

# Year 1: What was the Great Fire of London and how did this event change the way we live today?



## Key Questions

### Spring 1 and 2-begin with Geography then into History

What is a capital city? Can you locate London on a map?

How can I use basic geographical language to describe the physical and human features of London?

What are some of the famous landmarks in London?

What was the Great Fire of London?

Who was Samuel Pepys?

How do we know about the Great Fire of London?

Why was the burning of St Paul's Cathedral so tragic to the people of London?

What are the differences between a Tudor house and modern day house? Why did the fire spread so quickly?

How was London rebuilt? How has London changed?

How do we fight fires now compared to in the 17th Century?

What are the rules of fire safety and what should I do if there is a fire?

How did the news of the fire get communicated in the 17th Century, how is this different to today?

How can I learn songs linked to the Great Fire of London and perform them to my peers?

How can I compare and contrast food we eat today with food available in the Tudor times?

What are your most worthy possessions? What would you bury?

## National Curriculum

### History

- ✓ Events beyond living memory that are significant nationally.
- ✓ Identify similarities and differences between ways of life in different periods.
- ✓ Know about significant individuals

### Geography- place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

### Geography- Location knowledge

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

### Geography- human and physical geography

- Use basic geographical language to refer to physical and human features.

## Curriculum Links

### English

Ask and answer questions to extend their understanding and knowledge.

Maintain attention and participate actively.

Write about real events.

Justify ideas with reasons, beginning to give well structured descriptions and explanations.

### Music

Learn songs linked to historical periods-London's burning.

### Art and Design

Use drawing and imagination to develop ideas about St Paul's Cathedral.

Discuss art work of before and after the fire.

Design, make and test Tudor houses to show how quickly the fire burned.

Develop a wide range of art techniques to create a silhouette of The Great Fire of London.

## Vocabulary

Fire significant changes materials Fire safety communication Cathedral wood buckets spread Samuel Pepys escape





# Year 1: The Great Fire of London



## Home learning

### Suggested Websites and Links

<http://www.fireoflondon.org.uk/game/>

<https://www.twinkl.co.uk/resource/t-t-2548469-fire-safety-powerpoint>

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt> Samuel Pepys

<https://www.twinkl.co.uk/resource/t-h-125-ks1-st-pauls-cathedral-powerpoint>

<https://www.twinkl.co.uk/resource/au-h-25700-communication-past-and-present-powerpoint>

### Suggested Activities

- ✓ Write a diary as if you were seeing the fire-record the main events.
- ✓ Role play fire safety, what to do in an emergency.
- ✓ Create a fire safety poster.
- ✓ Create a fact file of Samuel Pepys.
- ✓ Draw St Paul's Cathedral as it is now and as it was in the past-how have things changed? Why do you think they changed the design of the building?
- ✓ Look at pictures of fire safety in the past and now-explain how things have changed.
- ✓ Design and make a Tudor house, add flames to make it look like it is on fire.
- ✓ Create a piece of artwork to represent London on fire.
- ✓ Learn and perform songs linked to the Great Fire of London.

