



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



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| <p>Year Group: 1</p> | <p>Term: Summer #1 2022</p> | <p>Teacher: Nicole Morning</p> | <p>Subject lead: Dionne Sanati</p> | <p>Overview: The Great Fire of London (events beyond living memory that are significant nationally or globally)</p> | <p>Key End Points: By the end of this unit children will be able to: -Understand the importance of primary sources and that sources can show a person's own opinion or way of thinking. -Identify that there are reasons for continuities and changes and can explain some of these and how they impacted. -Identify that continuity or change can be a good thing or a bad thing.</p> | |
| <p>Links to other learning: Maths - sequencing and ordering numbers Geography - map work</p> | <p>Relevant Prior Learning: In the Autumn/ Spring terms chn developed their understanding of history within living memory through a locality study of our school history and beyond living memory through a study of aspects of childhood (home and toys focus).</p> | <p>Relevant Future Learning: In Year 2 chn will develop their understanding of significance at a local , national and glocal level related to events, people and places through a locality study of Portsunlight/ Lord Leverhulme, a study of significant nurses through the ages and the develop of flight.</p> | <p>High Quality Text: Vlad and the Great Fire of London (A Flea in History) by Kate Cunningham</p> | <p>Risk Assessment:</p> | <p>Teacher CPD: Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1</p> <p>Read - The Great Fire of London scheme of work from Historical Association (saved in Google drive)</p> <p>Film: The Great Fire of London Boosting subject knowledge at Key Stage 1 webinar series https://www.history.org.uk/primary/resource/10084/film-the-great-fire-of-london</p> | |
| <p><u>Learning Intention</u></p> | <p><u>Lesson Outline</u> (Key Questions in colour)</p> | | | <p><u>Resources</u></p> | <p><u>Vocabulary</u></p> | <p><u>Lowest 20% Adaptations</u></p> |
| <p>1 I can show knowledge and understanding of aspects of the past beyond living memory ~ identifying characteristic</p> | <p>Recap from previous unit. Encourage chn to look at their books to support recall and for them to use as examples to show you. What do these words mean? Can you give me an example of an event, person or object that is from within living memory? Can you give me an example of an event, person or object that is from beyond living memory? Recap words of the week: within living memory & beyond living memory Within living memory - during a time that can be remembered by people who are still alive Beyond living memory - A time that can be remembered by people, but very few people are still alive from this time period.</p> <p>In History this term we will be learning about The Great Fire of London. We will find out about the time period when the fire happened. We will use lots of sources (evidence) from the time to find out what caused the fire, we will sequence (put in chronological order) the events that happened over the few days of the fire and we will find out about the experiences of the people at the time. Finally, we will think carefully out about the good and bad things</p> | | | <p>Lesson 1 ppt Evidence sheet for activity 2</p> | <p>within living memory & beyond living memory</p> <p>national</p> <p>artefacts primary sources</p> <p>Stuart period Victorian period Significant/ importance</p> <p>architecture transports rich/poor</p> | |

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| <p>features of a period.</p> <p><i>I can describe what London was like during the Stuart period</i></p> | <p>that changed because of the fire. Our big question (overarching historical enquiry question) is...What were some of the causes and effects of The Great Fire of London?</p> <p>Today in History we will be using historical sources (maps and images) to find out what Stuart London was like when the great fire happened. Our enquiry question for today is...What was London like during the Stuart period?</p> <p>Activity 1 (whole class): Show chn maps and images of Stuart London (see ppt) before and during GFOL (The Great Fire of London) as visual prompts before discussions.</p> <p>Where is London? Why is London a significant/ important city in the UK? When do you think The Great Fire of London happened? Why do you think that?</p> <p>Display scaled timeline from previous unit on WW again to support chn's understanding of chronology. Where do you think we would put The Great Fire of London on our working wall timeline? Ask various chn to come up and place an event card on the timeline.</p> <p>Show timeline on ppt and explain that the GFOL happened in 1666 which is beyond living memory so nobody is still alive from that time. Add to WW timeline a scaled border paper of the Stuart period (1603 - 1714) and explain that this period was before the Victorian period that they learnt about last unit so it is even further in the past beyond living memory. Explain that the GFOL happened on 2 September 1666 - 6 September 1666 so only lasted 4 days. Add a scaled timeline for the event onto the WW. What do you notice about the length of the event? Chn should notice that in comparison to other time periods/ events on the timeline the GFOL is very small. Take photos of timeline on WW to include in chn's books.