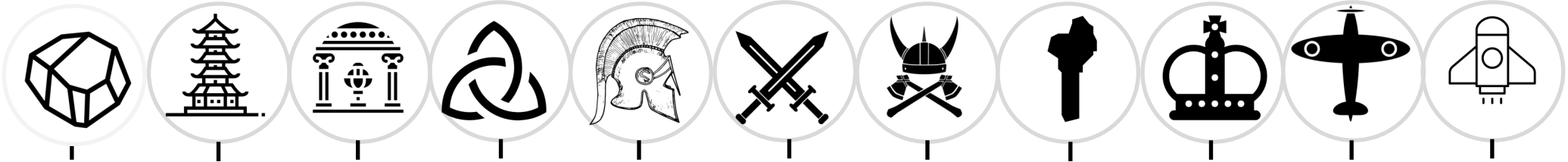


Year 2:

HISTORICAL CONTEXT: Great Fire of London



KEY VOCABULARY:

Samuel Pepys	River Thames
King Charles II	London
Tower of London	Leather bucket
Pudding Lane	Sir Christopher Wren
London	Thomas Farriner
The Monument	1666

WHAT?

How can we work out why the Great Fire started?

What actually happened during the Great Fire and how can we know for sure?

Why did the Great Fire burn down so many buildings?

Could more have been done to stop the Fire?

How did people manage to live through the Great Fire?

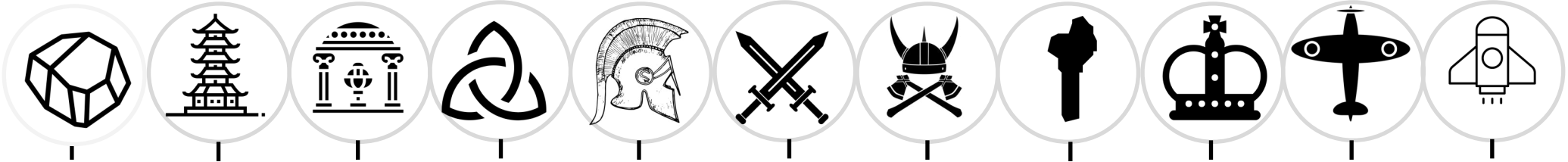
How shall we rebuild London?



Pupils should be taught about:
events beyond living memory that are significant nationally or globally

Year 2:

HISTORICAL CONTEXT: Great Fire of London



<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/>

Pre Assessment: KWL grid

Key questions content

Learning activities

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coverage/key concepts

How can we work out why the Great Fire started?

Activity 1 Give pupils some context of 17th Century London using the introductory slides of the KQ1 PowerPoint. They are given a brief overview of the fact that the fire burnt down a quarter of London, but they are not told where, when or why. That is for them to work out.

Activity 2 Explain to the children that they are going to be detectives and work out why the fire began and who might be to blame. They are given a folder of clues from which they have to work out where, when and why it started. This open-ended enquiry is designed to be open-ended allowing time to support those who need structure whilst giving plenty of scope for the higher-attaining to think more independently.

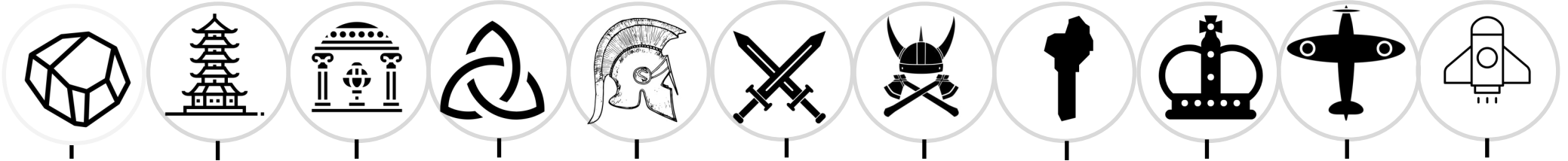
Activity 3 Having come up with their own theory they compare their ideas with the Museum of London 80 second video

Activity 2. KQ1 PowerPoint

They are able to raise valid questions relevant to the enquiry Pupils are able to extract information from sources They can combine information They learn how to make deductions from maps

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KQ2. What actually happened during the Great Fire and how can we know for sure 350 years later?

