

Pipworth Community Primary School History Curriculum

Events beyond living memory - The Great Fire of London

How 'great' was the great fire of London?

Key concept - Cause and consequence

Key learning - Major events can lead to change such as building improvements, fire safety and public health.

Enquiry Questions and Sticky Knowledge

EQ1- How did the Great Fire of London start?

The fire started in Pudding Lane in a bakery.

EQ2- What actually happened during the Great Fire?

There was no fire service at the time so people tried to put out the fire themselves with leather buckets and water squirts but this did not work so they had to leave.

EQ3- Why did the Great Fire burn down so many buildings?

In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.

EQ4- Could more have been done to stop the fire?

Thousands of homes were destroyed and many people blamed the mayor for not stopping the fire quick enough.

EQ5- What changed after the Great Fire of London?

When the fire was out, King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.

Key Vocabulary

bakery, leather bucket, squirt, fire hook, thatched roof, wattle and daub, timber frame, embers, gunpowder

Prior Knowledge

Children will have had experience of chronology vocabulary and concepts in Year 1.

EQ1: How did the	Introduce Knowledge Organisers and this terms enquiry question. Teach children	Task	London's	I can ask a
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<p>Great Fire of London start?</p> <p>LO: Ask and answer questions like an historian.</p> <p>Sticky Knowledge: The fire started in Pudding Lane in a bakery.</p>	<p>what the word significant means.</p> <p>Set the scene by playing a version of the short nursery rhyme ‘London’s Burning’. Have you heard this before? What do you think it’s about?</p> <p>Pupils are given a brief overview of the fact that the fire burnt down a quarter of London, but they are not told where, when, how or why.</p> <p>As historians, what questions could we ask? Where...? When...? How...? Why...?</p>	<p>Ask children to write down 3 – 5 sentences to answer the questions they come up with as a class.</p>	<p>burning song</p> <p>Printed clues</p> <p>Videos</p>	<p>question</p> <p>I can find out information from historical sources</p> <p>I can find out information from historical maps</p>
<p>Key Vocabulary: bakery embers</p> <p>Key concepts:</p> <p>Substantive: Society and civilisation</p> <p>Disciplinary: Cause and consequence</p>	<p>Today you are going to be detectives and work out why the fire began and who might be to blame. Begin by watching a video to immerse children into the topic. https://archive.org/details/bbc-watch-magic-grandad-samuel-pepys-the-great-fire-of-london</p> <p>Can you answer any of your questions yet?</p> <p>They are given a folder of clues from which they have to work out where, when and why it started.</p> <p>Clue 1 - Map of London showing area where fire started (dated as 2nd September) and how it spread over next few days.</p> <p>Clue 2 - From a contemporary newspaper with the date at the top ringed in red.</p> <p>Clue 3 - Extract from diary saying that it broke out in a bakers’ shop in Pudding Lane. (Medium)</p> <p>Clue 4 - Map which shows Pudding Lane with blue plaque saying it was where fire started.</p> <p>Slide 5 - Shows bundles of twigs used to start the baker’s oven in the mornings. Its important that pupils notice the firewood on the left rather than just the sparks from the oven. (Medium)</p> <p>Plenary - Having come up with their own theory, which you build up on the IWB, pupils can now compare their ideas with the Museum of London video (click on link). https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1 Show video for just 80 seconds 4.50 to 6.00.</p> <ul style="list-style-type: none"> - Did they agree with the video? - Did the video mention anything they didn't know? - Did they know anything the video didn't mention? 	<p>They should compare and share these with a partner and write down something new that they learn from their partner.</p>		
<p>EQ2 - What actually</p>	<p>Retrieval Practice - complete the sentences</p>	<p>Task 1</p>	<p>Story script</p>	<p>I can recall what</p>

