



The Great Fire of London

Essential Knowledge (End Points):	By the end of the unit of work the children will: <ul style="list-style-type: none"> • know the key events of the Great Fire of London. • know the significance of the Great Fire of London on British architecture. • know the locations of The Great Fire of London. • know the significance of primary data, to give us evidence of the past. 		
Summary	The Great Fire of London started in the early hours of the morning of 2 September 1666, in a baker's shop on Pudding Lane. By 5 September the fire had destroyed more than 13,000 houses and buildings in the city, including 87 churches and the famous St Paul's Cathedral. The fire spread quickly, destroying most of the buildings in its path. The way houses were built, the lack of an effective and organised firefighting service and the weather in the days before, all played their part in this terrible event.		
Main Events:	2 September 1666: Fire broke out in a bakery on Pudding Lane 3 September: People started to leave the city, many by boats on the Thames 4 September: The fire was so great it could be seen as far away as Oxford 5 September: Wind died down and fire stopped spreading	Vocabulary:	decades: periods of ten years congested: crowded and blocked flammable: easily set on fire architects: people who design buildings eyewitness: a person who was at an event and describes it to others extract: a short passage
Culture & Pastimes:	N/A	Society:	N/A
Food & Farming:	N/A	Beliefs:	N/A
Settlements:	Over many decades, the city of London had become very busy with many poorly built houses sitting close to each other in congested maze-like streets. With so many flammable wood-and tar buildings, some think it was only a matter of time before a fire as serious as this broke out. When the great fire was over, King Charles II ordered the city to be rebuilt with brick and stone. Famous architects drew plans for the rebuilding project, including Christopher Wren who designed St Paul's Cathedral.	Travel & Exploration:	N/A
Conflict:	N/A	Location:	Modern London and the location of the Great Fire of London (See Map)
Artefacts:	An eyewitness, Samuel Pepys, wrote a recount of the fire in his famous diary. Extracts from his diary help us to learn more about how the fire started, what was done to try and stop it, and what happened afterwards	Innovations which influenced the modern world:	
Key Local Links:		Common Misconceptions:	



	Component Statements	Extending Statements	
<p>Main Events</p> <p>To know the key events of the Great Fire of London.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • How the fire started. • The number of houses were destroyed • St Paul's Cathedral was destroyed in the fire. • Samuel Pepys was a famous eyewitness to the event. • The fire of London was in September 1666. • The factors which played a key part in the spread of the fire e.g. flammable wood-and tar buildings. 	<ul style="list-style-type: none"> • Draw a timeline with key events from the fire and other dates from that century that you know about. • Explain some reasons why the Great Fire of London was so big and spread so quickly. • Explain why the Great Fire of London was a significant event. 	<ul style="list-style-type: none"> • Discuss the effect that the fire had on people's daily lives.
<p>Settlements</p> <p>To know the significance of the Great Fire of London on British architecture.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • King Charles II order the city to be rebuilt in brick and stone. • The architect Christopher Wren drew the plans to rebuild ^[SEP] St Paul's Cathedral. 	<ul style="list-style-type: none"> • Create a map or model for a new London, to be rebuilt after the fire. Remember it is the early 1600s. • Write a diary extract from someone who has just lost their home in the fire. • Why did the King want the city to be rebuilt in stone? 	<ul style="list-style-type: none"> • Find evidence that the fire helped to stop another outbreak of the plague. • Investigate the response to the fire by the Mayor of London. • Do you agree? At some point a huge fire was going to happen. It was only a matter of time
<p>Location</p> <p>To know the locations of the The Great Fire of London.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • London the capital city of England. • On a map how quickly and how far the fire spread by plotting the main locations. 	<ul style="list-style-type: none"> • Organise information about the fire and where it spread. 	<ul style="list-style-type: none"> • Investigate where people moved to after the fire.
<p>Artefacts</p> <p>To know the significance of primary data, to give us evidence of the past.</p>	<p>Children will know:</p> <ul style="list-style-type: none"> • Samuel Pepys and how his diaries tell us more about events during the fire. • How the diaries be used to learn about the fire. 	<ul style="list-style-type: none"> • Compare and contrast Samuel Pepys's accounts of the fire with two more historical sources. 	<ul style="list-style-type: none"> • True or false? All the primary sources of evidence were destroyed in the fire. Justify your answer