</p> <p>Pose rhetorical question/ challenge question for HA to note ideas on a post it and stick in their books...so why is an event that is so small on our timeline still remembered today? We will be able to answer this question in a few weeks.</p> <p>Activity 2 - Paired - Look at the maps and images on your sources sheets. Whole class - Watch London in 3D before the Great Fire https://www.youtube.com/watch?v=SPY-hr-8-M0 Teacher to stop the video at various points and ask the chn the questions below. Chn to then note their answers to the questions below using evidence sheet. What were most of the buildings (rooves and walls) in Stuart London made of? Most lower and middle class houses in this period were still timber framed, typically with a tiled roof and - if they were lucky - a brick chimney.</p> <ol style="list-style-type: none"> 1) Are the buildings close together or spaced out? Most houses in London this period were joined or very close together. 2) What do you think people in the Stuart period used for light and heat? Fires, candles, 3) How do you think the people travelled around in the Stuart period? 4) Was London a hygienic place to live during the Stuart period? <p>Chn should begin to recognise the defining features of a period or event through physical features, such as architecture, transport, and the ideas that shape the period.</p> <p>Challenge - Were there any barriers (things that could have stopped the fire) in London? The Thames River or areas where housing was more spaced out.</p> | | | <p>Group write on evidence sheet for activity 2</p> |
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| | | <p>Plenary: Chn to share their findings whole class from the research task activity 2. Chn could then add more detail to their evidence sheets.</p> <p>Challenge - Infer: Why is an event that is so small on our timeline still remembered today? I think it is still remember today because...</p> | | | |
| 2 | <p>I can show understanding that the past has been interpreted in differ</p> <p>I can show that there were different viewpoints about what or who caused the spread of the fire</p> | <p>Words of the week: primary source A primary source is evidence in history that can tell us about an event, person or time period. It is original information from that period in time. It is usually first-hand, which means from a person who lived at that time.</p> <p>Explain - When Mrs Whelan came to talk to use about the history of our school that was a primary source (first-hand) because she was here during a period of time in our school's history. Show image in ppt - this is a primary source because it is an artefact from the Victorian period.</p> <p>Today we are going to look at different primary sources of evidence (this is evidence from the actual time of the event) to find out what or who caused the great fire. We will learn that the past has been interpreted in different ways through the viewpoints of different people at the time. Our enquiry question for today is..What happened on the night of 2 September 1666?</p> <p>Activity 1: Whole class watch "During the Great Fire" - perspective of a cat witnessing the fire (link to high quality text recommended) and Samuel Pepys. https://www.youtube.com/watch?v=weEveQ4nz4g What impression does this give you of the fire? Some people are trying to fight the fire. Some people are trying to save themselves and their goods. Some people are running to the river. Some people don't think it is very serious to start with. But the fire is huge and takes over everything. Eventually the King comes to help.</p> <p>Points to listen for: ~ initially not worried as think it is localised ~ takes hold swiftly ~ people are overwhelmed ~ drastic action needs to be taken</p> <p>Who were some of the main characters involved? Which ones do you think were real people who could have told us about their first-hand experiences? Thomas Farrinor/Samuel Pepys/ Thomas Bloodworth/ King Charles II/ fire & wind/ fictional cat.</p> <p>Pose the question to the class..Why did the fire spread so disastrously? Encourage chn to refer back to knowledge from previous lesson about the physical characteristics of the city: Wooden houses close together/open fires/narrow alleyways for fire to jump.</p> <p>Could anything have been done to stop the spread of the fire? Suggest that we need some evidence. Explain that we will listen to accounts from different people and vote to see if we think that they have been responsible for not stopping the fire from spreading. (TA and CT in role as judge and witnesses using script in resources. Script could be simplified into bullet points for various chn to act in role)</p> <p>Activity 2: Children listen to accounts from different characters and vote at the end of each piece of evidence on the question. "Did you contribute to the spread of the fire?" Keep a tally of the votes for yes/no. Take photos for books during process with ppt in background showing images of actual people.</p> | <p>Lesson 2 ppt</p> <p>Ideally need additional adult(s) for role play.</p> <p>Script for role play with various characters</p> | <p>Primary source</p> <p>Evidence First-hand Viewpoints witnesses</p> | <p>Simplify script for chn to act in role.</p> |

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| | <p>Characters to be interviewed: ~ Thomas Farrinor ~ Samuel Pepys ~ Thomas Bloodworth ~ King Charles II ~ wind</p> <p>Plenary: After listening to the entire evidence children vote again by placing stickers on images of characters to see who the class think is most to blame. Challenge - Can you write a sentence explaining who you think is to blame and why? <i>After our role play activity, I think...is the most to blame because...</i></p> | <p>Challenge example: I think Thomas Farrinor is to blame because he owned the bakers shop where the fire started.</p> | | |
