

# EYFS/KS1: Great Fire of London

## Great Fire of London

|                                   |   |
|-----------------------------------|---|
| <b>Great Fire of London</b>       | <p>As Historians we:</p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers about questions from the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>   |
| Learning Thread Focus             | <p><b>Cause and consequence</b>– To learn what started the fire and how this impacted people’s lives in London.</p> <p><b>Chronology</b> - To order events chronologically, make a class timeline of the sequence of events throughout the fire.</p> <p><b>Civilisation, Community and Culture</b> -The people of London used the Thames to transport their possessions on to boats and away from the fire.</p> <p>Links to prior learning:<br/>Geographical understanding of London: Gun Powder Plot</p> <p>Links to future learning:<br/>LKS2 River Thames - and the influence of this on the growth of London.<br/>UKS2 The Three Monarchs - Family structures</p> |
| Core knowledge and in-depth study | <ul style="list-style-type: none"> <li>• How did the fire start?</li> <li>• How did the fire spread?</li> <li>• How did they put out the fire?</li> <li>• How did they try to make sure this never happened again?</li> </ul>   |

|                |  |
|----------------|--|
| Key Vocabulary | London, River Thames, St Paul’s Cathedral, Thomas Farriner, Samuel Pepys, King Charles II, bakery, fire-hooks, firebreaks, flammable, diary, eye-witness, embers |
|----------------|--|

| Timeline of Event – Class timeline |                                      |  |
|------------------------------------|--------------------------------------|--|
| 1                                  | Sunday 2 <sup>nd</sup><br>Sept 1666  | Fire starts in Thomas Farriner’s bakery on Pudding Lane.                       |
| 2                                  | Monday 3 <sup>rd</sup><br>Sept 1666  | Firefighters try to tackle the fire but it spreads quickly.                    |
| 3                                  | Tuesday 4 <sup>th</sup><br>Sept 1666 | Houses are pulled down to create firebreaks. St Paul’s Cathedral is destroyed. |
| 4                                  | Weds 5 <sup>th</sup><br>Sept 1666    | The fire starts to burn more slowly as the wind dies down.                     |
| 5                                  | Thurs 6 <sup>th</sup><br>Sept 1666   | The fire is finally under control and put out. People are left homeless.       |

|   |   |
|---|---|
| Cross Curricular Links and wider influences | <p><b>Key Text-</b><br/>Toby and the Great Fire of London.<br/>Raven Boy.<br/>The Great Fire of London by Liz Gogerly.<br/>September 1666 AI Start.</p> <p><b>Art-</b><br/>Paintings of Great Fire of London: Lieve Verschuier.</p> <p><b>DT-</b><br/>Building houses using key skills in DT progression. Ex. Create domes.</p> |
| Learning Experiences                        | Make some junk modelling Medieval Houses and gain insight into how and why the fire spread so quickly.  |

# EYFS/KS1: Great Fire of London