

Year Group	2	Area of Study	GREAT FIRE OF LONDON (Short Topic)
<b>Key NC Reference and Objectives</b>	<p>To further develop an awareness of the past, using a wider range of common words and phrases relating to the passing of time.</p> <p>To increase confidence in placing events on a time line in Chronological order, with an increased understanding of decades and centuries.</p> <p>To know some of the ways in which we find out about the past and that people interpret the past in different ways.</p> <p>To use a wider range of vocabulary of everyday historical terms, relevant to the topics covered.</p> <p>To be able to use of historical evidence to answer questions about the past</p> <p>2.2 To know about events beyond living memory that are significant nationally or globally.</p>		
<b>Possible Enquiry Questions</b>	<p><b>What was it like to live in London in 1666?</b></p> <p><b>What happened on the night of 2<sup>nd</sup> September 1666? Does everyone think the same?</b></p> <p>What caused the Great Fire of London and could it have been prevented?</p> <p>The Great Fire of London was not just a terrible thing after all?</p> <p>Why is it called the GREAT Fire of London?</p> <p>How do we know about the Fire?</p>		
<b>Key Concepts</b>	<p><b>Substantive</b></p> <p>Society and Civilisation (What was life like in London in 1666/the 17<sup>th</sup> Century?)</p>	<p><b>2<sup>nd</sup> Order</b></p> <p><b>Significance</b> <b>Cause and Consequence</b> <b>Historical interpretation</b> <i>Review of Chronology work and Language linked to time from term 1.</i></p>	
<b>Key Vocabulary</b>	<p><b>Leather bucket:</b> container used for carrying water</p> <p><b>Squirt:</b> handheld water pump</p> <p><b>Fire posts:</b> areas set up to organise people to fire fight from</p> <p><b>Fire hook:</b> metal pole with a hooked end that was used for pulling down buildings that were on fire</p> <p><b>Gun powder:</b> explosive powder used to blow up buildings</p> <p><b>Thatched roof:</b> dried straw tied tightly together and laid on the roof of a building</p> <p><b>Wattle and daub:</b> animal waste, straw and mud used to make walls of buildings</p> <p><b>Timber frame:</b> wooden frame of a building that made the walls</p>	<p><b>Extinguished:</b> put out / cause (a fire or light) to stop burning or shining</p> <p><b>Douse:</b> put out a fire / pour water on a fire to stop it burning</p> <p><b>Embers:</b> burning remains of a fire</p> <p><b>Cathedral:</b> the main church of a diocese which has a bishop</p> <p><b>Scarce:</b> not enough for what is needed (e.g. water was scarce away from the river)</p> <p><b>Diocese:</b> an area that a church serves</p> <p><b>Government:</b> group of people who rule a country</p> <p><b>Source:</b> shows information about the past</p> <p><b>Reliable:</b> can be trusted</p>	
<b>Core Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>London is the capital city of England</li> <li>London was the largest city in England in the 1660s but was much smaller than it is today.</li> <li>The River Thames is the river that runs through London</li> <li>St Paul's Cathedral was an important Cathedral that got burnt down during the fire. The current Cathedral was built after the fire- it was designed by Sir Christopher Wren. It was built between 1675 and 1710.</li> <li>London Bridge is a famous bridge that connected London over the River Thames</li> <li>The fire burned 13,200 houses, 87 parish churches, St Paul's Cathedral, and most of the buildings of the City authorities/Government.</li> <li>70,000 of the people who lived in the city were left homeless.</li> <li>The Thames was full of boats taking many people escaping the fire and their possessions.</li> <li>The death toll is unknown but was traditionally thought to have been small, as only six deaths were recorded. (This reasoning has recently been challenged on the grounds that the deaths of poor and middle-class people were not recorded; moreover, the heat of the fire may have cremated many victims, leaving no recognisable remains.)</li> <li>The fire started in Pudding Lane in a Bakery: the baker was called Thomas Farriner. The fire was probably started from embers left in the fireplace or ovens</li> <li>A melted piece of pottery on display at the Museum of London found by archaeologists in Pudding Lane, where the fire started, shows that the temperature reached 1,250 °C (2,280 °F; 1,520 K</li> <li>The Fire started on Sunday 2<sup>nd</sup> September 1666 at 1am in the morning</li> <li>The King in 1666 was King Charles II</li> </ul>		