<p>happened during the Great Fire?</p> <p>LO: To sequences events.</p> <p>Sticky Knowledge: There was no fire service at the time so people tried to put out the fire themselves with leather buckets and water squirts but this did not work so they had to leave.</p>	<p>The fire began on _____ It started in a bakery on _____ The bakery belonged to _____</p> <p>This lesson focuses on sequencing events.</p> <p>Part 1: Interactive story - Teacher to read from the teacher script to explain what happened during the GFOL. To make this interactive have the key times printed out and give children pictures that match each time.</p> <p>As you tell the story, ask who has the date when the fire started i.e. Sunday 2 September. The pupil with the right card brings it to the line and you peg it on. It also serves to reinforce time-related vocabulary such as: 'the following day', 'two days later', 'after', 'by the next morning'.</p> <p>This could be done on your working wall so that children can refer back to it throughout the whole unit of work.</p>	<p>7 events for children to sequence. If this is too many, please choose the key events.</p>	<p>Times printed out</p> <p>Big pictures for story telling</p> <p>Individual pictures printed for children to sequence in their books</p>	<p>happened in an historical event</p> <p>I can sequence pictures</p>
<p>Vocabulary: leather bucket water squirt</p> <p>Key concepts: Society and civilisation</p> <p>Cause and consequence</p>	<p>Task : Sequencing – timeline of events (sequencing activity) When you feel that pupils are fairly secure in the narrative, give them the same pictures to put in order.</p> <p>HAPs may be able to add in temporal markers too (when). There are 7 pictures but teachers may feel this is too many for some.</p>			

<p>EQ3: Why did the Great Fire burn down so many buildings?</p> <p>LO: To understand why the fire was so big.</p> <p>Sticky Knowledge: In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</p> <p>Vocabulary: wattle and daub thatched roof timber frame</p> <p>Key concepts:</p> <p>Substantive: Settlement</p> <p>Second Order: Cause and consequence</p>	<p>Retrieval Practice Show 7 pictures from last lesson. Can children put them in order? (This does not have to be put in books again but could be done on the IWB.)</p> <p>Remind children that this term they are focusing on significance. 'How great/significant was the GFOL?' What does this mean? This lesson aims to take them beyond a simple list towards deeper understanding of why this was such a big fire.</p> <p>Activity 1 Give groups pictures 1 or 2 and ask them to identify as many different reasons as they can from the 'evidence' why the fire burnt down so many residences. Take feedback and share ideas.</p> <div data-bbox="407 564 990 775" data-label="Image"> </div> <p>Wooden buildings/ Tightly packed houses/ Overhanging eaves /Thatched roofs /Narrow streets/ Poor fire-fighting methods/ No fire engines/ Windy conditions /Crowded streets</p> <p>Sticky knowledge - In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</p> <p>Demo – Children make paper houses, put them really close together and then set them on fire to show how quickly the fire spread. Reinforce the fire spread quickly because of the building material, the fact that the buildings were built closely together and the strong wind which helped the flames to spread.</p> <p>Children to write a list of the reasons why the fire was so 'great' / significant.</p>	<p>Task 1 Looking at 2 pictures, can children identify why the fire burnt down so many houses? These could be printed and stuck in books.</p> <p>Task 2 Children could write a list of reasons the fire burnt down so many houses.</p>	<p>Print out pictures 1 and 2 from PowerPoint before showing PP to children.</p> <p>Houses for children to make</p>	<p>I can give three reasons why the fire burnt down so many houses</p> <p>I can compare different accounts and say what is similar and what is different about them</p>
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<p>EQ4: Could more have been done to stop the fire?</p> <p>LO: To examine different sources to find out about the actions of key individuals.</p> <p>Sticky Knowledge: Thousands of homes were destroyed and many people blamed the mayor for not stopping the fire quick enough.</p>	<p>Retrieval Practice List it! Can you give three reasons why the fire spread so quickly?</p> <p>Show pupils a range of firefighting methods from contemporary sources using PowerPoint slides 2-7.</p> <p>a. fire hooks (which were very long and heavy requiring 3 or 4 people to use them) slide 2 b. leather buckets slide 3 c. fire squirts slide 4 d. fire engines- barrel on wheels with pump and hose slide 5 e. gunpowder kegs to blow up buildings to create a fire break slide 6</p> <p>People had to use horse-drawn carts to bring water up to the burning buildings because there were no proper fire engines. People tried to stop the fire spreading by blowing up buildings. This left a gap called a firebreak. At first the Lord Mayor of London, Sir Thomas Bloodworth, didn't allow people to make firebreaks.</p>	<p>Look at a range of statements and decide who it is referring to.</p> <p>Decide who was really to blame for the spread of the fire.</p>	<p>KQ4 PowerPoint</p> <p>Statements and answers</p> <p>https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-2</p>	<p>I can use different sources of information I can name key individuals I can say what they did</p>
<p>Key vocabulary fire hooks leather buckets fire squirts fire engines gunpowder</p> <p>Key concepts: Substantive: Settlement</p> <p>Second Order; Cause and consequence</p>	<p>Sources and evidence - Show quote from Samuel Pepys diary laying blame on the mayor. Ask pupils who they think was to blame.</p> <p>1) The Mayor Thomas Bludworth was most to blame because he didn't take it seriously at the start and then he didn't order enough houses to be pulled down. 2) It was just a terrible accident. Nobody could have stopped it spreading so quickly. 3) The people themselves didn't do enough to stop the fire. They were too worried about saving their own things. 4) The baker for not putting out his fire properly and letting the spark from his ovens set light to the nearby wood.</p> <p>Pupils will want to know 'the answer'. No-one was officially blamed but Bludworth came in for a lot of criticism. But remember Bludworth couldn't just pull down rich people's without their permission!</p>			
<p>EQ5: What changed after the Great Fire of</p>	<p>Retrieval Practice - List at least 3 things wrong with London during the Great Fire.</p>	<p>Task</p>	<p>Large pieces of paper for maps</p>	<p>I can say how London should be</p>

