



Context			
<b>Unit</b>	The Great Fire of London		
<b>Assessment</b>	Why did The Great Fire of London spread so easily?		
<b>Key Knowledge</b> <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about “events beyond living memory that are significant nationally or globally.” In this unit, children will learn about The Great Fire of London in 1666. Learning will be rooted in the historical skills children will develop as they move through the school. Children will learn to sequence a timeline of events, use sources to infer information from eyewitnesses and understand the relationship between cause and consequence. The substantive knowledge concept (big idea) covered in this unit is <b>society</b>. The children will explore what London was like in 1666 and compare this to the modern day. In the final assessment lesson, children will bring together everything they have learnt to answer the question ‘Why did The Great Fire of London spread so easily?’</p>		
<b>Skills</b> <i>What skills are taught in this unit?</i> <a href="#">Skills Progression</a>	<p><b>Chronology:</b> Place events in chronological order  <b>Cause &amp; Consequence:</b> Recognise the reasons why past events happened  <b>Significance:</b> Recount events from the past which had an impact on national life  <b>Source Analysis:</b> Use photographs, artefacts and simple texts to make comparisons from the past to the present day.  <b>Similarity &amp; Difference:</b> Find similarities and differences between periods of time and the modern day.  <b>Questioning:</b> Use questions to deepen understanding about the events of the past.</p>		
<b>Vocabulary</b> <i>To be displayed on the working wall</i>	Cause Consequence Drought	Evidence Extinguish Eyewitness	Flammable Fuel Hazard

## Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How can we safely build a fire?	To explain the hazards associated with fire  To explore the hazards associated with fire	Cause & Consequence			
2	What were the problems with London in 1666?	I can explain why buildings in 1666 were a significant fire risk  To explore London in 1666.	Significance Similarity & Difference Source Analysis		Pudding Lane is approx. 20 miles from WDA	Settlements (Geography Knowledge Concept)
3	What happened and how do we know?	To evaluate which historical sources are most relevant to an enquiry  To investigate which historical sources are most relevant to an enquiry	Chronology Source Analysis			
4	What did eyewitnesses say about the great fire?	To make inferences from eye-witness accounts  To explore eye-witness accounts of the great fire of London.	Source Analysis Questioning			
5	What are causes and consequences?	To apply my understanding of cause and consequence to different scenarios  To explore cause and consequence.	Cause & Consequence			
6	Why did the Great Fire of 1666 spread so easily?					

## Lesson 1

<b>Enquiry question</b>	How can we safely build a fire?
<b>Learning Intention</b>	To explore the hazards associated with fire
<b>SOLO SC: Uni- Structural</b>	I can identify dangers associated with fire
<b>SOLO SC: Multi- Structural</b>	I can list ways to keep a fire under control
<b>SOLO SC: Relational</b>	I can explain the hazards associated with fire
<b>SOLO SC: Extended Abstract</b>	I can apply my knowledge of flammable and nonflammable materials to discussions about fire safety
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"><li>- <b>The main aim for this lesson is to ensure that children have an understanding of the dangers associated with fire and the conditions which may cause fire to spread and become out of control. This will help children in the following lessons when they look at the Great Fire of London and how it spread uncontrollable through the city.</b></li><li>- Introduce the topic and share the knowledge organiser with the class.</li></ul> Follow the learning in the Pupil Booklet: <ul style="list-style-type: none"><li>- What dangers can you see in the picture?</li><li>- What advice might we give the people in the picture?</li><li>- Safety Inspector Task - Paired activity (Could the children use actual clipboards?)</li><li>- Label the campfire picture activity. (In books)</li></ul>

