



**Burton Road Primary School**  
**History: The Great Fire of London**



**NC Content:**

Events beyond living memory that are significant nationally  
Develop an awareness of the past, use common words and phrases relating to the passing of time.  
Begin to understand chronological framework.

**Enquiry Questions:**

What happened during the Great Fire of London How do we know?  
What changes were made after the fire?

**Key Objectives:**

**Key Themes:**

Historical sources and evidence

**Significant Historical Figures:**

**Thomas Farrier** – the owner of the bakery where the fire started  
**Samuel Pepys** – famous for diary which he recorded everyday events  
**King Charles II (Y2)**– (King of England 1660 – 1685)  
**Christopher Wren (Y2)** - made Commissioner for rebuilding the City of London  
Rebuild St Paul’s Cathedral

**Significant Historical events:**

**Phase:** KS1

**Term:** Summer 1 Cycle 2

**Key Vocabulary:**

<b>Knowledge - Substantive</b>	<b>Skills - Disciplinary</b>
Chronological order Primary source Timeline Past/present ‘living memory’ Primary secondary sources artefacts	<ul style="list-style-type: none"> <li>•Develop an awareness of the past, use common words and phrases relating to the passing of time.</li> <li>•Begin to understand chronological order</li> <li>•Develop a curiosity about changes within living memory</li> <li>•Know the ways in which we can find out about these changes (using sources)</li> </ul>
<b>Subject Specific:</b> Bakery Diary Fire engine/Fire fighter/ Fire break Fire hooks Rebuild Pudding Lane St Pauls Cathedral flammable	<b>Historical Sources:</b> Song – London’s burning Diary Pictures/paintings Artefacts – leather bucket/hook Bricks – before and after Newspaper reports

**Knowledge Acquisition**

What do you want the children to know?



**Enhancement of knowledge**

Make links to the key themes and ensure a deeper understanding of the knowledge.



**Application of Skills/ Disciplinary Knowledge:**

What key questions will you ask the children to

		give them opportunity to apply their knowledge to skills?
<p><b><u>1. To know what past and present is so I can compare past and present London.</u></b></p> <p>To know that London is the capital city of the UK.  To know that London has changed over time (buildings, clothing, travel, jobs).  To know what a historical source is.</p>	<p>To understand that 1666 was an important year in the history of London.  To understand that London has similar and different characteristics.  To understand that we don't have digital images of London in the 17<sup>th</sup> century so we have to use other historical sources instead.  To understand why some jobs in the 17<sup>th</sup> century may not be needed now.  To understand why some jobs that we have now didn't exist during the 17<sup>th</sup> Century.</p>	<p>Discuss ideas about how London may have been different in 1666.</p> <p>Make comparisons between London in 1666 (beyond living memory) and now.</p>
<p><b><u>2. To know what happened during the Great Fire of London so I can order the events in chronological order.</u></b></p> <p>To know that the GFL happened in 1666.  To know that the GFL is beyond living memory.  To know the events of the GFL.  To know what chronological means.</p>	<p>To understand why the fire might have started.  To understand why the fire might have spread (the weather was hot, houses built from wood, houses close together, strong winds).</p>	<p>Create a chronological timeline of events.</p>
<p><b><u>3. To know that we can find out about the past by looking at historical sources so I can explain how we know about the Great Fire of London.</u></b></p> <p>To know what a historical source is.  To know who Samuel Pepys is.  To know what an eyewitness is.  To know that Samuel Pepys' diary is an important historical source and has been used by historians to work out what happened during the GFL.  To know that eyewitness accounts are used as a historical source.  To know that paintings are also used as a historical source.</p>	<p>To understand that there were no photographs of the real GFL because cameras that you can carry hadn't been invented yet.  To understand that we need to use historical sources to work out what happened instead.  To understand that paintings aren't the same as photographs and why.  To understand that some historical sources are more reliable than others.  To understand that it is useful to have more than one source when learning about an event.</p>	<p>Read extracts from the diary and reason why it is an important historical source.</p> <p>Compare usefulness of different sources.</p>
<p><b><u>4. To know how people managed to live through the Great Fire of London.</u></b></p> <p>To know that in 1666 there was no organized fire brigade and firefighting was very basic. Ordinary people had to use buckets.</p>	<p>To understand that the River Thames was used as an escape route which contributed to many people's survival  To understand that people who fled left a lot of their belongings as moving them would be time consuming and would effect their chance of survival.</p>	

<p>To know that a lot of people helped stop the fire, including the King himself (Charles II).</p> <p>To know that a lot of people were left homeless after the great fire.</p> <p>To know that only 6 people died because of the fire.</p> <p>To know that around 13,000 houses were destroyed by the fire.</p> <p>To know what the River Thames is.</p> <p>To know that people fled their homes to survive the fire.</p> <p>To know that people had to camp in fields after the fire.</p> <p>To know that people tore down buildings to stop the spread of the fire.</p>	<p>To understand that people fled to open areas as the fire couldn't spread as easily here.</p>	
<p><b><u>5. To know that we can find out about the past by looking at historical sources so I can explain how London changed after/because of the Great Fire.</u></b></p> <p>To remember what London looked like before the fire in 1666.</p> <p>To know that firefighting equipment is much more efficient now to in 1666.</p> <p>To know that houses had to be pulled down to stop the fire.</p> <p>To know that the city needed to be rebuilt.</p> <p>To know that King Charles II wanted to make plans to stop another disaster like the GFL from happening again.</p> <p>To know that Sir Christopher Wren was an architect who planned to rebuild London.</p> <p>To know that the streets were made wider and straighter.</p> <p>To know that houses began to be made mainly of brick.</p> <p>To know what flammable means.</p> <p>To know that water pipes were rebuilt so it was easier to send water from the River Thames to the houses close by.</p>	<p>To understand that buildings were built differently before because of how the fire had spread previously.</p> <p>To understand that wider streets helped to make space between houses and allowed people and transport to move around more easily.</p> <p>To understand that brick and stone are not flammable materials so they are much safer building materials for houses.</p> <p>To understand that more water pipes meant more water for people's houses if there was another fire.</p>	<p>Compare firefighting equipment now to in 1666 (3D model on Twinkl)</p> <p>Explain why these changes were made.</p>