	<ul style="list-style-type: none"> <li>• Samuel Pepys: (1633-1703) an administrator of the navy of England and Member of Parliament who is most famous for the diary he kept for a decade which included the events of the Great Fire of London.</li> <li>• He wrote a diary about the fire and is now famous for this. (See Timeline below for events of the night)</li> <li>• The fire was finally extinguished on Thursday 6<sup>th</sup> September 1666.</li> </ul> <p><b>What life was like</b></p> <ul style="list-style-type: none"> <li>• The people who lived in London included: nobility, gentry, yeomen &amp; farmers who owned their own land, craftsmen, tenant farmers and labours</li> <li>• Many people were poor and the poorest streets were called the slums.</li> <li>• Average life expectancy was 35.</li> <li>• Out of all people born, between 1/3 and 1/2 died before the age of 16. However, if you could survive your teens, you were likely to live to your 50s/60s.</li> <li>• Foods: at the end of 17th century it was estimated that 50% could afford to eat meat every day – half the population were reasonably well off. 30% could eat it twice a week – classed as poor. People began eating with forks for the first time in 1600s. Rich people began eating: bananas and pineapples, drinks: chocolate, tea and coffee. Coffee houses first appeared. Poor people ate bread, cheese, onions, pottage (boiling grain in water to make a kind of pottage) – if they could afford it, they could add vegetables, meat or fish. Lifestyle: early 17th century piped water supply was created but had to pay to be connected and it wasn't cheap (lead piping). 1600 people walked or travelled by boat if they could afford it. 1610 ish you could hire a horse-drawn carriage (hackney carriage). 1680s streets were lit for the first time with an oil lamp on every 10th house. Toothbrushes came in – from Chinese. Housing: many rich people left money in their wills to provide Almshouses for the poor. Rich, grand houses were built in the West and working class houses in the East. Glass windows were a luxury – poor people had linen covered in linseed oil.</li> <li>• Fire needs oxygen, heat and a fuel source to burn: the fire started in a Bakers in Pudding Lane and then the wooden framed houses with Wattle and Daub became the fuel.</li> <li>• It hadn't rained for ten months so the ground and the wooden houses were very dry.</li> <li>• Houses were built near together and made of flammable materials so that the fire spread easily. There was a law to stop this but most people ignored the law and built the houses close together anyway. After the Great Fire of London this changed and the government also set up The London Fire Brigade, to prevent disasters like this happening again.</li> <li>• It took almost 50 years to rebuild London.</li> </ul>
<p><b>2<sup>nd</sup> Order Knowledge</b></p>	<p><b>Knowledge of key Enquiry skills:</b></p> <ol style="list-style-type: none"> <li>1. Looks carefully at pictures or objects to find information about the past.</li> <li>2. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> <li>3. Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>4. Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.</li> </ol> <p>Know how to use and begin to make timelines focused on ordering rather than accurate scaling</p>
<p><b>Possible Activities to consider</b></p>	<ul style="list-style-type: none"> <li>- GFOL Time line</li> <li>- Drama- freeze frames of different events and peoples reactions</li> </ul> <p><b>Using resources:</b></p> <ul style="list-style-type: none"> <li>- <a href="https://www.nationalarchives.gov.uk/education/resources/fire-of-london/">https://www.nationalarchives.gov.uk/education/resources/fire-of-london/</a></li> <li>- Recreate a slum house and a rich person's house for a day</li> <li>- Animation films      Diary entries      Fact Files</li> <li>- Comparing London today with London in the past- fire engines today and fire engines in the past.</li> <li>- Art work!</li> </ul>
<p><b>Assessment</b></p>	<p>Quizzing of the knowledge gained Formative assessment of achievement against the objectives Children will know:</p> <ul style="list-style-type: none"> <li>- Key events of the fire and important people</li> <li>- Know what life was like in the 17<sup>th</sup> Century</li> <li>- Know what caused the fire and how it spread</li> <li>- Know how we know about the fire and be able to use the sources provided</li> <li>- Know how London changed as a result of the Fire</li> </ul>
<p><b>Links</b></p>	<p><a href="https://www.bing.com/videos/search?q=magic+grandad+and+the+great+fire+of+london&amp;view=detail&amp;mid=6ADA253F5F858ED436436ADA253F5F858ED43643&amp;FORM=VIRE">https://www.bing.com/videos/search?q=magic+grandad+and+the+great+fire+of+london&amp;view=detail&amp;mid=6ADA253F5F858ED436436ADA253F5F858ED43643&amp;FORM=VIRE</a> <a href="http://www.fireoflondon.org.uk/">http://www.fireoflondon.org.uk/</a> <a href="http://www.bbc.co.uk/history/british/civil_war_revolution/launch_ani_fire_london.shtml">http://www.bbc.co.uk/history/british/civil_war_revolution/launch_ani_fire_london.shtml</a></p>

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg>  
<https://www.pepysdiary.com/diary/1666/09/>  
<https://www.historyonthenet.com/the-stuarts-great-fire-of-london-1666>  
<https://www.youtube.com/watch?v=NG-wA9U9dwQ>  
<http://www.pepys.info/fire.html>  
<http://www.fireoflondon.org.uk/game/>

## Works of art



The Great Fire of London, depicted by an unknown painter, as it would have appeared from a boat in the vicinity of Tower Wharf on the evening of Tuesday, 4 September 1666. To the left is London Bridge; to the right, the Tower of London. St. Paul's Cathedral is in the distance, surrounded by the tallest flames.

## Timeline of events

Sunday 2 <sup>nd</sup> September 1666	1am – the fire begins 3am – the Lord Mayor goes to look at the fire but decides it is not too bad so goes back to bed 7am – the fire has spread 11am – the Mayor orders the pulling down of houses having been instructed by King Charles II, who was informed by Samuel Pepys 3pm – the King sails down the River Thames to observe the fire
Monday 3 <sup>rd</sup> September 1666	The government order fire posts to be set up. A group of school boys successfully hold back the fires. Midday – the fire can be seen 60 miles away in Oxford.
Tuesday 4 <sup>th</sup> September 1666	The fire reaches its peak. It spread from Temple in the west, to the Tower of London in the east (where gun powder was used to blow up houses in order to stop the fire reaching the Tower). A number of prisons in London were destroyed by the fire as was St. Paul's Cathedral. 11pm – the wind begins to die down
Wednesday 5 <sup>th</sup> September 1666	The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out.
Thursday 6 <sup>th</sup> September 1666	The final fires are extinguished.

## KI3: Know how fires were extinguished in the 17<sup>th</sup> century



Image 1 shows **firehooks** being used to pull down a house. Image 2 shows a small manoeuvrable early **fire engine** used occasionally in the 17<sup>th</sup> century.