Activity 1 Story telling and washing line

Activity 2 Sequencing

Activity 3 Prove it!

Activity 4. Mystery Bag/Picture of Pepys Candlestick, quill pen, bottle of dusty wine Diary page Piece of cheese wrapped in cloth Old book inside which is written bThis book given to SamuelPepys in 1666. Which prove who owns the bag?

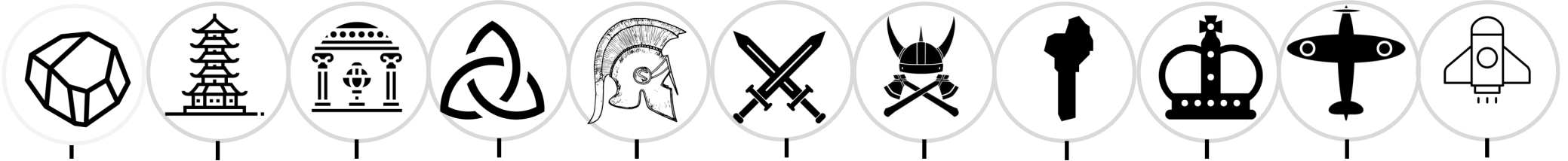
Activity 5: Watch short presentation from Museum of London showing use of modern X-ray techniques.

KQ2 PowerPoint. Sequencing statements and images RS1 Outstanding lesson focuses on Prove it! Smart task

Pupils can sequence at least 5 main events in chronological order They can describe change over time using temporal connectives such as next, the day after, a few days later etc .They can work out which clues under which questions

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KQ3 Why did the Great Fire burn down so many buildings?

Activity 1. Post-it challenge

Activity 2 Pupils analyse 3 short textbooks explanations

Activity 3: Pupils have to come up with main headings under which to group their reasons e.g. weather

Activity 3a . optional Reading contemporary newspaper for reasons identified at the time

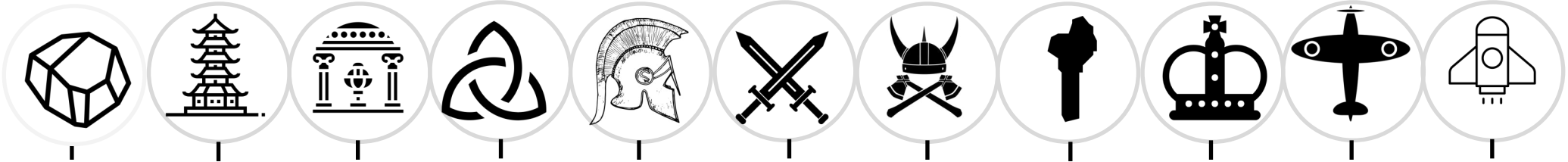
Activity 4 Beat the textbook, Can the pupils improve on the museums' explanation?

Main assessment task Written explanation of why the Great Fire burnt down so many more houses than other fires ?

Pupils can identify at least 4 reasons e.g. the long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging. Most able can explain which were the exceptional factors that made it such a devastating fire i.e. the strength and direction of the wind.

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KQ 4 Could more have been done to stop the Fire?

Activity 1 Mime the fire-fighting methods used and identify their limitations: a. fire hooks (which were very long and heavy requiring 3 or 4 people to use them) b. leather buckets c. fire Squirts d. fire engines- barrel on wheels with pump and hose e. gunpowder kegs to blow up buildings to create a fire break

Activity 2 Who did what? Pupils are given 10 statements describing the actions which were and were not taken. Pupils have to work out who did what; good or bad. There are 5 possible answers: King Charles, Samuel Pepys Thomas Bludworth the Mayor The ordinary people The Duke of York

Activity 3 Who or what was to blame for not saving more houses? Pupils work in groups on Who Wants to Be Millionaire. They are given 4 possible people who were responsible.

