



THE GREAT FIRE OF LONDON - 1666



IMPORTANT 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	We know about the fire because Samuel Pepys kept a record of it in his 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 from stone not timber.

TIMELINE

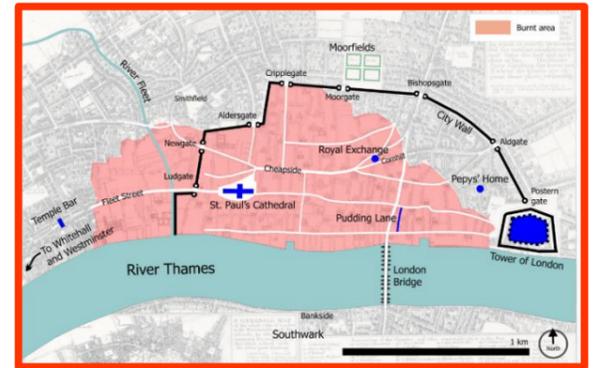
2nd September 1666 - 1:30 am: A fire started in Thomas Farriner's bakery on Pudding Lane in the middle of the night.

2nd September 1666 - 7 am: Samuel Pepys woke up and discovered the fire had already burnt down 300 houses!

3rd September 1666 – People tried to put the fire out using leather buckets of water and water squirters. Soldiers were ordered to pull down houses with fire hooks. They also exploded some using gunpowder to create fire breaks.

4th September 1666 - St Paul's Cathedral burnt down.

6th September 1666 - The Great Fire of London was finally under control, but many people were left homeless.



PRIOR KNOWLEDGE

- Little Chestnuts – The Gingerbread Man



KEY PLACES AND VOCABULARY

bakery	A place where bread or cakes are made and sold.
London	The capital city of England and the United Kingdom.
River Thames	Many people escaped the fire on boats on the River Thames.
diary	A personal record of events.
eye-witness	A person who has seen or experienced 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 QUESTIONS

When and where did The Great Fire of London start?	The Great Fire of London started in a bakery on Pudding Lane on Sunday 2nd September 1666.
Why did The Great Fire of London spread?	It hadn't rained for months so the city was very dry. High winds meant that the flames were fanned across buildings. 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 water squirters, 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 and shelters.

Area of History	Year 2 Toolkit
Chronological understanding	<ul style="list-style-type: none"> • I can show an awareness of the past, using common words and phrases relating to the passing of time • I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods
Historical enquiry	<ul style="list-style-type: none"> • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented
Historical interpretations:	<ul style="list-style-type: none"> • I can describe events beyond living memory that are significant nationally or globally • I can describe significant historical events, people and places
Organisation and communication :	<ul style="list-style-type: none"> • I can speak about how I have found out about the past • I can use a wide vocabulary of everyday historical terms
Understanding of events, people and changes:	<ul style="list-style-type: none"> • I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods

CROSS-CURRICULAR LINKS

- **English:** Fiction - Vlad and the Great Fire of London by Kat Cunningham. Non-Fiction: How to build a fire engine.
- **DT:** Design and make fire engines using wheels and axles.
- **Art:** Sketching St. Pauls Cathedral. Water-colour washes and silhouettes
- **Science:** The suitability of materials.

NATIONAL CURRICULUM

- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

