



History Medium Term Plan

Year	A	Term:	Summer 2	Unit:	Fire! Fire!
Big Question:	How has London changed since 1666?				
Prior Substantive Knowledge	<ul style="list-style-type: none"> - To talk about the lives of the people around them and their roles in society. - Understand that the past is anything that has already happened - Have knowledge of modern day London 	Cross-curricular	Links with Geography and London's location on the map and many physical and human landmarks. How the landscape of London has changed dramatically due to human influences.		
		Key Vocab	<p>City of London – The historic centre of London. The area is still called this today, even though the rest of London has grown much larger around it.</p> <p>Wattle and Daub- A technique used to fill the spaces between timber frames. This involved weaving thin branches (wattle) and covering them with a mixture of clay, straw, and dung (daub).</p> <p>Fire Hook: A large rod with a hooked end. These were used to pull down damaged houses or to remove houses to try and stop the fire spreading.</p> <p>Fire Squirt: A pump used to suck up water and then squirt it at the fire. At least two people were needed to use them, as they were so large and heavy!</p> <p>Jettied houses – houses where the top levels of the house leant over into the street. These kinds of houses made it easier for the fire to spread, as it was not far for it to leap from one house to the next.</p> <p>Tudor- A period of time between 1485-1603- although the Great Fire occurred Later in 1666, many houses in London at this time would have been built in the Tudor Period and are commonly called Tudor houses.</p> <p>Migration (Human Migration)- when people move from one place to another. In this case, for work.</p> <p>Disaster- an event that results in great harm, damage, or loss of life.</p> <p>Reliable Evidence- information that is:</p> <ul style="list-style-type: none"> • Trustworthy • Consistent • Verifiable through reputable sources 		
		Essential vocab			



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Substantive Knowledge (Know what)		Disciplinary Knowledge (Think like)		
<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone or brick. - After the Great Fire, the Firebrigade was set up to ensure no disaster happened like this again. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 		<ul style="list-style-type: none"> - Recognising the distinction between present and past in their own and other people's lives. - Know where some people and events fit into the chronological framework by using common words and phrases about the passing of time, such as: 'a long time ago' and 'before'. - Use a variety of simple historical terms and concepts. - Identifying some similarities and differences between ways of life in different periods. - Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. - Compare and contrast ways of life between periods studied and now. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Make observations about different types of people, events and beliefs within a society. - Understand and use simple historical concepts such as now/then and same/different. - Understand historical concepts and use them to make simple connections and draw contrasts. - Compare and contrast ways of life between rich and poor. 		
Teacher Knowledge	<p>1666 was in the Tudor Era. Charles II was on the throne. Houses were made of wattle and daub. Wattle and daub was made from animal dung, straw, clay and sand. This was packed between wooden beams. Beams were not straight as they were hand cut. The population of London expanded very quickly as people migrated to the city for work. People lived close together and the city expanded upwards, meaning the buildings often got closer together as they were built up. Streets were extremely narrow with some being only the width of a person. Many people lived with more than one family group. Living conditions were cramped and children did not often live past 5 years old due to disease and illness.</p> <p>There were no supermarkets so people got their food from individual shops such as the bakery or butchers.</p> <p>On the 2nd September 1666, in one bakery on Pudding Lane, named so because of the bakers, the baker, Thomas Farriner, closed up shop. A fire from baking had not been put out and spread through the bakery and soon to other building nearby. Samuel Pepys wrote about the fire in his diary. There are questions about the reliability of this source due to it being based on a lot of hearsay. The weather had been unusually dry, meaning the buildings were dry, and the strong winds meant that the fire spread more quickly than normal. There was no firebrigade before the Fire of London so responses to fire were reliant on neighbours working together. There were fire posts set up and people worked together to try to put the fire out. Buildings were pulled down and water was thrown using leather buckets and water squirts. Many buildings were being destroyed by the fire or pulled down with hooks to try to stop the fire from spreading. People had to carry their belongings to safety using boats on the river Thames. The fire moved closer to the Tower of London. St Paul's Cathedral was destroyed in the fire. Although it was mostly made of stone, the tower had wooden scaffolding around it which meant that the fire spread more quickly. The heat of the fire melted the cathedral's lead roof and caused the stone to break apart. The fire started to burn more slowly as the wind died down. Because the wind had died down and many houses were pulled down to stop the fire spreading, the fire stopped. It is recorded that six people died but thousands of people were left homeless, lost their business or lost many of their possessions.</p> <p>After the fire, London was rebuilt using bricks or stone so that fire wouldn't spread as quickly. Sir Christopher Wren redesigned many famous buildings in the new brick style. The Firebrigade was set up after a decree from the King to ensure no disaster happened like this again.</p>		FRUITS	<p>Relationships- working together as a community to ensure London was rebuilt and everyone was safe.</p> <p>Intellect – Using bricks to rebuild London.</p> <p>Treat Others with Respect- Formation of the fire service to ensure the safety of Londoners.</p>



