

History

Great Fire of London Year 1

Enquiry question: Why did the Great Fire of London spread quickly?

Remember when

- EYFS- people who help us
- Geography UK and London
- Homes within living memory

Sticky knowledge

- Houses were tall and built of wood and straw. The houses were close together and streets were narrow.
- The Great Fire of London started on 2nd September in a bakery on Pudding Lane in London.
- The fire spread quickly because it had been dry and hadn't rained for 10 months. The wind was blowing so the buildings caught fire quickly.
- Samuel Pepys wrote a diary which tells us what happened in the Great Fire of London.
- New homes were built of bricks and the streets were made wider.
- Fire service was introduced. At first, only people who had paid would get their fire put out. Now the fire service will put out any fires.

Key vocabulary

- | | |
|-----------------|----------------------|
| London | water squirts |
| River | London |
| Thames | Bridge |
| Pudding Lane | St. Paul's Cathedral |
| fire | Fire service |
| bakery | King Charles II |
| Thomas Farriner | |
| Samuel Pepys | |
| diary | |
| drought | |

National curriculum

- Events beyond living memory that are significant nationally or globally

Timeline specification

Timelines

To focus on creating the timeline

- Artefacts
- Pictures

Enquiry questions

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

What ...?

When ...?

Who ...?

How ...?

Sources of information

<http://www.hull-curriculum.com/thomas-ferens/>

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|--------------------|------------------|
| visit | maps |
| visitors | oral testimonies |
| artefacts | diaries |
| museums | autobiographies |
| photographs | songs |
| documentation | tools |
| real life accounts | speeches |
| newspapers | paintings |
| Letters | clothing |

Great fire of London live streams, museum of London.

Fire! Fire! Exhibition tour of schools | Meaure of London

Browse artefacts – The Great Fire London

The Great of London | London Fire Brigade (london-fire.gov.uk)

Learning Objective

Lesson outline

Lesson 1

LO: To understand what life was like in London in the past.

Sticky Knowledge: Houses were tall and built of wood and straw. The houses were close together and streets were narrow.

Compare houses from 1666 to modern day English houses, looking at the physical features eg: building materials, distance from one another, rooms and types of houses. Look at artist impressions and maps showing street layouts.

What is different to our houses?

- wood to bricks
- roads now between houses (ten foot)
- streets to drives.

Ensure the children identify differences and make comparisons in materials, size, location, etc.

		<p>Children make their own house either 2D using paper or 3D model with boxes to make a street as it would have been in 1666 on the display board. Use pictures of the houses to help them. Could use black paper strips or lolly sticks and straw.</p> <p>Give children additional information such as the houses were so close together two people could shake hand across the street from the upstairs windows.</p> <p>GD: Why do you think houses were built this way during 1666? LA: Children supported during activity, work in small group.</p> <p>Cytec off the Map - YouTube Virtual tour Pudding Lane Productions.</p>
Lesson 2	<p>LO: To know what happened in the Great Fire of London.</p> <p>Sticky Knowledge: The Great Fire of London started on 2nd September in a bakery on Pudding Lane in London.</p>	<p>Children learn about the events of the Great Fire of London.</p> <p>Maps of the fire and questioning/how it spread.</p> <p>Sunday – Fire started in Pudding Lane, Thomas Farriner bakery. Sunday evening – Houses were pulled down. Monday – Take possessions on the River Thames. Monday evening – Spread to Tower of London. Tuesday – St Paul’s Cathedrals in destroyed by fire. Thursday – The fire is finally under control and put out.</p> <p>YouTube clip- Virtual tour about the Great Fire of London (magic carpet)</p> <p>Using pictures and times of the events, the children will order these onto a timeline in their books.</p> <p>GD/ Extension: Children cut up Great Fire of London events and think about the domino effect of events.</p>
Lesson 3	<p>LO: To know why the fire spread so quickly.</p> <p>Sticky Knowledge: The fire spread quickly because it had been dry and hadn’t rained for 10 months. The wind was blowing so the buildings caught fire quickly.</p>	<p>Introduction: Children to look at the enquiry question: why did the Great Fire of London spread so quickly?</p> <p>Can they identify any reasons from what they have learned previously as to why the fire spread quickly? Children explore other elements which contributed towards the quick spread of fire during the Great Fire of London . Look at the weather and how this contributed towards the disaster (wind, dry weather etc.)</p> <p>Children create a mind map to answer the EQ. Suggested activity from training day- sort pictures/sentences into ‘reasons the fire spread quickly’ and ‘not reasons the fire spread quickly. Use these reasons:</p> <ul style="list-style-type: none"> • It hadn’t rained for 10 months • It was windy • The houses were close together • The houses were made from wood and straw • There was no fire service • It started at night when everyone was asleep • The mayor didn’t do enough to stop the fire • London has a river • It was day time • It had been raining • The houses were made from bricks <p>Children then use the reasons to work with a partner to decide which they think was the most important reason and explain why- they could put them in order from most important to least important.</p> <p>Plenary: What did the people do? Show artist impression of the fire- some people tried to flee by boat, some tried to load all their possessions onto a horse and cart, some people stayed to fight the fire etc. What would you do? Explain that they will find out in the next two lessons what the people did to put out the fire.</p>
Lesson 4	<p>LO: To know who Samuel Pepys was</p>	<p>Introduce the children to Samuel Pepys. Explain he wrote a diary which tells us what happened during the Great Fire of London.</p>

