

TOPIC	NATIONAL CURRICULUM
THE GREAT FIRE OF LONDON	Know where the people and events they study fit within a chronological framework. Knowledge and Understanding of Events, People and Changes in the Past: Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Significant historical events, people and places in their own locality. Events beyond living memory.
KEY VOCABULARY	TIER 2 (High Frequency/Instructional): Chronological order, old, heat, building, possessions, trustworthy, reliable, perspective, bias / biased TIER 3 (Subject Specific): Fire of London, thatched, wood, explosion, parliament, government, Samuel Pepys, wattle and daub, water squirt, fire hook, fire mark, fire engine, bakery / baker, cart, flammable, eye witness, embers, monument, diary, primary source, secondary source, timeline
POSSIBLE TRIP or EXPERIENCE	Visit a local fire station to compare modern fire engines to the carts used in 1666. In-class Experience: Handling collection of historical building materials (thatch, wattle, wood vs. brick). Visit to the Monument "Meet Samuel Pepys" (drama workshop) recounting his diary entries.
PRIOR LEARNING	EYFS: Children have built everyday vocabulary related to time. They have used core vocabulary such as past, present, now, first, next, history, today, and yesterday. They have explored simple timelines comparing their day to a child in another country. They have learned about significant figures like Florence Nightingale and Mary Seacole. Y1: Children have developed an awareness of the past and phrases relating to passing time. They have explored events beyond living memory (Space Race, first aeroplanes, Dinosaurs) and have sequenced these on timelines. They have identified similarities and differences between ways of life in different periods.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	When did the Great Fire of London happen, and what did London look like?	What exactly happened in 1666?	Why did the fire spread so quickly across the city?	Who was Samuel Pepys and why is he important?	How is the story of the fire told differently by different people?	How did the fire change London for the better?
LEARNING OBJECTIVES AND CONCEPT	I know that the fire happened in 1666. I can situate 1666 on a timeline and compare it to now. CHRONOLOGY	I know the key events of the Great Fire. I can understand key features of the fire using historical objects. ARCHAEOLOGY	I know the materials used to build London in 1666. I can use archaeological evidence to explain cause and effect. ARCHAEOLOGY	I know who Samuel Pepys was. I can explain how his diary helps us know about the fire. SIGNIFICANCE	I know there are different ways the fire was discussed afterwards. I can explore why there are different interpretations. HISTORIOGRAPHY	I know what happened after the fire. I can compare London then and now to identify changes. CHANGE

ACTIVITY	Create a large class timeline. Place Dinosaurs, Space Travel (Year 1 learning), and 1666 on it. Sort picture cards of "London in 1666" vs "London Today" discussing similarities and differences.	Carousel activity exploring replicas or images of 17th-century objects (e.g., water squirt, fire hook, fire engine cart). Match the object to its use during the fire events.	Investigate building materials. Explore the concepts of "thatched" and "wattle and daub". Conduct a safe, teacher-led science experiment showing how quickly dry materials (representing wood/straw) catch fire compared to brick.	Read age-appropriate extracts from Samuel Pepys's diary. Discuss what a 'primary source' is. Children write their own 'diary entry' as if they are watching the fire spread from afar.	Look at different accounts: a baker's perspective (worrying about blame), the King's perspective, and a modern historian's perspective. Group sorting activity: decide if statements are 'biased' or 'reliable'.	Explore how London was rebuilt. Compare pictures of wooden houses to the brick buildings that replaced them. Learn about The Monument and design a new monument to remember the event.
ASSESSMENT	Can the child correctly place 1666 on a timeline before living memory but after dinosaurs?	Can the child explain the function of at least two historical fire-fighting objects?	Can the child identify 'wood' and 'thatched' as flammable materials that caused the spread?	Can the child explain that Samuel Pepys is significant because he wrote a primary source diary?	Can the child identify that people who lived through the fire might tell the story differently based on their feelings?	Can the child list at least two ways London changed for the better (e.g., brick houses, wider streets)?
HIGHER ORDER QUESTIONS	If 1666 is in the past, why is it placed after the dinosaurs on our timeline?	Why do you think a fire hook was more useful than a water squirt in 1666?	If you were the King in 1666, what rule would you make about building houses?	What would we know about the fire if Samuel Pepys had lost his diary?	Why might the baker (Thomas Farriner) have a different story about the fire than the King?	Do you think a fire like 1666 could happen in London today? Why or why not?
BIG QUESTIONS FOR DISPLAY	If a fire started in a bakery today, would it burn down the whole of London? How can we possibly know what happened in 1666 if nobody alive today was there? Was the Great Fire of London actually a good thing for the city in the end?					
INCLUSION & ADAPTATION	Provide a simplified timeline with tactile markers. Limit sorting cards to distinct, obvious differences (e.g., horse cart vs car).	Provide physical 3D replicas of objects rather than 2D images. Use visual matching frames for the carousel.	Pre-teach vocabulary like 'flammable'. Use a visual storyboard to show cause (houses close together) and effect (fire spreads).	Provide a scaffolded diary template with sentence starters. Use a picture-book version of Pepys's account.	Use role-play rather than text to explore perspective (e.g., acting out being the baker vs the mayor).	Provide a 'Before and After' sorting mat with clear visual cues of wooden vs brick houses.
GREATER DEPTH	Challenge children to calculate rough timescales (e.g., "Was 1666 closer to the dinosaurs or to us?").	Ask children to design an 'improved' 17th-century fire-fighting tool using only materials available at the time.	Have children debate whether the wind or the building materials were the biggest factor in the devastation.	Ask children to compare Pepys's diary (primary source) with a modern history book (secondary source) and list the pros/cons of each.	Challenge children to write a short account of the fire from the perspective of someone trying to hide how it started (introducing bias).	Have children evaluate: "Did the fire actually save London from the plague?" (Linking changes in living conditions).