



26th April

Where and why did the fire start?

- 1— Find Pudding Lane on a map
- 2- Compare pictures of modern day bakeries with bakery from 1666— similarities and differences. Focus on ovens
- 3— Act out how fire started

What would it have been like during the fire?

- 4—speech bubbles for Thomas

20th April

When was the fire of London?

- 1- Cold task
- 2— Plot all 4 countries of UK on a map, including London
- 3— Make a class timeline on topic display board—including Victorians, Guy Fawkes and The Great Fire of London

What was it like to live in London in 1666?

- 4- <https://www.youtube.com/watch?v=SPY-hr-8-MQ> look at London in 1666; compare to modern—find similarities and differences

3rd May

Why did the fire spread?

- 1—naming and labelling modern building materials and their properties (Science)
- 2— label house from 1666 with building materials (Science—properties)
- 3 — explore wattle and daub
- 4—explore strength of solid structures - brick investigation; re-building den frame (DT)
- 5— turning 2d net of a house into a 3d shape

10th May

Why did the fire spread?

- 1—Design own house from 1666
- 2—Make structures of London houses using nets or recycled materials
- 3—Evaluating structure
- 4— map of London from 1666—look at the spread of the fire each day and size of streets
- 5— picture of the fire—write what is happening

24th May

How do we know about the fire?

- 1— look at primary sources of evidence and what they tell us—portrait of Samuel Pepy's and his diary, paintings of the fire, the Monument to the fire <https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>
- 2- Watch magic Grandad <https://www.youtube.com/watch?v=VarSSAwimU>
- 3—Write newspaper report of the fire (Literacy)

What have we learnt from the fire?

- 4— Sir Christopher Wren and re-building London
- 5—the lasting impact of the fire—fire brigade and building materials
- 6— Hot task

17th May

Why did the fire continue to spread?

- 1— look at modern day fire service. Compare to fire brigade in 1666., focus on fire engines, fire marks, fire insurance and fire-fighting materials—squirts, fire hooks, explosions, leather buckets
- 2— act out putting out a fire using squirts and a firemen chain

When did the fire stop?

- 3— finish telling the story. Non-chronological report (Literacy)
- 4—create a timeline of events

Summer 1 2020/21

Year 1—The Great Fire of London

VOCABULARY

Decades, congested, flammable, architects, eyewitness, extracts