	<p>and why he was important.</p> <p>Sticky Knowledge: Samuel Pepys wrote a diary which tells us what happened in the Great Fire of London.</p>	<p>The children identify the 5Ws about Samuel Pepys. Show them a picture of him and look at some of his diary entries and other evidence (there is a lot online). There will be an animation and interesting facts like him burying his cheese to keep it safe.</p> <ul style="list-style-type: none"> - What - What is Samuel Pepys famous for? - Who – Who is Samuel Pepys? - Why – Why did he record the events that happened? - When –When did he start his diary? - How – How has his diary impacted modern day life? <p>Explain that it was Pepys who went to King Charles to complain that the mayor wasn't doing enough and so he ordered houses to be pulled down.</p> <p>Hot seating activity- adult as Samuel Pepys. Children ask questions about the fire.</p> <p>In books children write about what they learnt: 'Today we met Samuel Pepys and he told us...'</p>
<p>Lesson 5</p>	<p>LO: To know how the Great Fire of London was stopped</p> <p>Sticky Knowledge: King Charles II ordered houses to be pulled down to create a break in the fire. People formed bucket chains to put out the fire</p>	<p>Children to recap enquiry question: Why did the fire spread so quickly? What happened next?</p> <p>How could you put out the fire? What would we do? Explain that there was no fire service in 1666.</p> <p>Can pupils remember what Samuel Pepys said to King Charles II? What did the King do?</p> <p>Give children pictures of artefacts- a leather bucket, a hook to pull down houses and other evidence such as artists impressions of putting out the fire. Children talk in pairs or groups about what the pictures show- Adults note down any discussions.</p> <p>Use drama to show pupils how they would use the hooks and how they would form a bucket chain. Look back at the map- where would they get the water from?</p> <p>Model using a domino chain how removing houses can cause a fire break to stop the fire.</p> <p>What else happened that helped the fire to stop? The wind died down, gunpowder was used so larger areas could be blown up</p> <p>Children use a tick sheet to tick the ways the fire was controlled. In books show photographs of the drama activities and children write sentences about how the fire was stopped.</p>
<p>Lesson 6</p>	<p>LO: To understand how the Great Fire of London has changed life today.</p> <p>Sticky Knowledge: Fire service was introduced. At first, only people who had paid would get their fire put out. Now the fire service will put out any fires.</p>	<p>What would we do today if we had a fire at home? Who would you call? Practise role playing calling 999.</p> <p>Look at the first fire engines, Victorian fire engines and pictures from today- put the pictures in order and talk about how they worked. In the beginning by pumping the water from a container in the middle.</p> <p>Explain that when the fire service was set up, people had to pay and they were given a badge for the front of their house. Have 4 different fire insurance companies' badges on stickers and give them out for children to add to their models of their houses from earlier lesson.</p> <p>Explain that the fire brigade would only put out your fire if you had paid them. Role play calling out "fire fire" and one of the companies. If their company is called out, their house would be saved. If not it would be left to burn.</p> <p>What happened if you couldn't afford to buy insurance? Your fire would not be put out.</p> <p>Now the fire service is free and they will put out anyone's fires. Visit to fire service.</p> <p>In books- fire engine sequencing, give children a picture of a fire badge to stick in their books and write a sentence to explain what happened.</p>

		Photos of the visit to the fire service and a sentence explaining what the fire service does now.
Working towards	End of unit assessment Working at Age related expectations	Working at a greater depth