



**Pathway**  
2,3,4

**Year 8**

**Term**  
**The Great Fire of London**

**Learning Intention:** General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

During these lessons we are going back to 1666 and the era of the Stuarts as the pupils find out about the Great Fire of London and the effect it had on the people of the time. They will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources. During these lessons pupils can build empathy and make comparisons to modern day life.

**Key knowledge that should be learned during this SoW**

**All**

**Most**

**Some**

**Concept:**

what is the key concept pupils need to take away / understand

An opportunity for pupils to think about the changes in people's lives since the Stuart era.

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An opportunity for pupils to see the cause and consequence of this era in modern day life.

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An opportunity for pupils to think about the changes in people's lives since the Stuart era.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to think about the significance of this time.

|                           |   |  |  |
|---------------------------|---|--|--|
| <p><b>Knowledge:</b></p>  | <p>what information / facts will the pupils be learning</p> <p>Can the children say where the Great Fire took place?</p> <p>Do children know how the Great Fire started?</p> <p>Can children explain some of the reasons why the fire spread so quickly?</p> <p>Can children describe how we know about the Great Fire of London?</p> <p>Can children recall how and when the Great Fire started?</p> | <p>what information / facts will the pupils be learning</p> <p>Can the children say when it took place?</p> <p>Do children know how much of London was destroyed by the fire?</p> <p>Can children explain why the fire went on for so long?</p> <p>Do children know what an eyewitness is?</p> <p>Can children describe why the fire was so destructive?</p> | <p>what information / facts will the pupils be learning</p> <p>Can children explain how London was different in the 17th century?</p> <p>Do children know how the fire ended?</p> <p>Can children describe how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again?</p> <p>Can children describe which sources they think are most useful?</p> <p>Can children present information about the Great Fire in a variety of ways?</p> |
| <p><b>Key Skills:</b></p> | <p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create</p>  | <p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their</p>  | <p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their</p>  |

|  |   |   |  |
|--|---|---|--|
|  | a series of pictures, questions etc   | work<br>Creative thinkers – students to create a series of pictures, questions etc  | work<br>Creative thinkers – students to create a series of pictures, questions etc<br><br>Independent inquirers – students to show independence in what they include in their work |
| <b>Language and/or communication skills:</b> | what ‘words’ will pupils learn and be able to apply<br><br>Baker, boats, building, city, destroy, dry, hot, oven, house, Pudding Lane, wind | what ‘words’ will pupils learn and be able to apply<br><br>Afraid, axe, alarm, blowing, disaster, plague, Samuel Pepys, soldiers, Thomas Farrinor | what ‘words’ will pupils learn and be able to apply<br><br>Ashes, Christopher Wren, emergency, fire hook, King Charles II, Gazette   |
| <b>Curricular Links</b>                      | Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities                |   |  |

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

| Subject / Year | Science    | Maths | PE |
|----------------|------------|-------|----|
| 7              |            |       |    |
| 8              | Human body |       |    |

|    |                         |           |                    |
|----|-------------------------|-----------|--------------------|
| 9  |                         |           |                    |
| 10 |                         | Equations | Muscles / Skeleton |
| 11 |                         |           |                    |
| 12 | Chemistry GCSE molarity |           |                    |
| 13 |                         |           |                    |
| 14 |                         |           |                    |

Talking points

Implementation

Impact