

History - The Great Fire of London - Fire - Friend or Foe?
Thread - Our Capital City / Significant People

Year R/1 Kingfishers

Autumn 1A



What I should already know : - The children will be able to talk about London and discuss their experiences when visiting London. They will know about the Gunpowder Plot.

Enquiry Questions

- How can we work out why the Great Fire started?
- What actually happened during the Great Fire and how can we know for sure 350 years later?
- Why did the Great Fire burn down so many buildings?
- Could more have been done to stop the Great Fire?
- How did people manage to live through the Great Fire?
- How shall we rebuild London?



Key Vocabulary

bakers - A place where bread or cakes are made and sold
diary - A personal record of life's events
embers - Small pieces of glowing coal or wood in a dying fire
fire -
fire hooks - Giant hooks used to pull down houses
eye witness - A person who has seen something and can give a description of it.
King Charles II - ordered that houses and shops be pulled down to stop the fire from spreading.
London - The capital city of England and the United Kingdom
River Thames - Many people got a boat on the River Thames to escape the fire
Samuel Pepys - wrote a diary of the events of the Great Fire of London and it was in the garden of this house that he famously buried his treasured wine and parmesan cheese during the Great Fire of 1666.
Thomas Farriner - was a British baker and churchwarden in 17th century London. Allegedly, his bakery in Pudding Lane was the source point for the Great Fire of London on 2 September 1666.

National Curriculum

Pupils will be taught:

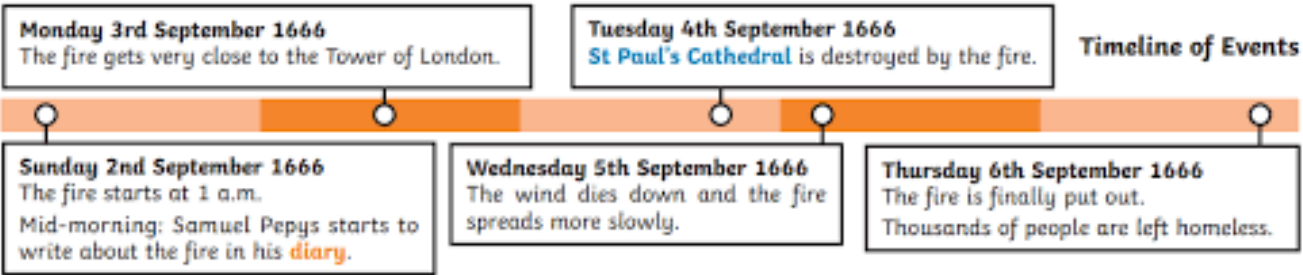
- 1)pupils should develop an awareness of the past
- 2)use common words and phrases relating to the passing of time and a wide range of historical vocabulary
- 3)will know where the people and events fit in with a chronological framework
- 4)identify similarities and differences between different ways of life in different periods.
- 5)ask and answer questions and use different sources to show they know and understand key features of events
- 6)understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Thomas Farriner	An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.
	Samuel Pepys	One of the ways we know about the fire is because people wrote about it in their own personal diary.
	King Charles II	Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.

Map showing how far the fire spread



Timeline of events



Our school timeline

What comes next? The Gunpowder Plot - 1605

Links to other areas of the Curriculum: Science - Everyday Materials, Literacy - Vlad and the Great Fire of London.