<p>London?</p> <p>LO: To understand the impact the fire had on future building.</p> <p>Sticky Knowledge: When the fire was out, King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.</p>	<p>This lesson gives full rein to children’s creative flair, disciplined by evidence. The City of London is offering a prize for the best design for a rebuilt London after the Great Fire. If the children know the causes well, then they should be able to apply their knowledge and imagination to designing a new city that would never burn down in that way again. Which group will win the prize?</p> <p>Introduce the challenge for today – to rebuild London after the Fire. There is going to be a competition with a prize for the best design. So I can’t tell you what to draw, but we can be sure what NOT to include.</p> <p>Show slide 2 of the PowerPoint presentation ‘How shall we rebuild London after the Great Fire?’ which shows what London was like before the Great Fire. Can the children in pairs come up with three things that are wrong with London based on their prior learning?</p> <p>Children work in small groups to plan initial sketches. You can keep the map of London before the Fire displayed to help them with the overall shape and position of the river. Some may want to go beyond a drawing of a plan to attempt a drawing of a building. (take photographs of group work for books or children can complete in pairs and photocopy one for each book)</p>	<p>What would they do to redesign London to avoid another similar disaster?</p> <p>Children could draw maps or write an explanation to show their decisions.</p>		<p>rebuilt</p> <p>I can give reasons for my choices</p>
<p>Key vocabulary: Settlement</p> <p>Key concepts: Cause and consequence</p>	<p>Each group makes a brief presentation to the rest of the class, who evaluate each against agreed criteria which it would be helpful to display. The class then makes a judgement as to which group should win the prize for the best design.</p> <p>Review sticky knowledge to compare their own decisions to the King’s.</p> <p>When the fire was out, King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.</p>			
<p>End of unit assessment activity:</p>	<p>Children will produce a piece of writing as a Historian in order to answer the overall enquiry question – How ‘great’ was the Great Fire of London.</p>			

<p>How 'great' was the Great Fire of London?</p>	<p>Ensure that children answer the enquiry question rather than just recall the sequence of events.</p> <p>Teaching point – great can mean big as well as good. It can also mean significant.</p> <p>Why is it considered 'great' by historians?</p> <ul style="list-style-type: none"> - It caused significant (lots of) damage - Lots of people became homeless because of it – it changed people's lives - The way buildings were built changed because of it – cause and consequence <p>In order to assess children's historical understanding, use Clicker sets for children who need support with writing.</p>
<p>Sticky Knowledge</p>	<ol style="list-style-type: none"> 1) The fire started in Pudding Lane in a bakery. 2) There was no fire service at the time so people tried to put out the fire themselves with leather buckets and water squirts but this did not work so they had to leave. 3) In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. 4) Thousands of homes were destroyed and many people blamed the mayor for not stopping the fire quick enough. 5) When the fire was out, King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.