	<ul style="list-style-type: none"> <li>- Complete a fire drill explaining each step and why we do what we do</li> <li>- Plenary: What can make a fire bigger? How can a fire be controlled? (Ideas could be displayed on flipchart paper and added to the working wall)</li> </ul>								
<b>Key Vocabulary for the lesson</b>	<table> <tr> <td>Danger</td> <td>Risk</td> <td>Smoke</td> <td>Flammable</td> </tr> <tr> <td>Safety Inspector</td> <td>Fuel</td> <td>Space</td> <td>Nonflammable</td> </tr> </table>	Danger	Risk	Smoke	Flammable	Safety Inspector	Fuel	Space	Nonflammable
Danger	Risk	Smoke	Flammable						
Safety Inspector	Fuel	Space	Nonflammable						
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>								

<b>Lesson 2</b>	
<b>Enquiry question</b>	What were the problems with London in 1666?
<b>Learning Intention</b>	To explore London in 1666.
<b>SOLO SC: Uni- Structural</b>	I can use sources to describe what London was like in 1666
<b>SOLO SC: Multi- Structural</b>	I can use sources to identify what is similar and what is different between London in 1666 and the modern day
<b>SOLO SC: Relational</b>	I can explain why buildings in 1666 were a significant fire risk
<b>SOLO SC: Extended Abstract</b>	I can reflect on how buildings are different today and how this helps to prevent fires
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: Society. The aim of this lesson is to give the children a good understanding of what London was like in 1666 and recognise the similarities and differences with the modern day.</b></li> <li>- Retrieval Quiz question (P.8 of Pupil Booklet/Digital Resource) Give children the opportunity to remember the answer, then an opportunity to talk to a partner. This is low-stakes quizzing, the aim is that children are able to remember more over time.</li> <li>- Watch '<a href="#">Pudding Lane Productions, Crytek Off the Map</a>', an animated recreation of 17th-century London before the Great Fire.</li> <li>- After watching the video, ask pupils to discuss in pairs the differences between London in 1666 and modern towns and cities. Suggest they think about the houses, building materials, layout of buildings and overcrowding.</li> <li>- As a class, use the images in the slides (digital resources) to compare key London landmarks from 1666 and now. Ask pupils to find similarities and differences.</li> </ul>

	<ul style="list-style-type: none"> <li>- Split the children into pairs/threes. Give each group one of the information cards about features of London in 1666 (<a href="#">resource 2.1</a>) and ask them to study their picture carefully and read the accompanying text.</li> <li>- Ask the groups if they can see any fire hazards in their pictures and to explain to the class why the issue would make a fire more dangerous (slide 11). Display the sentence stems on slide 12 to help pupils structure their responses.</li> <li>- Work booklet (page 8) and Information cards. Ask pupils to imagine they work for King Charles II in 1666, and it's their job to check London for fire hazards. Ensure each pupil can see at least two of the information cards for reference.</li> <li>- Pupils should complete task 1 individually in books.</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Similarity Same Difference	Hazard Safety Risk	Spread
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resources for lesson 2</a> <a href="#">Information Cards, evaluate the risk</a> (resource 2.1)	

### Lesson 3

<b>Enquiry question</b>	What happened and how do we know?
<b>Learning Intention</b>	To investigate which historical sources are most relevant to an enquiry
<b>SOLO SC: Uni- Structural</b>	I can recall key events and names of individuals and landmarks involved in the Great Fire of 1666
<b>SOLO SC: Multi- Structural</b>	I sequence events of the Great Fire of 1666 on a timeline
<b>SOLO SC: Relational</b>	I can evaluate which historical sources are most relevant to an enquiry
<b>SOLO SC: Extended Abstract</b>	I can reflect on how sources have changed over time and how historians of the future will find out about life in 2023
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: Society. This is a skills based lesson where children will build the foundations of skills which will be used throughout their time at WDA - chronology is an important aspect of our curriculum (units in KS2 are sequenced chronologically) and source analysis is revisited every academic year and built on over time.</b></li> <li>- Retrieval Quiz question (P.9 of Pupil Booklet/Digital Resource) Give children the opportunity to remember the answer, then an opportunity to talk to a partner. This is low-stakes quizzing, the aim is that children are able to remember more over time.</li> <li>- Share the story of the Great Fire of London from 2–5 September 1666 in your own words using the slides (5-11) and the information given in <a href="#">resource 3.1</a>.</li> <li>- Hand out sets of <a href="#">sequencing cards telling the story of the Great Fire (Downloadable resource 3.2)</a> to pairs or small groups. To save time,</li> </ul>

