 1666, considering how to prevent fire and how to fight fire.
<p><u>Week 3</u></p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally. 	<p>How did it spread and what was its impact?</p> <ul style="list-style-type: none"> Recap on how and where the Great Fire of London started. Use the next extract (6m – 8m) of the MoL video to explore the spread of the fire over four days and why the fire was able to spread – after the video explore the reasons for the fire spread. As a class, organise a timeline of the four days (twinkl) and what people did/how the fire spread Children have a map showing the fire spreading over the four days, which they paste into their books– around it they record the main reasons for the fire spreading in words and pictures – encourage the children to draw the wind from the east accurately (onto the map).
<p><u>Week 4</u></p> <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national achievements. To understand that our knowledge of the past 	<p>Who was Samuel Pepys and why is he important?</p> <ul style="list-style-type: none"> Use BBC Bitesize video biography of Samuel Pepys: https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt Ensure children understand that Samuel's diary is so significant because there are no photographs, digital resources from the time and many could not read or write. Role play different events during the fire: escaping, firefighting, rescuing others, rescuing belongings – freeze frame and

comes from a collation of different sources and physical evidence.	<p>photograph. Children use photographs to write a diary entry of the event.</p> <p>Who was Samuel Rolle and why did he write about the fire? Show children: https://collections.museumoflondon.org.uk/online/object/486284.html?_ga=1.143590709.1884543380.1441703203</p> <ul style="list-style-type: none"> Spend some time looking at the book and its picture. Ensure children understand that the picture is not a photograph – it is a woodcut print. Establish, from the museum text, that Samuel Rolle felt that the fire was a judgement from God on the sins and wickedness of the people. Establish that this was not the view of everybody. Consider why he might have felt that it was God’s judgement – plague and fire in such a short time.
<p><u>Week 5</u></p> <ul style="list-style-type: none"> To learn about the lives of significant individuals in the past who have contributed to national achievements. To identify aspects of change in national as a result of the Great Fire of London To understand how the Great Fire of London changed London to this day. 	<p>How did London Change after the fire (Christopher Wren)?</p> <ul style="list-style-type: none"> Use the sequence from https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-great-fire-of-london/zcsd96f Discuss the rebuilding of London after the fire. What changes were they keen to bring about? Help children to understand that London was being ‘planned’ and that Christopher Wren planned and designed many of them. Help children to learn that Christopher Wren built St Paul’s Cathedral and that it took many years. Children use the Redesigning London template: http://teach.files.bbc.co.uk/teach/history/the_great_fire_of_london/the_great_fire_of_london_redesigning_london_map.pdf to design their own new version of London. Encourage them to think about building materials, preventing fires, houses, shops, churches etc.
<p><u>Week 6</u></p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques to use in colour, pattern, textures, line, shape, form and space. To explore printing and mixed media techniques 	<p>How was the fire depicted in art?</p> <ul style="list-style-type: none"> Show children the woodcut of the Great Fire of London. (Samuel Rolle). Spend some time exploring the picture and explain that it was printed and that the shapes in the picture are stylised rather than realistic. Explain and demonstrate what printing is. Children may have previously printed with sponges, potato prints, leaves etc. Focus in on the flames and create a string printing block using sisal and PVA. Children will then make their own flame printing blocks – with differentiation through complexity (see art lead). Children will then use their printing blocks to create a representation of the great fire. Once dry, they can draw in the cityscape and add more colour using colour pencils.

<p>Key vocabulary: Plague, spread, disease, rats, medicine, cure, escape, doctor, herbs, London, fire, city, Pudding Lane, bakery, spread, timber, river, firefighting, diary, pictures, Samuel Pepys, Samuel Rolle, printing, woodcut, block</p>	<p>Cross curricular links (may link to year before / after within other subjects) English – diaries, role play</p>
<p>Resources: (already in school) https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1</p>	<p>Resources: (may need)</p>

Woodcut image of the Great Fire of London
https://collections.museumoflondon.org.uk/online/object/486284.html?_ga=1.143590709.1884543380.1441703203

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h>

VR technology