



Edenfield C E Primary School

Medium Term Plan - Sequence and Progression

Subject: History

Unit: Fire! Fire! The Great Fire of London (Class 1)

Key Vocabulary

- 1666
- Days
- Month
- Past
- Present
- Future
- Early
- Later
- London (Londoners)
- Samuel Pepys
- Pudding Lane
- The Great Fire

Lesson Sequence

1. Where is London and what does it look like?
2. What was life like in London in the past?
3. How can we work out why the Great Fire of London started?
4. What happened in London during 'The Great Fire'?
5. Who was Samuel Pepys and what did he do?
6. Why did the Great Fire burn down so many houses?
7. Could more have been done to slow the spread of the fire?
8. What did the people do after the fire had been put out?
9. How should London be rebuilt after the fire?

By the end of the unit pupil will know:

1. Children will be able to find London on a map in relation to the town in which they live.
2. Children will be able to spot key differences between London past and present.
3. Children will know the main events from the Great Fire of London.
4. Children will know that Samuel Pepys wrote about the fire in his diary and described what happened.
5. Children will know that in 1666, there were no modern fire engines and that the fire was put out by other methods.

Skills

Chronology

- Recognising the distinction between past and present.
- Placing a few events and objects in order

Events, People and Changes

- To tell the difference between past and present in lives of other people.
- Recognise their own lives are different to those of others.

Enquiry

- Use sources to answer simple questions.
- To ask and answer questions about the past through handling of sources.