

History Year 2 Great Fire of London

“London’s Burning”



National curriculum statements:

Pupils should be taught about:

- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Learning Objectives:

Pupils should be taught to:

- To sequence a set of events and give reasons for their order
- To recount the life of someone famous who lived in the past
- To explain how a local area was different in the past
- To compare how things are different in the past to now
- To answer questions by using sources such as an information book or website

Key Questions:

1. When and where did the fire start?
2. Why did the fire spread so quickly?
3. What happened after the fire?
4. What is the legacy of the Great Fire of London?

Links to other subjects:

- Geog:** Features of a city
Forest Schools: Fire lighting (materials)
Writing: [News Report](#)
RWS: [Text themed](#)
DT - Create Pudding Land houses and GFOL [Stop motion videos](#)

Previous relevant unit overviews:

Retrieval starters

- **Lesson 1:** Capital Cities of the UK
- **Lesson 2:** Dates of the GFOL - Using a number line to find out how long ago the GFOL was.
- **Lesson 3:** What is an aerial photograph/map?
- **Lesson 4:** Legacies of Florence Nightingale and Mary Seacole.

Key learning tasks (working scientifically)

[Knowledge Organiser](#)

Immersion Day: Thomas Farriner visit. Mystery box - fire danger, map of 1600s London, wood, London house models, felt flames, oven gloves, bread/bakery items.

[Lesson 1: KQ1: When and where did it start?](#) - Look at the map of London and follow the spread of the fire.
 Ind. learning: Each day explore the spreading to a different colour.. [Watch the clip](#).

[Lesson 2: KQ2: Why did the fire spread so quickly?](#) - Houses were built close together, they were made from flammable resources (wood and straw), it had been a long and hot summer and the wind blew the flames too.

Key vocabulary

Pudding Lane
 Thatched roof
 River Thames
 Thomas Farriner (Baker)
 Monument
 Christopher Wren (rebuild)
 17th Century

<ul style="list-style-type: none"> ● Lesson 5: What does past, present and future mean? Can you think of events from the past, present and future? 	<p><u>Lesson 3: KQ1: When and where did it start?</u> - Recap events of the GFOL. In groups, use drama to act out events of the timeline.</p> <p><u>Lesson 4: KQ 3: What happened after the fire?</u> - Samuel Pepys - Explore key events from the life of Samuel Pepys. Children create questions and hot-seat Samuel Pepys. Children draw the scene of Samuel Pepys and Londoners escaping into the river and seeing the fire.</p> <p><u>Lesson 5: KQ 4: What is the legacy of the Great Fire of London?</u> - Explore events directly after the fire, changes made to buildings in London, Christopher Wren and fire services. Watch this clip.</p> <p>Impact on the City of London - Compare images of London before the fire and after. What changed?</p> <p><u>Lesson 6: Context Reflections</u> - Children write reflections for each key question to add to floorbook. Children record their stop motion videos showing the events and key figures of the GFOL.</p>		
Resources needed:	Common misconceptions	Website resources	Subject knowledge links
https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h	<ul style="list-style-type: none"> ● The Great Fire of London stopped the plague ● Houses in London all had thatched roofs 	<ol style="list-style-type: none"> 1. How the Great Fire started, spread and was fought. 2. Filthy London video - What London streets used to be filled with - 05:42 - 10:50 	The Truth About the Great Fire of London timalderman Terry Deary on the myths of the Great Fire of London - BBC Arts Resources to support bbc videos: Teachers' Notes: The Great Fire of London
Scaffolds:	GFOL word mat GFOL scene word mat Written events of the fire to read during Stop Motion videos.		
Deepen the Moment:	<ul style="list-style-type: none"> ● Use a map of the spread of the fire and describe the extent of the spread each day using locations on the map. ● Create a page from Samuel Pepys' diary - What did he write about and why. ● Why did the Mayor refuse the pulling down of houses with fire hooks? ● Which reason was most to blame for the GFOL spreading so quickly? ● Why was London so dirty? What was the main cause? ● Why were the rich more able to escape the fire? 		

British History Finishing Point:



London is rebuilt with wider streets and buildings made from stone and brick.

Organised fire brigades are created across London with better equipment and resources.

Useful context books