	<p>you can cut up the resource for pupils before the lesson. (Lesson slide 8, Work booklet pages 10–11)</p> <ul style="list-style-type: none"> <li>- Ask pupils to put the cards in order. Then run through the sequence as a class to make sure everyone understands it.</li> <li>- <a href="https://drive.google.com/file/d/1ENO26onH-IAnijdawrxh-_MmQ6aoWgRa/view">Ahttps://drive.google.com/file/d/1ENO26onH-IAnijdawrxh-_MmQ6aoWgRa/view</a></li> <li>- Look at the sources that were left behind after the Great Fire on slide 11 and ask pupils which would be most useful to historians. Highlight the importance of Samuel Pepys' diary.</li> <li>- Explain that whether a historical source is useful or not depends upon what we want to find out (e.g. if you want to know what a building looked like, a drawing from the time is useful; but if you want to know what people thought about the building, a piece of writing would be more useful).</li> <li>- Pupils work in small groups. Hand out a set of <a href="#">historical sources cards (resource 3.3)</a> to each group. To save time, you can cut up the resource for pupils before the lesson. Ask pupils to pick out the sources that would be most helpful in finding an answer to the question 'Why did the Great Fire of London spread so easily?' Model the activity with a few cards first, if needed.</li> <li>- When feeding back ideas, the class teacher could create a class version of both the timeline and the sources we could use and display on the working wall.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	Evidence Source	Historian Chronological Order	Diary Samuel Pepys	Thomas Farriner Pudding Lane
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resource for Lesson 3</a> <a href="#">The Events of the great fire (resource 3.1)</a>	<a href="#">Sequencing Cards (resource 3.2)</a> <a href="#">Historical Source Cards (resource 3.3)</a>	

## Lesson 4

<b>Enquiry question</b>	What did eyewitnesses say about the great fire?
<b>Learning Intention</b>	To explore eye-witness accounts of the great fire of London.
<b>SOLO SC: Uni- Structural</b>	I can identify how people felt when the fire broke out
<b>SOLO SC: Multi- Structural</b>	I can retrieve information from eye-witness accounts
<b>SOLO SC: Relational</b>	I can make inferences from eye-witness accounts
<b>SOLO SC: Extended Abstract</b>	I can evaluate the value and limitations of eyewitness accounts
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: Society. The aim of this lesson is to develop pupils' understanding of the nature, value and limitations of eyewitness evidence. Pupils will use drama conventions to explore and interpret eyewitness accounts from the diarist Samuel Pepys.</b></li> <li>- Retrieval Quiz question (P.12 of Pupil Booklet/Digital Resource) Give children the opportunity to remember the answer, then an</li> </ul>

