

## KS1 History Curriculum - Autumn

### Theme: Local History

#### Key Question: Why was it called the 'Great' Fire of London?

#### What do we already know?

- The difference between the past and the present.
- Some significant differences between the past and the present day.

<b>Curriculum objectives</b>	<b>Vocabulary</b>				<b>Curriculum Links</b>	
<ol style="list-style-type: none"> <li>1. To recognise how the Great Fire of London fits into the timeline of what we already know.</li> <li>2. To summarise key differences between life in London in 1666 with that of the present day.</li> <li>3. To understand how and where the Great Fire of London started.</li> <li>4. To explore how the make-up of the city allowed the fire to spread so quickly.</li> <li>5. To discover how the fire ceased and the events following the fire.</li> <li>6. To identify key historical figures of the time.</li> <li>7. To compare how such an event would be dealt with in present day.</li> </ol>	<b>Key Places</b>				<p><b>Geography</b> – Capital cities within the UK, the UK's 4 countries and where Hose fits in relation to these.</p> <p><b>PSHE</b> – Social inequality. Living in poverty.</p>	
	<b>London</b>	<i>The capital city of England.</i>	<b>Pudding Lane</b>	<i>The street where the fire started.</i>		
	<b>River Thames</b>	<i>Many people got on a boat on the River Thames to escape the fire.</i>	<b>St. Paul's Cathedral</b>	<i>A large church which burnt down during the fire before the new cathedral was built.</i>		
	<b>Key Figures</b>					
	<b>Samuel Pepys</b>	<i>A man who lived in London during the fire and wrote about it in his diary.</i>	<b>King Charles II</b>	<i>The King of England in 1666 who insisted on the use of fire breaks during the fire. He declared that houses must be built further apart in the aftermath and be built from stone instead of wood.</i>		
	<b>Thomas Farriner</b>	<i>The owner of the bakery on Pudding Lane where the fire started.</i>				
	<b>Key Vocabulary</b>					<b>Potential Misconceptions</b>
	<b>bakery</b>	<i>A place where bread or cakes are made and sold.</i>	<b>fire breaks</b>	<i>Pulling down of houses to create gaps to prevent the fire spreading further.</i>		
	<b>diary</b>	<i>A personal record of life's events.</i>	<b>flammable</b>	<i>Something that will easily catch fire and burn.</i>		
	<b>embers</b>	<i>Small glowing pieces of coal or wood in a fire.</i>	<b>fire squirt</b>	<i>Heavy tool used by 2 people to pump water onto the fire.</i>		
<b>fire hook</b>	<i>Hooks used to pull down houses during the fire.</i>	<b>leather bucket</b>	<i>Used to throw water onto the fire. Made from a non-flammable material.</i>			

<b>Lesson Sequence</b>	<b>Key Knowledge &amp; Skills</b>
<ol style="list-style-type: none"> <li>1. When was 1666? How does it fit into the timeline of what we already know?</li> <li>2. What was London like in 1666? How is it different from London today?</li> </ol>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding of aspects of the past beyond living memory.</li> <li>• Identify characteristic features of a different time period.</li> <li>• Realise that we can use dates to describe events in time (i.e. 1666) and that there is a distinction between past and present.</li> <li>• Describe change over time using appropriate words and phrases.</li> </ul>
<ol style="list-style-type: none"> <li>3. What was The Great Fire of London? Where did it happen? How did it start?</li> </ol>	<ul style="list-style-type: none"> <li>• To retell an event from beyond living memory.</li> <li>• To know that The Great Fire of London occurred in 1666 and was a fire affecting London which started on Pudding Lane.</li> </ul>
<ol style="list-style-type: none"> <li>4. How did the fire spread so quickly? How did they put it out?</li> </ol>	<ul style="list-style-type: none"> <li>• To recognise how the city's design caused the fire to spread so rapidly (proximity of buildings, building materials etc.).</li> <li>• To recognise why the development of transport has been important in our country's development over time.</li> </ul>
<ol style="list-style-type: none"> <li>5. Who were the key historical figures at this time?</li> </ol>	<ul style="list-style-type: none"> <li>• To understand the purposes of sources in providing us with historical information about the past, such as Samuel Pepys' diary.</li> <li>• To find and retrieve evidence.</li> <li>• To talk about who was significant in historical accounts.</li> </ul>
<ol style="list-style-type: none"> <li>6. How did London change as a result of the fire? How has this impacted us today?</li> </ol>	<ul style="list-style-type: none"> <li>• To make connections and comparisons between past and present day.</li> <li>• To consider why things may change over time.</li> </ul>
<ol style="list-style-type: none"> <li>7. Why was the fire called The 'Great' Fire of London?</li> </ol>	<ul style="list-style-type: none"> <li>• Show an understanding of how an event beyond living memory had national significance.</li> <li>• To make connections and comparisons between past and present day.</li> <li>• To find and retrieve evidence.</li> </ul>

#### Themes and links

Historical themes	Where these are covered:	Links across the History curriculum		
<b>Diversity</b>	<ul style="list-style-type: none"> <li></li> </ul>	<b>EYFS</b>	<b>Past &amp; Present</b> Talk about the lives of the people around them and their roles in society. Know some similarities & differences between things in the past & now. Understand the past through settings, characters and events encountered in books read in class & storytelling.	
<b>Settlement</b>	<ul style="list-style-type: none"> <li>How the settlement of people in London as the capital city was a critical factor in the level of devastation of the fire.</li> <li>How the city's design caused the fire to spread at such a rate.</li> </ul>		<b>1</b>	Hose in the past (Cycle B) – How houses and buildings have changed over time.
<b>Conflict</b>	<ul style="list-style-type: none"> <li></li> </ul>		<b>2</b>	History of Flight (Cycle B) – How transport has changed over time.
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Transport in 1666 with that of the present day. For children who have already studied Cycle B – how the lack of transport at the time fits into what we already know.</li> <li>How modern-day transport allows for emergency services to travel to emergencies and handle them at speed.</li> </ul>	<b>3</b>		
		<b>4</b>		
		<b>5</b>		
		<b>6</b>		