

Enquiry: How do we know so much about what happened in the Great Fire of London?

What pupils will know

- The probable cause of the Great Fire of London in 1666
- What living conditions in London were like for most people in 1666
- How these conditions enabled the fire to spread so quickly
- Some of the main events that occurred during the fire
- The main effects of the fire on the city
- The distinction between primary and secondary sources of evidence of the fire
- Why some sources of evidence of the fire are more reliable and trustworthy than others
- Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire
- The main actions that were taken to control the fire
- Why the fire took so long to extinguish
- What might have been done to control the fire earlier

National Curriculum Coverage

- events beyond living memory that are significant nationally or globally

Evident Knowledge Threads

- Legacy
- Monarchy
- Cause and Effect
- Chronology
- Society

Historical sources that the pupils will interpret

- Paintings and portraits
- Drawings
- Monuments
- Diaries
- Artefacts
- Maps
- Etchings
- Modern interpretations of events such as animations and graphic novel panels

Disciplinary thinking skills the pupils will use to understand what they know

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition
Summarise	Outline or sum up briefly the main points about something
Empathise	Placing yourself in another's position to better understand their motives, decisions and actions

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Pupils making a good level of progress will:

- Identify and describe the probable cause of the Great Fire of London in 1666
- Describe what living conditions in London were like for most people in 1666
- Suggest reasons why these conditions enabled the fire to spread so quickly
- Describe and sequence some of the main events that occurred during the fire
- Describe the main effects of the fire on the city
- Describe the distinction between primary and secondary sources of evidence of the fire
- Suggest reasons why some sources of evidence of the fire are more reliable and trustworthy than others
- Describe who Samuel Pepys was and why his diary is an important source of primary evidence of the fire
- Describe the main actions that were taken to control the fire
- Suggest reasons why the fire took so long to extinguish
- Suggest reasons as to what might have been done to control the fire earlier

Pupils working at greater depth will also:

- Explain why even though Samuel Pepys was an eyewitness to the fire what he wrote might not be entirely trustworthy or reliable
- Explain why King Charles II may have not wanted to create large firebreaks by demolishing many properties in front of the fire

Prior Learning

Earlier in Key Stage 1 pupils:

- Have explored the concept of historical *significance*
- Learned that the achievements of some individuals, places and events in history are considered more significant than others
- Have learned about significant people, places and events in their locality

In Nursery and Reception pupils:

- Were introduced to people in stories about the past who did important and memorable things
- Examined and talked about images of familiar situations in the past
- Examined artefacts from the past
- Heard and discussed accounts of the past involving people, places and events through reading stories such as 'Toby and the Great Fire of London'
- Explored through discussion and role play how people in tried to put out the fire
- Compared this with modern fire engines and firefighters when the local fire brigade visited the school