	<p>opportunity to talk to a partner. This is low-stakes quizzing, the aim is that children are able to remember more over time.</p> <ul style="list-style-type: none"> <li>- Ask pupils if they can remember who Samuel Pepys was, and why he was important in the story of the Great Fire (because of his diary – an eyewitness account). Explain that an eyewitness is someone who sees something happen and tells another person what they saw.</li> <li>- Look at slide 5 of the digital resource, ask pupils to find the eyewitness in the picture and suggest what the eyewitness might say they had seen.</li> <li>- Pupils should complete tasks 1 and 2 individually (Page 13 Pupil Booklet)</li> <li>- Perform a sequence of six or seven actions (such as claps, waves, jumps and turns) for the class. Ask the pupils to tell you what they saw you do. Use the pupils’ different accounts to highlight the limitations of eyewitness evidence, explaining that people do not always remember things accurately.</li> <li>- Read the eyewitness account on the slide together.</li> <li>- The language will be a challenge for pupils, so discuss the words Pepys used and explain any tricky phrases.</li> <li>- Pupils work in groups of three or four. Give each group an <a href="#">eyewitness account (resource 4.1)</a> from Samuel Pepys’ diary, and ask pupils to read it together.</li> <li>- In their groups, pupils decide how many characters (people and animals) appear in their extract. Explain that some characters will not be named, but are still part of the story. They should also find out what each character is doing and saying. Model this with the example text on the slide, if needed.</li> <li>- Explain to pupils that they will create a ‘freeze frame’ of a moment in their eyewitness account. Give pupils five minutes to decide who will play each character, and to get into position.</li> <li>- Once pupils have created their freeze frames, explain that when you tap a pupil on the shoulder, they should speak the thoughts and feelings of their character out loud.</li> <li>- If time, children pupils can draw an image of their character or scene, and write their character’s thoughts in speech bubbles.</li> </ul>			
<p><b>Key Vocabulary for the lesson</b></p>	<p>Source Historian</p>	<p>Limitation Perspective</p>	<p>Eyewitness Samuel Pepys</p>	<p>Diary Diarist</p>
<p><b>Resources</b></p>	<p><a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a></p>		<p><a href="#">Digital Resource for Lesson 4</a> <a href="#">Eyewitness Evidence</a> (Resource 4.1)</p>	

## Lesson 5

<b>Enquiry question</b>	What are causes and consequences?
<b>Learning Intention</b>	To explore cause and consequence.
<b>SOLO SC: Uni- Structural</b>	I can offer an explanation using the word ‘because’
<b>SOLO SC: Multi- Structural</b>	I can identify the difference between giving information and giving an explanation
<b>SOLO SC: Relational</b>	I can apply my understanding of cause and consequence to different scenarios
<b>SOLO SC: Extended Abstract</b>	I can begin to make connections between causes and consequences of the Great Fire in 1666
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>The aim of this lesson is to prepare pupils to offer their own explanations in response to the question ‘Why did the Great Fire of London spread so easily?’ in lesson 6. This lesson consolidates pupils’ understanding of the difference between giving information and giving an explanation, then moves on to explore the concept of ‘cause and consequence’, developing pupils’ ability to reason</b></li> <li>- Retrieval Quiz question (P.16 of Pupil Booklet/Digital Resource) Give children the opportunity to remember the answer, then an opportunity to talk to a partner. This is low-stakes quizzing, the aim is that children are able to remember more over time.</li> <li>- Recap the difference between giving information and giving an explanation by showing pupils the two text boxes on slide 5 and asking them to spot the difference (the first box is giving information, the second box – which uses the word ‘because’ – is giving an explanation).</li> <li>- If needed, you can follow this up with further example sentences, e.g. ‘Lucy plays football on Saturdays. Her mum loves football.’ / ‘Lucy</li> </ul>

