

Y2 THE GREAT FIRE OF LONDON 1666 **What Factors Made The Great Fire Of London So Disastrous?** Learning Organiser






A significant historical event & person in the local area
Event beyond living memory that is significant nationally



Vocabulary

bakery	A place where bread or cakes are made and sold
London	The capital city of England and the United Kingdom
River Thames	River in London which leads to the sea. Many people got a boat on the River Thames to escape the fire
diary	A personal record of life's events
eye-witness	A person who has seen something and can give a description of it
embers	Small pieces of glowing coal or wood in a dying fire
fire-hooks	Giant hooks used to pull down houses
fire-break	When buildings are destroyed to make a gap so the fire can't spread
flammable	When something burns easily
St Paul's Cathedral	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren

Key People

	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.

What will I know by the end of this unit? (Substantive Knowledge)

When and where did the fire start?	The fire of London started in a bakery in Pudding Lane on 2 nd September 1666.
Why did the fire spread?	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
How did they fight the fire?	They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
How did the fire stop?	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.
How many people died?	6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building.
What happened after the fire?	13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents. Impact.

Timeline

Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.	Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.	Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.
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LINKS TO THE WORLD OF WORK – Personal Development

Invite in the fire brigade to talk to the children about the role of the fire service today

History Skill Progression Year 2 (Disciplinary Knowledge)

Chronological understanding	Can sequence artefacts from different periods and check with reference books Can label time lines with words or phrases such as: <i>past, present, older, newer</i> Can use dates where appropriate Can sequence photographs
Range and depth of historical knowledge An overview of world history	Can recognise why people did things, why events happened and what happened as a result Can describe simple historical events Can identify differences between ways of life at different times Can describe significant people from the past
Investigation and Interpretations of history	Can compare pictures or photographs of people or events in the past Can begin to discuss the reliability of photos/ accounts/stories Can identify ways in which the past is represented
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts, Can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama/role play making models writing using ICT Can use words and phrases such as: <i>a long time ago, recently, when my parents were children, years, decades, centuries</i> Show an understanding of concepts such as: <i>monarchy, parliament, democracy, war</i>

SEND core skills

Being a Historian

Historians are people who:

- Have an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- Demonstrate the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- Have the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Are able to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- Understand and respect historical evidence and have the ability to make robust and critical use of it to support their explanations and judgments.
 - Demonstrate a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

End Points and Assessment of Core Learning

Question 1:

When did The Great Fire of London happen?

- a) 1721
- b) 1666
- c) 1503
- d) 1922
- e) Don't know

Question 2:

How long did the fire last?

- a) 2 hours
- b) 1 week
- c) 5 days
- d) 3 days
- e) Don't know

Question 3:

Why did the fire spread quickly? (circle 2)
Because of ...

- a) The strong wind
- b) The dry wood-framed buildings
- c) The hot sun
- d) People lighting matches
- e) Don't know

Question 4:

What would you have seen in 1666 if you had been an eyewitness to the fire? (circle 2)

- a) Sick people being carried in their beds through the streets
- b) Firemen with hoses
- c) People keeping warm around the fires
- d) Many boats on the River Thames
- e) Don't know

Question 5:

Why do we remember Samuel Pepys?

- a) He was the king
- b) He was a famous diary writer
- c) He was an award-winning baker
- d) He was an astronaut
- e) Don't know

Question 6:

Where did The Great Fire of London start?

- a) Fish Street
- b) Tower Street
- c) Buckingham Palace
- d) Pudding Lane
- e) Don't know

Question 7:

**Which things can we use to find out about The Great Fire?
(circle 2)**

- a) Dictionary**
- b) Paintings**
- c) Binoculars**
- d) Diary extracts**
- e) Don't know**