

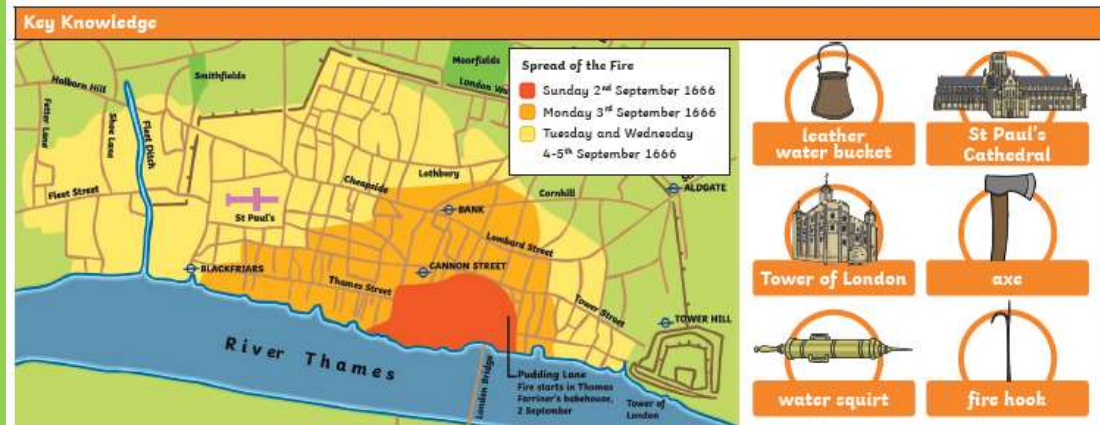
# Ideas Organiser: Great Fire of London



**Thomas Bludworth/Bloodworth**  
He was the mayor of London who did not take warnings about the fire seriously enough at the start.

**Thomas Farriner/Farynor**  
The baker who lived in Pudding lane. A spark from his ovens started the Fire.

**Duke of York**  
The brother of the King who helped give orders to stop the fire spreading



| Key Events and Facts                      |                                                                                                                                                                                                                                                                  |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When and where did the fire start?        | The fire started on Sunday 2 <sup>nd</sup> September 1666 in Thomas Farriner's bakery on Pudding Lane.                                                                                                                                                           |
| Why did the fire spread so quickly?       | In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. |
| How did people try to put the fire out?   | People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.                                                      |
| How and when was the fire put out?        | By Thursday 6 <sup>th</sup> September, the wind had died down. This meant that people were able to put out the flames.                                                                                                                                           |
| What happened after the fire was put out? | King Charles II ordered that buildings should be <b>rebuilt</b> from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.                                                       |

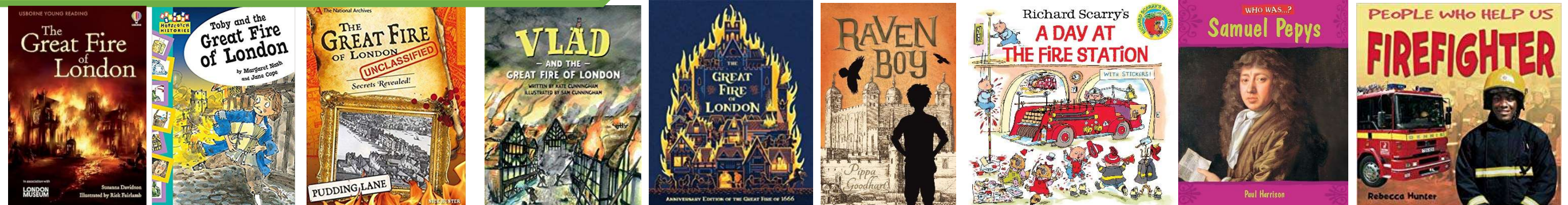
## Key Vocabulary:



|                    |                                                                          |
|--------------------|--------------------------------------------------------------------------|
| <b>Cathedral</b>   | Very large church                                                        |
| <b>Diary</b>       | Book in which people write about things that happen in their life.       |
| <b>Evidence</b>    | Clues used to prove that something happened.                             |
| <b>Pitch / Tar</b> | Thick black sticky liquid that easily catches fire.                      |
| <b>Plaque</b>      | Writing to remember where something happened in the past.                |
| <b>Squirts</b>     | Old-fashioned water carrier. When you push the handle, water shoots out. |
| <b>Thatch</b>      | Straw used to cover the roofs which easily catches alight.               |
| <b>Warehouse</b>   | Large storehouse.                                                        |



## Recommended Reads:



### Making Links:

Art: Explore the world around us and represent what we see through drawing.

D&T: Research, design, make and evaluate bread and Tudor houses.

Maths: Sequence events in Chronological order (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc) and in a timeline. Reading scales and measurements when baking bread. Time links – days, months, years, hours, seconds etc. 2d and 3d shapes: Describe the shapes used to create a Tudor house.

### British Values

Rule of law- Should Thomas Farriner be punished for the fire starting in his shop?

British History – Being part of Britain by learning about historical events that changed the country.



### Values & attitudes we can always show in this project:



### Quality Outcomes & Experiences:

- Baking bread.
- Making Tudor houses (homework project)
- Writing a Diary entry about the fire.
- Re-creating the Great Fire!!

### The World beyond our doorstep...

Local

- How does the modern day, local fire service benefit us?

National

- What changes happened nationally after the Great Fire? What are still current today?

International

- Compare UK houses to under developed countries and identify how these homes could be improved to reduce the risk of a repeat of the Great Fire. Consider how the weather played a part in how the fire spread and how this links to modern day and climate change.