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Key concept	Learning objective	Key components	Main input	Activity	Adaptive strategies
Civilisation	What were buildings like in 1666?	<p>Watch the video of the streets of London in 1666 and look closely at the buildings.</p> <p>Look at the photographs of tudor buildings and how they are built.</p> <p>Watch your teacher weave the softer willow branches in and out of the steaks. Now, carefully weave the willow, in and out of the steaks yourself.</p> <p>Continue to do this, taking turns with your team, until the wall is complete to the top.</p> <p>Now mix the mud and straw together in a bucket.</p> <p>Pat/ carefully throw the mud onto the wall, powerfully enough so that it sticks. You can use your hands or a small spade or trowel to do this.</p>	<p>Whole afternoon required for this session.</p> <p>Ask the children what the capital city of England is. Refer back to children's prior knowledge about the capital city from last half term's geography. Discuss the physical and human features of London today and use images to help.</p> <p>Suddenly a member of office staff to bring in a parcel that has been "delivered to the office" for our class. The parcel contains all of the materials for our activity as well as our enquiry question.</p> <p>Open the box and invite children to come up a take a single item out of the box at a time. Build suspense by asking the children questions about the contents. What is this? Have we ever seen this before? If so, where? What might it be used for? Who might it be from?</p> <p>Teacher to draw the childrens attention to a note poking out from under the materials . The note is from Mrs Holmes and explains that this half term we are going to be learning about what the city of London was like in the year 1666. She has also sent us our big enquiry question: 'How has London changed since 1666?'</p> <p>Now introduce the video which shows the streets of London in the year 1666, before the fire broke out. This can be found here. Amazing 3D animation of historic London - BBC Newsround This video clearly shows the Tudor style wooden framed buildings and highlights the narrow streets and houses built close together. Draw children's attention to this throughout.</p> <p>Show the children the information that Mrs Holmes has sent to us which explains that these tudor houses like the ones in the video, were made from wooden beams which formed the 'skeleton' of the building and wattle and daub. (Find this information in history week 1)</p> <p>Tell the children that we are going to be like builders from 1666 and use the materials sent to us to creat our own wall using wattle and daub.</p>	<p>In groups, the children go up to forrest school to experience building their own version of a wattle and daub wall.</p> <p>Take photographs for books.</p>	<p>Video of the streets of London in 1666.</p> <p>Large images used alongside all information given to aid understanding.</p> <p>Real life hands on activity to show clearly how Tudor houses were built.</p> <p>Options for how to apply the daub to ensure all feel happy and comfortable.</p>
Migration	What was life like in 1666?	Look at the artists painitng of the streets	As the children arrive back in class after lunch, have Tudor music playing and a large image of painting showing life in tudor times (find in history week 2).	Use the prompt cards to draw answers out	Larger scale artists images depicting the busy narrow streets of



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		<p>of London in the year 1666.</p> <p>Discuss the streets, buildings and people in the painting with your partner and/or teacher.</p> <p>Look at each image and listen to the information about different aspects of life in 1666.</p> <p>Discuss each slide with your talk partner. Answer the questions based on the evidence.</p>	<p>What do the children think of the image and the music playing? Refer back to last weeks lesson and what we already know about the buildings and streets of London in tudor times. Does this tell us anything about when this may have been painted? Yes, this is an artist's painting of the streets of London in 1666.</p> <p>Today we are going to learn about what life was like for people living in London in 1666. Refer to our new question.</p> <p>Look back again at the painting. What else do the children notice? The streets are very crowded and busy.</p> <p>Introduce the powerpoint that explains what it was like for an average person to live in London in 1666. (history week 2)</p> <p>Population- people stopped working in the country and flocked to the cities for work- ensure teachers discuss this migration and how this affected the population in London and thus the need for more living space- building not out due to lack of space- refer back to the video we watched last week – narrow streets, buildings getting taller and increasingly wide with each level.</p>	<p>within groups. For example How do people keep their house warm in 2024? How did they keep their house warm in 1666?</p> <p>Children to answer questions about what life was like in 1666</p>	<p>London and the tudor buildings on either side.</p> <p>Powerpoint and interactive lesson input</p> <p>Adults to support discussion about each set of questions and give examples, prompts to aid and deepen understanding.</p>
Civilisation	<p>What happened during the Great Fire of London?</p>	<p>Listen to the facts and images about the events of the Great Fire-day by day.</p> <p>Discuss the events of each day with your talk partner and teacher.</p> <p>Discuss the different forms of evidence found from the time of the great fire.</p> <p>Read, or listen to your teacher read, each event from the great fire.</p>	<p>Refer back to our big enquiry question, How has London changed since 1666?</p> <p>What do we already know about the buildings and how people lived in London back then and discuss this together. Do we know much about what happened and what people did during the great fire? No not yet.</p> <p>Show the children a note that has arrived? (only show the back) the note is tea stained and the edges are burned. What do we notice? Turn the note around to reveal today's new question, 'What happened during the Great Fire of London?'</p> <p>Introduce the interactive presentation which takes us all on a journey through the events during the great fire. Children to join in, answer questions and discuss evidence throughout. Discuss the different forms of evidence found from the time of the great fire.</p> <p>Decide which helped us to learn about the great fire.</p>	<p>Sequence the timeline of the story of the great fire. (found in history week 3)</p>	<p>Interactive presentation which takes us all on a journey through the events during the great fire.</p> <p>Children to join in and try out for themselves some of the techniques used to try to stop the fire, e.g. use the fire hooks or squirters to stop the fire before it spread.</p> <p>Once at the table top, children whom have fine motor difficulty,</p>



