

Topic:	Year group	Term Autumn
Great Fire of London	Year 1	6 sessions

Background knowledge

In 1666, fires in London were quite common. Homes didn't have electricity, so real flames were used for lighting, cooking, and heating homes. Also buildings were made out of using wooden timbers and were built closely together, so once they'd started it was pretty easy for fires to spread. No fire had ever grown as big as the Great Fire of London before.

The summer of 1666 had been particularly dry, with drought making it more likely that fires would spread.

It's thought that the fire started in a baker's shop early in the morning. The shop belonged to the king's baker, Thomas Farynor, in Pudding Lane. With strong winds, the fire spread quickly down Pudding Lane, towards the River Thames and London Bridge. As the fire reached the River Thames, it passed over warehouses full of flammable materials like oil, which quickly set on fire. After just a few hours, London Bridge was on fire too. The fire was stopped from reaching the south side of the river because a section of the bridge was missing.

What should I already know?

Children may have heard of London as a capital city. Children may have some understanding that cities like London have not always looked as they do today.

National Curriculum Objectives / Key Skills	The Journey
Events beyond living memory. Chronology: I can use terms 'then' and 'now' correctly and am comfortable with the term 'the past'. I understand that we use dates to describe events in time, eg: 1666 for the Great Fire of London. I can use phrases such as 'over 300 years ago' in my writing. Cause and consequence:	1. How can we work out why the Great Fire started? (Keystage History.com) 2. What happened during the Great Fire and how do we know? (Keystage History.com) 3. Why did the Great Fire burn down so many houses? (Keystage History.com) 4. Could more have been done to slow the spread of the fire? (Keystage History.com)

I can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly.

More able: I can look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes **combined** in such a way as to cause the Fire.

Enquiry:

I can find an answer to a question by looking at a simple picture.

I understand that we can find out about a person's life by using a range of sources, such as letters, as well as books.

I can gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.

Interpretation:

I realise that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.

I can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly.

I understand that people can disagree about what happened in the past without one of them being wrong. *This is an important idea.*

I can spot differences between versions, e.g they see that pictures in books vary in how they depict details.

I understand that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. the Great Fire of London.

5. How did people manage to live through the Great Fire? (Keystage History.com)
6. How shall we rebuild London after the Great Fire? (Keystage History.com)

--	--

Outcomes

An overview of what children will know / can do

Working towards: Children will know that the Great Fire of London occurred in 1666. Children will know that conditions in London in 1666 were different than those of today.

Expected: Children will be able to sequence events of the Great Fire of London. They will be able to explain some of the ways we know about the fire - eg, Samuel Pepys' diary. They will know some of the causes of the fire.

Exceeding: Pupils will be able to refer to a variety of sources they have studied in regards to the Great Fire of London. They will be able to say what causes they think were most responsible for the Great Fire of London.

Key Vocabulary

Timeline / Diagrams

Bakery: A place that makes bread, cakes, etc. St Paul's Cathedral: A very large church in London. A new St Paul's Cathedral was built after the fire. Diary: A book that people write about their lives in. Firebreak: A gap that stops a fire spreading to nearby buildings.	The Great Fire of London KS1 Monday 3rd September 1666 The fire gets very close to the Tower of London. Tuesday 4th September 1666 St Paul's Cathedral is destroyed by the fire. Wednesday 5th September 1666 The wind dies down and the fire spreads more slowly. Thursday 6th September 1666 The fire is finally put out. Thousands of people are left homeless. Sunday 2nd September 1666 The fire starts at 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his diary. Timeline of Events
---	--

Samuel Pepys: Samuel Pepys survived the Great Plague of 1665. He also saw the Great Fire of London in 1666. It destroyed 13,000 houses. We know lots about these two events from his diary.

Thomas Farriner: Thomas Farriner was a baker in 17th century London. His bakery in Pudding Lane was the source point for the Great Fire of London on 2 September 1666. Farriner joined the Baker's Company in 1637, and had his own shop by 1649.

King Charles II: In 1665, during the plague, the king, Charles II, had fled London. Many would have liked to have done the same and few criticised the king when he did leave for the countryside. However, in September 1666, during the fire, he stayed in London and took charge of the operation to save the city. His plan was to create fire- breaks. This required knocking down perfectly good buildings but starving the fire of the wood it needed to burn. Charles also ordered that navy rations stored in the docks in the East End should be given to those who had fled the city.

Assessment questions / outcomes

- What were living conditions like in London in 1666? How do you know?
- Can you remember the order of events during the fire? How did it start?
- Who is Samuel Pepys and what is his connection to the fire?
- What were the causes of the Great Fire of London? Which factor do you think was most important?
- Which sources did you find useful?
- What important historical facts could go in your poem?