

Events beyond living memory: Great Fire of London

Substantive Concept - Civilisations

Disciplinary Concepts - Cause and consequence

Key question – How did life in 1666 cause the fire to spread?

Prior learning		
<ul style="list-style-type: none"> <li>EYFS Spring 1 – How life was different in the past.</li> </ul>		
Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
bakery leather buckets London Thames King Charles II Samuel Pepys event timeline	<p><b>Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> </ul> <p><b>Chronological Understanding</b>  <b>Show their emerging knowledge and understanding of the past by:</b></p> <ul style="list-style-type: none"> <li>Recognising the distinction between past and present.</li> <li>Place a few events in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>) Using a VAK timeline.</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>Use simple stories and other sources (painting, photos, artefacts, stories, adults talking about the past) to show that they know and understand key features of events.</li> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events</li> </ul>	<p><b>Key knowledge</b></p> <p>The Fire of London started on 2nd September 1666 in Thomas Farriner's bakery <b>Cause and consequence</b> <b>Civilisations</b></p> <p>In 1666 the houses in London were made of wood and straw and they were very close together, making it easy for the flames to spread.  <b>Cause and consequence</b> <b>Civilisations</b></p> <p>Strong winds were blowing, which helped the flames to spread.</p> <p>Water squirts and leather buckets and fire hooks were used to try and stop the fire. <b>Civilisations</b></p> <p>Samuel Pepys wrote a diary about what happened. <b>Civilisations</b></p> <p><u>Extended knowledge</u></p> <p>It had also been a dry summer, so the buildings were dry.  <b>Cause and consequence</b></p> <p>By Thursday 6th September the wind had died down. This meant that people were able to put out the flames.  <b>Cause and consequence</b></p>

**Enquiry, Interpretations and Using Sources**

- Begin to identify some of the *basic* ways the past can be represented. (paintings, photos, stories, adults talking about the past)
- Ask and answer questions about the past through observing and handling a range of sources, such as painting, photos, artefacts, stories, adults talking about the past.
- Handle sources and evidence to ask and answer simple questions about the past
- To begin to understand the reasons why people in the past acted as they did from a range of sources (*pictures, film clips, written accounts, stories*).

**Communication**

- Show knowledge and understanding about the past in different ways (e.g., role play, drawing, and writing, talking).  
Writing (diary, simple recount)
- Communicate their knowledge through discussion, with adult support/prompts
- Use simple historical concepts to talk about the passing of time.

People escaped on the River Thames on boats. **Civilisations**