

History

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality history education. They will be equipped with the knowledge, skills and vocabulary to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, to provide an understanding of chronology, knowledge of significant individuals and events. We intend to inspire a sense of enjoyment and curiosity about history.

The Great Fire of London

Autumn 2

Key Vocabulary:

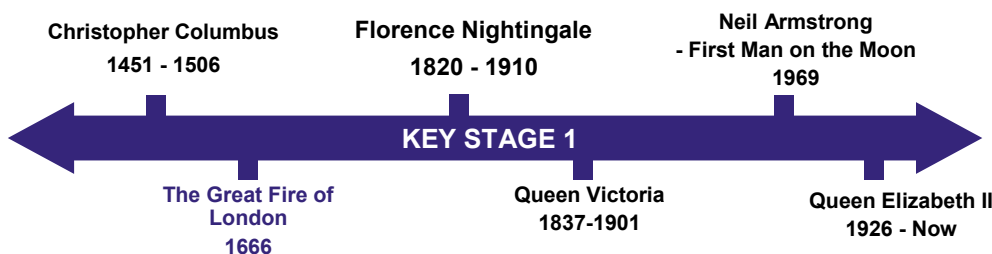
- Beyond living memory
- Eye-witness
- Samuel Pepys
- King Charles II
- Whittle and Daub

New Knowledge:

- We can use a range of sources of to find out about the past (artefacts, photographs, visits, eye-witness accounts).
- An eye-witness account is a description given by someone who was present at an event.
- Eye-witness accounts are used to help us interpret things that have happened in the past.
- In 1666, there was a huge fire in London.
- This is known as The Great Fire of London.
- The fire began in a bakery on Pudding Lane.
- It spread widely for three main reasons: Many houses were built from wood, whittle and daub (which are flammable material), they were close together (fire could easily spread) and at the time of the fire, the weather in London was hot and it had not rained for months.
- There were six people who died in the fire.
- Many people escaped London on boats on the River Thames.
- The fire lasted for five days and caused damage to many buildings.
- Samuel Pepys wrote about the event in his diary, and reported the fire to King Charles II, who was the king at the time.
- In 2005, there was a fire at our school. This didn't spread to the rest of the town because of the materials and space between the buildings.
- Many houses are now made from fire-resistant building materials such as brick, concrete and glass. This is because of fire regulations.



Where does it fit in?



History

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality history education. They will be equipped with the knowledge, skills and vocabulary to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, to provide an understanding of chronology, knowledge of significant individuals and events. We intend to inspire a sense of enjoyment and curiosity about history.

The Great Fire of London

Autumn 2

Key Vocabulary:

- Beyond living memory
- Eye-witness
- Samuel Pepys
- King Charles II
- Whittle and Daub

New Knowledge:

- We can use a range of sources of to find out about the past (artefacts, photographs, visits, eye-witness accounts).
- An eye-witness account is a description given by someone who was present at an event.
- Eye-witness accounts are used to help us interpret things that have happened in the past.
- In 1666, there was a huge fire in London.
- This is known as The Great Fire of London.
- The fire began in a bakery on Pudding Lane.
- It spread widely for three main reasons: Many houses were built from wood, whittle and daub (which are flammable material), they were close together (fire could easily spread) and at the time of the fire, the weather in London was hot and it had not rained for months.
- There were six people who died in the fire.
- Many people escaped London on boats on the River Thames.
- The fire lasted for five days and caused damage to many buildings.
- Samuel Pepys wrote about the event in his diary, and reported the fire to King Charles II, who was the king at the time.
- In 1583, a Nantwich brewer accidentally started a blaze which lasted 20 days destroying 150 houses, inns and other buildings. This is known as The Great Fire of Nantwich.
- Many houses are now made from fire-resistant building materials such as brick, concrete and glass. This is because of fire regulations.



Where does it fit in?

