HISTORY LEARNING JOURNEY – Did the Great Fire of London make Britain a better place?
Enrichment: Catherine Conyard artefacts half day and GFoL Artforms workshop

YEAR 1 SUMMER TERM

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
In this Learning Challenge, children will investigate what London was like in the past and then study in detail the events of the Great Fire of London. They will look at the causes and effects of the Great Fire as well as the different accounts of the events, including that of Samuel Pepys. The children will use a range of primary and secondary sources to consider some of the reasons the fire spread so quickly. Finally, the children will learn how events of this time resulted in changes to everyday life in Britain.	Firstly, children learn about 'People who help us' in Reception so this unit works well to consolidate upon this learning and provides an opportunity to learn why the fire brigade came into existence. Children will have consolidated upon their understanding of chronology since Reception, through the first unit based on living memory and then the units on Grandparents and Great Explorers. They will have been exposed to the language of chronology and be developing the skills of placing events into a chronological order.	This learning will prepare children for further studies into different time periods and more significant people in Year 2. Children will create their own timeline as part of this unit, a key skill that will be embedded and further developed as they progress throughout the school. The main driver to this unit is source work. Children will become more secure in their ability to work with primary sources in preparation for KS2 where they will evaluate the reliability of sources.	Chronological order artefact primary source secondary source sequencing	Pudding Lane Samuel Pepys King Charles Prevent Extinguish fire brigade homeless poor rich Stuart

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF KNOWLEDGE
Pupils should be taught to: • 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. Some should be used to compare aspects of life in different periods, significant historical events, people and places in their own locality. **Chronology** - Ordering a timeline of events **Source analysis and evaluation** - Examining artefacts linked to the Great Fire of London – discussing materials and purpose. **Historical Enquiry** - Asking questions about the person/event being studied - Asking questions about a source	**Where did the fire of 1666 start? UK map either on display or in floor book – can record children's experiences of London. Children need experience of using an atlas** *This is a standalone Geography lesson to set the context for the unit.* • Be able to use an atlas to find the countries in the UK. • Know where Scotland, Wales, Ireland, Northern Ireland and England are on a map of the UK. • Be able to locate London on a map of the UK. **How long ago was the Great Fire of London? Time machine and then chronology on tables. Primary source work as well.** • Know that The Great Fire of London was in 1666. This is over 350 years ago. • Know that chronology means placing events in time order. **What was life like in Stuart Britain? Drama** • Know that Pepys is a significant figure who wrote diaries during this period. We know a lot about the period due to him. • Know that King Charles II was on the throne in Stuart England. • Know that houses in London were built primarily of wood and were compact. • Know that health was poor. Over the previous years, thousands of people had died due to the plague. **How did the Great Fire of London spread so quickly? Covered through enrichment with workshop** • Know that the fire started on Pudding Lane, 2nd September – Summer, hot and dry. • Know that the fire started in a bakery and spread quickly throughout London due to wooden houses and narrow streets. • Know that there was no fire brigade at the time. • Know that there was a strong wind allowing the fire to spread quickly across narrow streets. • Know that Samuel Pepys kept a detailed diary of the event and advised the King on how to tackle the fire. • Know that King Charles II was slow to respond at first but then eventually rewarded those who helped to control the fire.

	• Know that the fire was eventually stopped by using explosives to demolish the houses. **What changes were made after the fire? Rebuild London using the scrap shed** • Know that houses and shops were rebuilt in stone which is less flammable than wood. • Know that streets were planned to be wider as this would reduce the risk of fire spreading. No houses were built near the Thames to allow easier access to the water. • Know that richer families were able to rebuild their homes quite quickly whereas many poor families were made homeless. • Know that the fire brigade was established 20 years later to tackle future fires. • Know that the changes made affected the whole of Britain not just London. **Did the Great Fire of London make Britain a better place? Keep leaflet so there is a written outcome. Alternatively, could hold a debate.** • Know that fires still continued to break out across London for decades after. Many areas still had timber built houses allowing fires to start and spread easily. • Know that many people lost their businesses or jobs due to the fire. As there was no insurance people had no work for months or even years. • Know that a new sewer system design led to creating healthier and cleaner cities.
END POINT	
By the end of this unit most children will know: • The Great Fire of London started on Pudding Lane, 2nd September 1666. • Samuel Pepys is famous for keeping a diary that recorded the events. • Houses at the time were built out of wood and were closely packed together making it easy for the fire to spread. The fire was finally restricted by pulling houses down to prevent it spreading further. • The fire resulted in changes across Britain. From that point on, houses and shops were built using stone and streets were rebuilt to be wider. Sewers were installed so the cities were more sanitary. The Fire Brigade was set up to support in future fires.	

-