

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : History YEAR : A TERM : Autumn 1 YEAR GROUPS : 1/2

Key Question : How did London change because of the Great Fire in 1666?

Previous Knowledge – We would expect children to already be able to:
 Talk about 'ago' – a long time ago, a while ago, a really long time ago etc.
 Understand the term 'king' and 'queen' from traditional tales and nursery rhymes
 Recognise fire and the dangers of fire, know that there is a fire service to help us nowadays

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
With support, children can identify one or more ways in which London was different in 1666 to today. With support, children can recall some of the events of the Great Fire With support, children can explain why the fire spread and how it was stopped. With support, children can refer to historical sources of information such as Samuel Pepys' diary.	State that London is the capital city of England. Demonstrate an understanding of the differences between London in 1666 and in the present. Retell the events of the fire in order in their own words Explain why the fire spread so quickly and why this would not happen so easily today Explain how the fire was stopped and how this is different to fire-fighting today Explain that we know about the fire from sources such as Samuel Pepys' diary which was written at the time.	Talk about London in the past and in the present in lots of detail, making links and comparisons with confidence. Children can explain why things changed after the Great Fire Children can explain why some sources of information are more useful than others, for learning about the past.

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Role playing jobs of the 17th century
 Making houses that resemble those of 1666 and later watching how quickly fire spreads from one to the other
 Visiting the fire station to learn more about the modern fire service that was originally formed in response to the Great Fire

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

DT – 3D models to help us understand the past and present (houses and fire engines)
 English – writing recounts to retell past events
 PE – using dance to explore the start, spread and the stopping of the fire
 Music – singing songs to help us to remember the Great Fire of London
 PSHE – People who help us, the fire service.