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		<p>Find the event that happened first and place it on the time line.</p> <p>Place each card onto the timeline in the correct order.</p>			<p>will already have their cards cut out for them.</p> <p>Adult on each table or circulating between tables to read aloud where needed and deepen understanding.</p>
	<p>How do we know about the Great Fire of London?</p>	<p>Read, or listen to your teacher read each question aloud.</p> <p>Discuss what you think and give your reasons why.</p> <p>Listen to your team mates and your teachers thoughts.</p> <p>After listening to your team, think whether or not your own opinion has changed.</p> <p>Tell the group what you think</p> <p>You or your teacher will write this down.</p>	<p>Tell the children that we have had an exciting letter delivered but it didn't arrive in an envelope. Introduce the scroll tied with a ribbon. Who could this be from? What might it be? Invite a child to come to the front and pull the ribbon then unravel the scroll.</p> <p>Show the children the old English writing and invite a confident child to come to the front and try and read it? Invite any children who would like to attempt to read it to have a turn. Teacher to try and also find this tricky. Does anyone know why this is difficult to read?</p> <p>Because old english language was slightly different to ours is today and their flamboyant letter formation was created using a quill and ink. Show the children a quill- (continuous provision children write with quill and ink on stained paper).</p> <p>Luckily for us, we also have a translated version that will be much easier for us to read together.</p> <p>Shared read- together read the diary entries (child friendly version) and discuss key information. What does each section tell us about how the fire started etc... pick out specific vocab and highlight on the board. Discuss the meaning together as a class. Discuss the reliability of the diary. Do we know that this information is accurate? Discuss how different people remember and recount different details that are more significant to them- teacher to give an example of how two people can spot different things at the same time and give vastly different accounts.</p> <p>Discuss the various types of evidence used and show the children some of the artwork from the time of the fire showing London ablaze (history lesson 4). Why are we using art work and not photographs of the fire which would be more reliable? Link back to previous history unit when the children learned about the introduction of technology. What does this evidence tell us?</p> <p>Discuss how this evidence alone is limited however when we use all of the different evidence sources together we can gain a more informed picture of what happened.</p>	<p>The children are going to be historians and are going to look closely at the different evidence and give their own opinions based on this evidence.</p> <p>Children read Samuel Pepys diary (child friendly version) to gather evidence to answer the questions.</p> <p>The questions will be presented in old English with the translation below, on tea stained paper. There will be one question in the middle of each table top.</p>	<p>Larger scale images of artists paintings of London ablaze</p> <p>Mixed ability groupings and an adult to support all discussions.</p> <p>Visual prompts linking to prior learning</p> <p>Teacher to scribe children's thoughts and opinions removing the barrier of writing for some children.</p> <p>Real life objects used to aid understanding- quill in comparison to tube in biro for example.</p>



