

St Bernadette's Catholic Primary Voluntary Academy
History Medium Term Planning - KS1 Term - Lent Cycle A Topic: Famous Faces
How do we know about The Great Fire of London?



MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
ENTRY POINT	LO2: To know where the people and events they study fit within a chronological framework.	<p>Look at famous faces that we cover across the topic. Talk about them, where they live etc. and place them on a timeline. Introduce timelines to the children, why we have timelines, what they tell us.</p> <ul style="list-style-type: none"> - Samuel Pepys - Eric Carle - David Attenborough - Archimedes - Abbie Dewhurst <p>Activity Place the people on a timeline.</p>	<ul style="list-style-type: none"> • Know about significant people from our topic. • Know what a timeline is. 	<ul style="list-style-type: none"> • Use a timeline 	<p>timeline famous significant people Samuel Pepys Eric Carle David Attenborough Archimedes Abbie Dewhurst</p>
Lesson 1	L.O.10: To be able to know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Samuel Pepys]	<p>Show the children a photograph of Samuel Pepys. Who do you think this is? Is he from the past or now? Tell them that he is famous. What do you think he is famous for?</p> <p>To watch the Magic Grandad clip about the Great Fire of London - Youtube Twinkl PP - Samuel Pepys</p> <p>Activity Children to write a fact file about Samuel Pepys. LA - simple sentences</p>	<ul style="list-style-type: none"> • Know about Samuel Pepys. • Know he wrote a famous diary. 	<ul style="list-style-type: none"> • Research about a significant person. 	<p>research</p>
Lesson 2	LO9: To learn about events beyond living memory that are	Recap on Samuel Pepys. What event was he part of?	<ul style="list-style-type: none"> • Know about The Great Fire of London. 	<ul style="list-style-type: none"> • Sequence parts of a significant event. 	<p>sequence Great Fire London</p>

	significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	Introduce The Great Fire of London and focus on the sequence of events. Sequence together first. BBC Bitesize - The Great Fire of London <u>Activity</u> Children to sequence the events of the fire into their books.			1666 bakery wooden houses spread horse and cart leather bucket water squirt Tower of London St. Paul's Cathedral
Lesson 3	LO5: To be able to ask and answer questions.	Recap on the sequence of events of the Great Fire. Start to think about how the fire might've spread. Children to write a question about how they think the fire spread. Why did the Great Fire of London spread? - Inspire Education Youtube - Weather had been very dry - Weather had been very windy - The houses were made of wood. <u>Activity</u> Mind map of how the fire spread	<ul style="list-style-type: none"> Know how the fire spread. Know how people tried to stop the fire. 	<ul style="list-style-type: none"> Ask questions about the fire and why it was so hard to stop. 	dry weather windy question
Lesson 4	LO7: To understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Recap on Samuel Pepys/sequence of events. What did Samuel Pepys write? Look at his diary entry. Why did he use special characters? What was he talking about? When was the entry written? Model diary entry, thinking about sequence of events, why the fire started etc. <u>Activity</u> Write a diary entry as if they are Samuel Pepys.	<ul style="list-style-type: none"> Know that Samuel Pepys wrote a diary. Know what was written in the diary. 	<ul style="list-style-type: none"> Use a range of resources to help us understand the past. Write a diary entry. 	diary resource
Lesson 5	LO7: To understand some of the ways in which we find out about the past and identify different	Finish off diary entries	<ul style="list-style-type: none"> Know that Samuel Pepys wrote a diary. Know what was written in the diary. 	<ul style="list-style-type: none"> Use a range of resources to help us understand the past. Write a diary entry. 	

	ways in which it is represented.				
Lesson 6	LO6: To use other sources to show that they know and understand key features of events.	<p>Introduce children to sources - what is a historical source? Think about what tells us about the Great Fire?</p> <ul style="list-style-type: none"> - Diaries - Pictures - Buildings - Artefacts <p>BBC Bitesize Great Fire of London pictures.</p> <p><u>Activity</u> Children to write some sentences about the sources and what they tell us.</p>	<ul style="list-style-type: none"> ● Know what a source is. 	<ul style="list-style-type: none"> ● Use sources to help us understand the past. 	<p>source diary picture artefact building</p>
Lesson 7	LO6: To use other sources to show that they know and understand key features of events.	<p><u>ENQUIRY QUESTION</u> How do we know about the Great Fire of London?</p>			