| <p>3 - 4</p> <p>I can begin to use a timeline to sequence events in chronological order</p> <p>I can begin to understand that there are reasons why people acted as they did</p> <p>I can sequence the events of The Great Fire of London in chronological order</p> <p>I can give reasons for people's actions during the fire</p> | <p>Recap from previous units: Word of the week: chronological order - the order in which objects were made or which events happened, from first to last</p> <p>Recap from previous lesson: Words of the week: primary source A primary source is evidence in history that can tell us about an event, person or time period. It is original information from that period in time. It is usually first-hand, which means from a person who lived at that time.</p> <p>Today in History we are going to learn more about how quickly the fire spread and sequence the events of The Great Fire of London in chronological order. We will then investigate various primary sources of evidence to find out how people reacted and to think about why they reacted in that way. Our enquiry question for today is...How did the people of London react during the fire?</p> <p>Activity 1 (independent/partner): Chn to cut and stick event cards onto given timeline to sequence in chronological order. Teacher to add as an expanded timeline onto WW with events in correct order.</p> <p>Whole class: Put clickable map up IWB Click on the first day to show how much of London was affected. Click to show what happened the next day. How did the fire develop? What direction did the fire go in? The fire started in a smaller area but got bigger as it went. It went to the left (west of the city). Finally click to show full extent of the fire. What might have made the fire go in a certain direction? It was easier to go in that direction ~ the wind blew it. Looking at the houses of the different characters whose home was affected? Samuel Pepys' house didn't burn but the bakery did and the lord mayor's did. Why might it have been a good thing that the Tower was not touched? The King was there ~ the crown jewels were there (real reason = the place was full of gunpowder!)</p> <p>Group activity: Put selection of images, London Gazette and diary accounts on the tables ("Great Fire" painting, Firefighting Image and "St Paul's on fire" painting from image bank) Look at the images first. What are people doing? Running, carrying things, lifting things, sitting in boats, crying, holding each other List what people are doing in table format on WB (see opposite example).</p> <p>Look at the documentary sources ~ you will probably need to provide transcripts or have an adult read some of the accounts. The language of the Gazette will need some explanation. Highlight key words or phrases that show what people were doing e.g. "poor people ... running into boats, or clambering from one pair of stairs by the waterside to another"</p> | <p>Twinkl event sequencing timeline and cards.</p> <p>1.http://gfol.webs.com/1ondonmap.htm ~ clickable map showing how the fire spread from 2nd -5th September 2.http://www.pepysdiary.com/indepth/2009/09/02/evelyns-fire/ ~John Evelyn's account of the Fire 3.http://www.pepys.info/fire.html ~ Samuel Pepys website with accounts of fire and plague (also recipe for cakes) 4.http://www.youtube.com/watch?v=Dn6E_4g4UAW ~ Peter Ackroyd's Fire of London video with Pepys and Evelyn (00.00-05.10 mins) 5.http://www.fireoflondon.org.uk/ ~ image of firefighting and London in flames from teachers resources ~ image bank 6.http://www.pepys.info/1666/london_gazette.html ~ London Gazette 1666 7. Teacher to find various images of Stuarts for independent activity 1</p> | <p>chronological order primary source</p> <p>within living memory & beyond living memory</p> <p>artefact sequence</p> | |

| | <p>Add information to list. Discuss together why they think people are doing these things. Complete table (see opposite).</p> <p>Independent activity 1: Use a range of images of Stuarts from the era rich/poor/ male/female/ adult/child. Chn to add speech bubble with reasons for actions e.g. I am running towards the river because I want to get on a boat away from the fire. I am holding onto my mother because I am scared. I am carrying a few of my precious belongings because if I leave them the fire will burn them.</p> <p>Independent activity 2: Watch first six minutes of Peter Ackroyd's Fire of London video with Pepys and Evelyn. Ask children to listen out for eyewitness - running, carrying things, lifting things, sitting in boats, crying, holding each other.</p> <p>What are people doing? Why are people doing that? e.g. Running into boats because they want to get away from the fire. I am running from the fire because I am afraid.</p> <p>How does the film make them feel? Add emotions and descriptions as key words around collage.</p> | <table border="1"> <thead> <tr> <th>What are people doing?</th> <th>Why are people doing that?</th> </tr> </thead> <tbody> <tr> <td>Running into boats</td> <td>They want to get away from the fire</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> | What are people doing? | Why are people doing that? | Running into boats | They want to get away from the fire | | | | | | | | | | | | | | | | <p>Chn may need support with writing speech bubbles.</p> |
