

Ideas Organiser: Great Fire of London

Why is this event important?

The Great Fire of 1666 is an event that most people know about today not least because it changed the face of London as we know it today. It provides a marvellous opportunity to explore ideas of causes and consequences, as well as change, and encourages children to get a feel for what life must have been like at the time, using a rich array of evidence.



Who is who?

Duke of York

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

King Charles II

The King at the time.

Samuel Pepys

Famous man who kept a diary of everything that happened

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.

Top takeaways

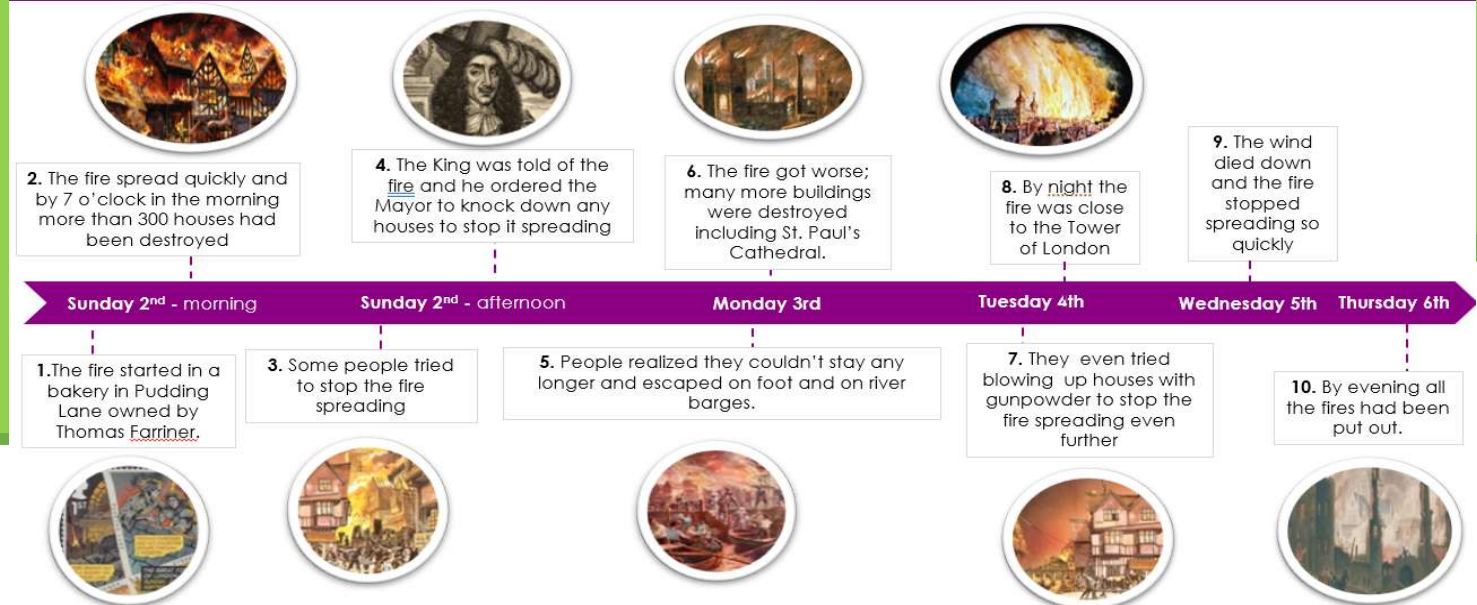
1. Children understand how a small event, with a careless baker in a short narrow lane, can lead to a major rebuilding of vast areas of the capital.
2. They are able to explain that there were a variety of reasons for the fire and can suggest the most important ones.
3. They are able to describe the desperate measures taken to control the fire and can explain how Londoners felt at the time.
4. They can explain how the appearance of London changed after the Fire both the houses and the street layout and that the fire led to better fire service.

Key Vocabulary:

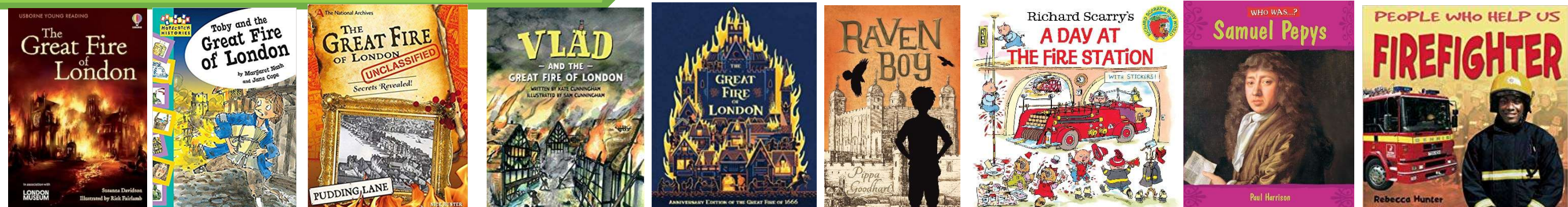


Cathedral	Very large church
Diary	Book in which people write about things that happen in their life.
Evidence	Clues used to prove that something happened.
Pitch / Tar	Thick black sticky liquid that easily catches fire.
Plaque	Writing to remember where something happened in the past.
Squirts	Old-fashioned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

The Great Fire of London – timeline September 1666



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 (1st, 2nd, 3rd 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)
- 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.