Pupils have to write a summary report, like the one into the Grenfell tower disaster, identifying main factors responsible

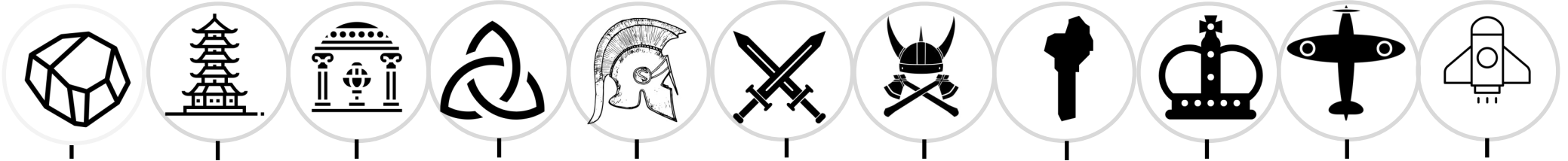
PowerPoint KQ4 Has images of all the main fire-fighting methods and links to animations from various videos

<https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-2>

Pupils understand that there was initial hesitation They grasp that most citizens were then more concerned about saving their belongings than putting out the fire When they did try hard (TuesThurs) They met with some success. They know that the Mayor Thomas Bludworth was sacepegoated

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How did people manage to live through the Great Fire?
How did the third largest city in the world manage to lose just half a dozen citizens in the massive fire?

Activity 1 Pupils think (briefly in pairs) about possible reasons why so many were able to escape with their lives when so many houses were destroyed. Consider: time on their side, no locked buildings, less smoke inhalation because outdoors .

Activity 2 In same pairs pupils now think about problems people would have faced leaving their homes and have to create a small still image/dramatic scene

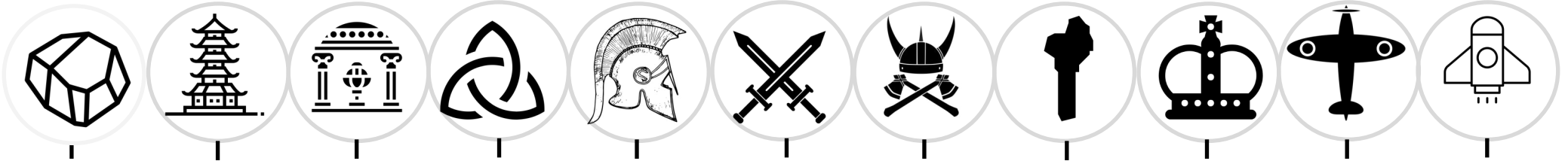
Activity 3 Pupils are given a list of solutions the government came up with

KQ5 PowerPoint has a range of pictures for pupils to discuss in groups esp. for activity 2

Pupils understand that there was little government help available, so they had to find their own salvation They know that most set up camp outside the city in tented fields often living their in make shift accommodation for years They know that a relief fund was set up and know that the king set up markets to provide food They are able to empathise with the plight of the 70- 80,000 homeless and can appreciate the differences between aid available then compared with national disasters today.

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How shall we rebuild London?

Mantle of the Expert. The King has offered a prize for the best plan that would rebuild London and make it safe from any more great fires.

Activity 1 Pupils recap the causes and think of remedies for each of the problems faced during the Fire. They can't change the weather but what about making the streets wider, no overhanging upper storeys of houses, no houses made of wood etc Pupils in pairs come up with 5 possible solutions

Activity 2 Pupils compare different designs

Activity 3 They produce their own with annotations. Peer evaluation

Activity 4 Pupils are shown street view from today showing one houses that survived the fire. How did they manage to identify it?

- Children consolidate their understanding of the causes of the Great Fire by attempting to redesign London to make sure a fire of that size never takes hold again
- they understand the importance of using brick, wider streets, leaving space etc
- they are encouraged to be creative in their design of London.