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| <p>5 I can give reasons for changes and explain some of the results of those changes</p> <p>I can explain why London need to be rebuilt and why choices were made when rebuilding London</p> | <p>Reflection question...Were there any benefits/ good things that happened because of The Great Fire of London? Chn to note their responses in their books.</p> <p>Today in History we are going to investigate various primary sources of evidence to find out how the King reacted after The Great Fire of London and what choices were made to rebuilt the city. Our enquiry question for today is... What did the King do to make London better?</p> <p>Whole class: Use talk partners to discuss the reasons why fire took place and why it was so catastrophic.</p> <p>Key points: ~ houses too close together and made of wood ~ water difficult to get to ~ lots of alleyways joining houses together making it difficult to move around ~ combustible materials in houses and warehouses ~open fires ~people didn't act in time ~people didn't want their houses to be destroyed ~People tried to save their things rather than stopping fire ~Fire got too big to stop ~Wind too strong ~Thomas Bloodworth didn't act quick enough - there was no organised fire brigade</p> <p>Given that these were reasons for why the fire spread so quickly, how could we avoid another? Get children to suggest solutions and record on IWB.</p> <p>Divide board into two with one side for "our ideas" e.g. ~ Build of stone (more likely than brick as response) ~ Not close together ~ Organise firefighters</p> <p>Once children have made suggestions read out Charles's proclamation (from National Archives site). Read in Stuart English first and see what children can work out is the suggestion (have modern transcription if necessary) Get TA to scribe (short version of) Charles's solutions on the board in second column as you read. Compare two columns with children ~ get child to come and highlight or tick those that are the same. How well have our ideas matched?</p> | <p>Example responses to reflection question: <i>The Great Fire of London was a good thing because it killed most of the rats that carried the plague.</i> <i>The Great Fire of London was a good thing because the city was rebuilt and housing would have been better.</i></p> <p>1.http://www.nationalarc.hives.gov.uk/education/lessons/lesson47.htm ~ Fire of London resources including Charles' proclamation and Hollar's map after the fire 2. Template of area of city that has been destroyed for design task (trace outline from Hollar's map) 3.http://www.bl.uk/onlin-gallery/onlineex/crace/1/largeimage87902.html ~ ogilby and Morgan's map of rebuilt London 1673 4. Statements (A4 size ~ laminated) and symbols for building city task</p> <p>Plans for the city:</p> | | <p>Independent activity could be completed as a group activity</p> | | | | | | | | | | | | | | | | | | |

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| | <p>Independent Activity: Have letter from King Charles delivered (gold edged envelope sealed with red wax)...The King has announced a competition to design a new London. Other people have already entered (show chn primary sources of examples for plans for the city from Evelyn, Hooke and Wren).</p> <p>. He would like your class to do so as well. Pairs activity - Design <u>and label</u> a new city with:</p> <ul style="list-style-type: none"> ~ brick buildings and slate rooves -an organised fire brigade and fire stations -straight wide streets ~ rebuilt St Paul's cathedral ~ important buildings ~ spaces for walking or driving a carriage in ~ no industries in the middle of housing areas <p>Teacher led reflection task during activity: While children are drawing circulate round class with copy of Ogilby map. Does this look like plans from architects or more like old city? What might have happened?</p> <p>Whole class plenary: Lay out statements of the tasks needed if city is to be rebuilt e.g...</p> <ul style="list-style-type: none"> -land must be cleared of falling down houses and rubble - people must be found a place to stay whilst rebuilding is happening - pay people for their land - move industry/ businesses from housing areas - planners need to plan out a new city - need to include space for important buildings - need to get stone and make bricks - need to build roads <p>Children decide if it is easy (tick) or if there is a factor that would make it difficult. And place symbol(s) on statement</p> <ul style="list-style-type: none"> ~ pile of coins = expensive ~ hourglass = take time ~ sad face = people would not agree to it <p>Looking at all the statements and the symbols. Show the chn map of London before the fire and after. Pose the question... Looking at the maps and considering the statements, can you see why London was more or less rebuilt on the old plan? Take pictures during process to stick in chn's books.</p> | <p>5.http://mapco.net/london/1666evelynb.htm ~ John Evelyn's plan for rebuilding</p> <p>6.http://archive.museumoflondon.org.uk/Londons-Burning/objects/image.htm?rid=62231&size=3&pid=9&personid=150768 ~ Robert Hooke's plan for rebuilding</p> <p>7.http://mapco.net/london/1666wren.htm ~ Christopher Wren's plan for rebuilding</p> | | <p>led by TA or labels give for chn to stick onto their map as they draw their new city.</p> <p>Support sheets could be made with an outline structure for their maps including River Thames and other key buildings that survived the fire.</p> |
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