

Events beyond living memory: Great Fire of London

Substantive Concept - Civilisations

Disciplinary Concepts - Cause and consequence

Key question – How did life in 1666 cause the fire to spread?

Prior learning		
<ul style="list-style-type: none"> EYFS Spring 1 – How life was different in the past. 		
Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
bakery leather buckets London Thames King Charles II Samuel Pepys event timeline	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally <p>Chronological Understanding Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> Recognising the distinction between past and present. Place a few events in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>) Using a VAK timeline. <p>Events, people and changes</p> <ul style="list-style-type: none"> Use simple stories and other sources (painting, photos, artefacts, stories, adults talking about the past) to show that they know and understand key features of events. To 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 	<p>Key knowledge</p> <p>The Fire of London started on 2nd September 1666 in Thomas Farriner's bakery Cause and consequence Civilisations</p> <p>In 1666 the houses in London were made of wood and straw and they were very close together, making it easy for the flames to spread. Cause and consequence Civilisations</p> <p>Strong winds were blowing, which helped the flames to spread.</p> <p>Water squirts and leather buckets and fire hooks were used to try and stop the fire. Civilisations</p> <p>Samuel Pepys wrote a diary about what happened. Civilisations</p> <p><u>Extended knowledge</u></p> <p>It had also been a dry summer, so the buildings were dry. Cause and consequence</p> <p>By Thursday 6th September the wind had died down. This meant that people were able to put out the flames. Cause and consequence</p>

Enquiry, Interpretations and Using Sources

- Begin to identify some of the *basic* ways the past can be represented. (paintings, photos, stories, adults talking about the past)
- Ask and answer questions about the past through observing and handling a range of sources, such as painting, photos, artefacts, stories, adults talking about the past.
- Handle sources and evidence to ask and answer simple questions about the past
- To begin to understand the reasons why people in the past acted as they did from a range of sources (*pictures, film clips, written accounts, stories*).

Communication

- Show knowledge and understanding about the past in different ways (e.g., role play, drawing, and writing, talking).
Writing (diary, simple recount)
- Communicate their knowledge through discussion, with adult support/prompts
- Use simple historical concepts to talk about the passing of time.

People escaped on the River Thames on boats. **Civilisations**