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				<p><i>In groups (one adult per group) discuss the question and mind map answers and thoughts. Use the ABC cards to dig deeper and challenge answers from previous group.</i></p> <p><i>Adults to refer to social standing, education level and reputation to be discussed.</i></p> <p><i>Questions are as follows: What changes might be made as a result of the fire? Explain your answer.</i></p> <p><i>Which source of evidence is most reliable, the diary or the paintings? Give reasons for your answers.</i></p> <p><i>Who was at fault for the fire</i></p>	
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				and give reasons for your answers?	
Civilisation	<p>What changes were made after the Great Fire of London?</p>	<p>Sort the three images in the order they occurred</p> <p>Read/your teacher will read, each caption.</p> <p>Match the caption to the picture.</p> <p>Or</p> <p>Think about the facts you would like to include in your caption.</p> <p>Say your caption out loud to your partner.</p> <p>Write down your caption.</p> <p>Remember! Capital letters, finger spaces and a full stop.</p>	<p>Refer back to the enquiry question. Who can remember what happened in 1666? How did the fire start? What evidence do we have of this?</p> <p>Ask the children what the buildings were like? Why were they like that?</p> <p>How could they have avoided the fire spreading? Gather ideas of how the children think the fire could have been avoided and link back to last weeks lesson when children discussed this in their teams.</p> <p>Look at the PowerPoint about what happened after the Great Fire of London. Discuss what the buildings are now made from. Look at the building designed by Sir Christopher Wren. Note how the building has three floors and is made of bricks.</p> <p>Discuss with the children the decree the King put in place to ensure no disaster like this would ever happen again in London.</p> <p>Discuss why he might have developed the fire service as we know it. Did anyone think this might be a change made when discussing last week?</p> <p>Introduce today's task and explain that now that we are the experts in the school on how London has changed since 1666 we are going to create some information pages about this to go in our nonfiction section of the library at school so that other pupils can learn about this topic too. Just like in our history books, we are going to add some written information to accompany the images we sort. What might we write to provide information for others about London in 1666? E.g. The houses in 1666 were made from wood. They were built very close together and the streets were very narrow.</p> <p>What Key facts might we write about the Great Fire and after the great fire?</p> <p>Plenary</p> <p>As a class discuss the changes that were made as a result of the fire and encourage children to talk about why these changes may have been put in place.</p>	<p>Children to sort the three images of London: one before the Great Fire and one of London during the Fire and one of London after the fire.</p> <p>Children to read three captions and match to the corresponding image.</p> <p>Or</p> <p>Write their own caption detailing key facts and events.</p>	<p>Visual used alongside verbal input</p> <p>Discussion to share ideas</p> <p>Visuals used to actively sort.</p> <p>Adults to read where needed.</p> <p>Children will be supported to record their understanding.</p>
Civilisation Migration	<p>How has London changed since 1666?</p>	<p>Look at and discuss the images and questions.</p> <p>Look at the images of the tudor house.</p> <p>Use the white rectangle shapes and</p>	<p>Refer back to our overall big enquiry question: How has London changed since 1666?</p> <p>Recap all we have learned over the past half term. Use the question jar and pull out a question we have answered each week. Pop up on the IWB each question we have answered with a corresponding visual and together share our findings- encourage children to build on one another's points as they are shared and TA to note these down.</p> <p>Pay particular attention to how London has changed. What were the streets of London like before the Great fire? Children to share their knowledge.</p>	<p>Create two different collages of London.</p> <p>Lesson 1 Tudor house.</p> <p>Lesson 2 London Collage.</p>	<p>Videos used to show children who have not visited London, what it is like today.</p> <p>Strips of card and images for morder collage pre cut out for</p>



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	<p>cut and arrange them starting with the narrowest at the bottom and the widest above.</p> <p>Add a triangle shaped roof.</p> <p>Arrange your black strips to represent the wooden beams on your house.</p> <p>Use a pen or pencil to add extra detail to your house.</p> <p>Next lesson</p> <p>Select the images you think best represent modern day London.</p> <p>Arrange your images across your paper so the paper is completely covered. Look at the example to guide you.</p> <p>When you are happy with your design, stick your images down.</p>	<p>Now refer back to our first lesson where we looked at photographs and videos of London today. Watch the video again.</p> <p>Discuss again why London is now so different? Key points to explore- safety measures now in places- most of the city had to be rebuilt and over the years more modern buildings have been added- introduction of transport and introduction of technology, electricity. We now have emergency services including a fire service- everyone has a mobile phone and 999 can be called whenever there is an emergency.</p> <p>Explain that over the next two days we are going to create two different collages, one of a tudor house with wooden beams, that shows how each tier extended out into the street. Another using lots of images of London today.</p> <p>First we are going to make our own representation of a house from 1666. What might we include?</p> <p>Children are to select the images (from a larger selection) that they think best represent what they know of modern day London and arrange them on their page to create a post card style collage.</p>	<p>Children write a caption under each image detailing the main differences between London in 1666 and London in 2024.</p> <p>Children to create their collage using white rectangles and black strips of card. Art work- two types of collage-</p>  	<p>children whom have poor scissor control.</p> <p>Large images showing tudor houses.</p> <p>Hands on multisensory activity.</p> <p>Adult to scribe for children where needed.</p>
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