

**Why is the Great Fire of London and Gateshead still important today?**

**Enrichment: Visit to St Mary’s Heritage Centre, Gateshead**

**Prior Learning:** Changes within living memory

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
<p><b><u>Chronology:</u></b></p> <ul style="list-style-type: none"> <li>To place an event on a timeline showing periods in the history of England - identifying as ‘a very long time ago.’</li> <li>Sequence events in chronological order.</li> <li>To use a range of vocabulary to talk about the passing of time.</li> <li>To develop use of time related vocabulary and everyday historical terms.</li> </ul>	<p><b>Will my grandparents remember the great fire of London or Gateshead?</b></p> <ul style="list-style-type: none"> <li>To place the Great Fire of London and Gateshead on a timeline with other previous events studied i.e. birth date of parents/grandparents/themselves</li> <li>To look at and order key events within the Great Fire of London</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>To be aware that the Great Fire of London was over 350 years ago and that the Great Fire of Gateshead was over 160 years ago and that they happened before they or their parents or grandparents were born</li> <li>To be aware that anyone who was alive at these times will not be today</li> <li>Put the events of the Great Fire in order and recall some of these</li> <li>Know the year that the Great Fire of London and Gateshead happened</li> </ul> <p><b><u>Vocabulary:</u></b> Timeline; over 350 years ago; over 160 years ago; sequence; order; 1666; 1854; the past; events; year</p>
<p><b><u>Sources:</u></b></p> <ul style="list-style-type: none"> <li>To ask and answer questions about the past.</li> <li>To use a range of primary and secondary resources to begin to understand features of the period studied.</li> </ul>	<p><b>How do we know about the Great Fire of London and Gateshead if no one is alive from that time?</b></p> <ul style="list-style-type: none"> <li>To look at a range of sources that exist today such as artefacts, eyewitness accounts, artist impressions, diary extracts etc.</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Who Samuel Pepys is</li> <li>Why his diary is important</li> <li>What different sources we have about the Great Fire of London and Gateshead</li> <li>Know that sources are interpretations of the past</li> </ul>

<ul style="list-style-type: none"> <li>• To identify some of the different ways in which the past is represented.</li> <li>• To find out about the past by looking at pictures.</li> <li>• To sequence events related to the life of a famous person.</li> <li>• Identify at least 1 reason why a famous person from the past is remembered.</li> <li>• To show knowledge and understanding of aspects of the past beyond living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• To deduct and interpret information from these sources to build up a picture of what life was like at this time</li> <li>• To know that sources are not always reliable and are just interpretations from the past</li> </ul>	<p><b><u>Vocabulary:</u></b> Source; interpretation; evidence; artefact; diary; artist impressions; eyewitness accounts; Samuel Pepys.</p>
<p><b><u>Society:</u></b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life at different times e.g. London/Gateshead now and during Great Fires.</li> <li>• To be able to describe similarities and differences between old and new artefacts</li> </ul>	<p><b>What are the differences between past and present London and Gateshead?</b></p> <ul style="list-style-type: none"> <li>• To use a range of sources to look at how London and Gateshead have changed from 1666/1854 to now focusing on aspects such as buildings, travel and transport, population.</li> </ul> <p><b>What are the differences between the past and present fire service?</b></p> <ul style="list-style-type: none"> <li>• To use a range of sources to compare the fire service and equipment of 1666 to now and 1854 to now</li> <li>• To look at other roles and jobs people would have in these times and whether they are similar or different to jobs and roles today</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• Know some of the key similarities and differences from London 1666 to London now</li> <li>• Know some of the key similarities and differences from Gateshead 1854 to Gateshead now</li> <li>• Know that in 1666 the fire service didn't exist</li> <li>• Know some of the key similarities and differences of the fire service from 1854 to present day</li> <li>• Know some of the jobs and roles that people in these past times may have had</li> </ul> <p><b><u>Vocabulary:</u></b> London; capital city; Gateshead; past; present; old; modern; change; compare; chimney sweep; blacksmith; apothecary; rat catcher; gong farmer; spinster; chandler; scullery maid; carpenter; fire fighter.</p>

<p><b><u>Changes:</u></b></p> <ul style="list-style-type: none"> <li>• To show knowledge and understanding of aspects of the past beyond living memory.</li> <li>• To begin to recognise that there are reasons why people in the past acted as they did.</li> <li>• Convey an awareness and understanding of the past in a variety of ways.</li> </ul>	<p><b>What happened after the Great Fire of London and Gateshead?</b></p> <ul style="list-style-type: none"> <li>• To look at how these events affected the areas and what changes were implemented as a result</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• People died in both events and many buildings were destroyed including people's homes</li> <li>• Bricks and stones were used to rebuild London.</li> <li>• The streets in London were designed to be wider.</li> <li>• The first fire brigades were set up in parishes after the Great Fire of London which had to include fire squirts, leather buckets and fire equipment, as well as fire hydrants on streets</li> <li>• Dangerous chemicals were not allowed to be stored near where people lived after the Great Fire of Gateshead</li> </ul>
<p><b><u>Legacy:</u></b></p> <ul style="list-style-type: none"> <li>• To ask and answer relevant questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• To communicate and tell stories about what they have learned in a variety of ways – drawings, ICT, role-play, writing.</li> </ul>	<p><b>Why is the Great Fire of London and Gateshead still important today?</b></p> <ul style="list-style-type: none"> <li>• To look at how the events of the Great Fire of London and Gateshead contributed to improved safety measures and the establishment of fire brigades</li> <li>• To look at what safety measures are in place today e.g. the fire service, sprinkler systems, fire alarms, fire blankets, fire extinguishers</li> </ul>	<p><b><u>Vocabulary:</u></b> Charles II; architect; Lord Mayor; Sir Christopher Wren; St Pauls Cathedral; Monument; fire brigades; safety equipment; chemicals</p> <p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• That these events caused several safety measures to be introduced that are still used today</li> <li>• How important fire safety is</li> </ul>
<p><b><u>Thinking Deeper:</u></b> Why do we have the fire service today? How did the GFL impact the fire service? Building industry?</p>		

**Links to other subjects:**

- Subject Specific links – Maths: Looking at periods of time and how many years ago; Science: building materials e.g. wood/stone/bricks, what can cause fires; English: diary extracts; Geography: Locating London on a map and that it is the capital city of England; locating Gateshead on a map and knowing it is our closest city.
- Personal Development – to be aware that events in the past have significance on today's society; to develop a sense of empathy for those who were affected by these tragic events
- SMSC - Jobs and roles from the past - what do we think of them? Would you want to do that today? Right and wrong apply this to their own lives.
- Cultural Capital – Establishment of fire brigades and fire service
- Careers – Fire fighter, builder, architect, engineer, mayor
- British Values – Rules and laws that were developed as a result of these events.
- Equality – what happened to the people who were made homeless as a result of these events? Was there any 'aid' for them in these times?