	<p>plays football on Saturdays because her mum loves football.'</p> <ul style="list-style-type: none"> <li>- Demonstrate a short domino run with domino tiles, or with a video, and (if possible) hand out a small number of tiles to pairs for pupils to try for themselves.</li> <li>- Discuss the cause of the dominoes falling (someone pushing the first tile), and the consequence of pushing one tile (the next one falls).</li> <li>- Explain that a 'cause' is the reason why something happens and that a 'consequence' is the result of an action.</li> <li>- Introduce the scenario 'Why was Jo late for school?' Have any of the children been late to school? What happened?</li> <li>- Show the cause card on slide 7 with an example of a cause that made Jo late for school (spilling porridge on her shirt). Ask the class why this might have caused Jo to be late (she had to change her clothes). Ask pupils to guess why she might have spilt the porridge (e.g. she was rushing, she was tired, etc.).</li> <li>- Hand out a set of cause cards (resource 5.1) for pairs of pupils to sequence to explain why Jo was late for school. To save time, you can cut up the resource for pupils before the lesson.</li> <li>- Pairs then use their cause cards in combination with the phrases on slide 8 to create and share a verbal response to the question 'Why was Jo late for school?' Explain that they do not have to use all of the phrases.</li> <li>- Pupils should complete task 1 individually in their books. (Pupil Booklet p.16)</li> <li>- Stretch/Challenge: Pupils can speak and/or write 'If ... then ...' sentences for the scenario 'Why was Jo late for school?' using the cause cards (resource 5.1), e.g. 'If Jo had not been rushing and tripped, <b>then</b> she wouldn't have had to go to hospital.</li> </ul>						
<b>Key Vocabulary for the lesson</b>	<table> <tr> <td>Cause</td> <td>Because</td> <td>Unlikely</td> </tr> <tr> <td>Consequence</td> <td>Likely</td> <td></td> </tr> </table>	Cause	Because	Unlikely	Consequence	Likely	
Cause	Because	Unlikely					
Consequence	Likely						
<b>Resources</b>	<table> <tr> <td><a href="#">Pupil Booklet</a></td> <td><a href="#">Digital Resource for Lesson 5</a></td> </tr> <tr> <td><a href="#">Pupil Booklet (Answers)</a></td> <td><a href="#">Cause Cards (resource 5.1)</a></td> </tr> </table>	<a href="#">Pupil Booklet</a>	<a href="#">Digital Resource for Lesson 5</a>	<a href="#">Pupil Booklet (Answers)</a>	<a href="#">Cause Cards (resource 5.1)</a>		
<a href="#">Pupil Booklet</a>	<a href="#">Digital Resource for Lesson 5</a>						
<a href="#">Pupil Booklet (Answers)</a>	<a href="#">Cause Cards (resource 5.1)</a>						

## Lesson 6

<b>Assessment Think! Question</b>	Why did the Great Fire of 1066 spread so easily?
<b>Tasks</b>	<ul style="list-style-type: none"> <li>- Children begin by answering the quiz question (P.17 of Pupil Booklet/Digital Resource)</li> <li>- This lesson supports pupils to apply the language of causal reasoning to the historical context of the Great Fire of 1666.</li> <li>- As a summative assessment, pupils will attempt their own causal explanation in response to the inquiry question: 'Why did the Great Fire of 1666 spread so easily?'</li> <li>- Ask the class if they can remember any of the causes of the Great Fire.</li> <li>- Hand out sets of cards with different <a href="#">causes of the Great Fire (resource 6.1)</a> to pairs of pupils. Ask pairs to read through them and find any causes the class missed in your discussion. To save time, you can cut up the resource for pupils before the lesson.</li> <li>- Pupils continue to work in pairs. Explain that they will use the same cause cards (resource 6.1) and some additional phrases (slide 7) to help them make sentences about the causes of the Great Fire. Tell them that the cards will help them start sentences, but they will have to finish the sentences themselves, as in the examples on slide 6. Model the task with a few cards for the class before they start.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask pupils to share their completed sentences verbally.</li> <li>- Pupils should complete task 1 individually, referring back to the cause cards (resource 6.1) and phrases on slide 7 as needed.</li> <li>- You can encourage pupils to use the boxes of key words and phrases from the Pupil Booklet. You can also display a suggested structure (slide 8).</li> </ul>				
<b>Key Vocabulary for the lesson</b>	Close-together houses Drought Flammable	Fire Fighting Equipment The Lord Mayor Timber-Framed Buildings	Evidence Extinguish Eyewitness	Danger Fuel Hazard	River Thames
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resource for Lesson 6</a> <a href="#">Causes of the Great Fire Cards (resource 6.1)</a>	<a href="#">Think! Question</a>		