

The Great Fire of London

YEAR 1 and 2: Spring 1

The Great Fire of London: What impact did it have on London and the world?

COVERAGE:

In this history unit, the children will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The children will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.

Pupils should be taught about the following:

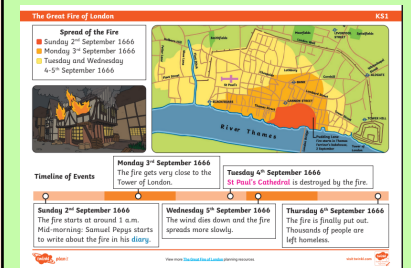
- Events beyond living memory that are significant nationally or globally.
- Significant events beyond living memory – Great Fire of London, the Gunpowder Plot and the climbing Everest.
- Significant historical events in own locality – events, people and places.

KEY LANGUAGE AND VOCABULARY:

evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline, wood, stone, flammable

KNOWLEDGE AND FACT SHEET

The Great Fire of London	
Key Vocabulary	Key People
bakery A shop where bread is made and sold.	Samuel Pepys Sir Christopher Wren King Charles II
diary A book that people write about their lives in.	Key Knowledge
fire engine A vehicle that carries things used to put out fires.	When was the Great Fire of London? The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.
firefighter People who put out fires as their job.	Where did the fire start? The fire started in a bakery on Pudding Lane.
St Paul's Cathedral A very large church in London.	Why did the fire spread so quickly? In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
rebuild Building something again after it has been broken or destroyed.	What happened after the fire? After the fire, many buildings were rebuilt. King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.
river Thames The river that runs through the middle of London.	
17th century From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.	



KEY QUESTIONS:

1. How did the fire start?
2. Where did it start?
3. Why did it spread so quickly?
4. Was anybody hurt?
5. How do we know about it?
6. How was it put out?
7. What happened to the buildings?
8. How did London change because of the fire?
9. How did this change the world we live in today?

KEY SKILLS AND KNOWLEDGE

Chronology

- sequence events or objects in chronological order
- sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives

Range and Depth of Historical Knowledge

- begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past
- find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)

Interpretations of History

- begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)

Historical Enquiry

- sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects
- use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources

Organisation and Communication

- Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT
- Class display/ museum annotated photographs ICT

ENRICHMENT:

- burning of their model village to see how the fire spread.

Visits: - Visit to a fire station

Previous Learning:

The children have explored the history of old toys within their lifetime and that of the lifetime of their family.

School Drivers to Examine

Children will look at:

- **Economy and Power** = how did the economy of the time create possible causes for the fire and how did the government and the economy solve the problem for the future.
- **Creativity and Innovation** = what creativity and innovation help support the change in housing for the future in London and into the future.