



Primary History



The Great Fire of London

Name:

Class:

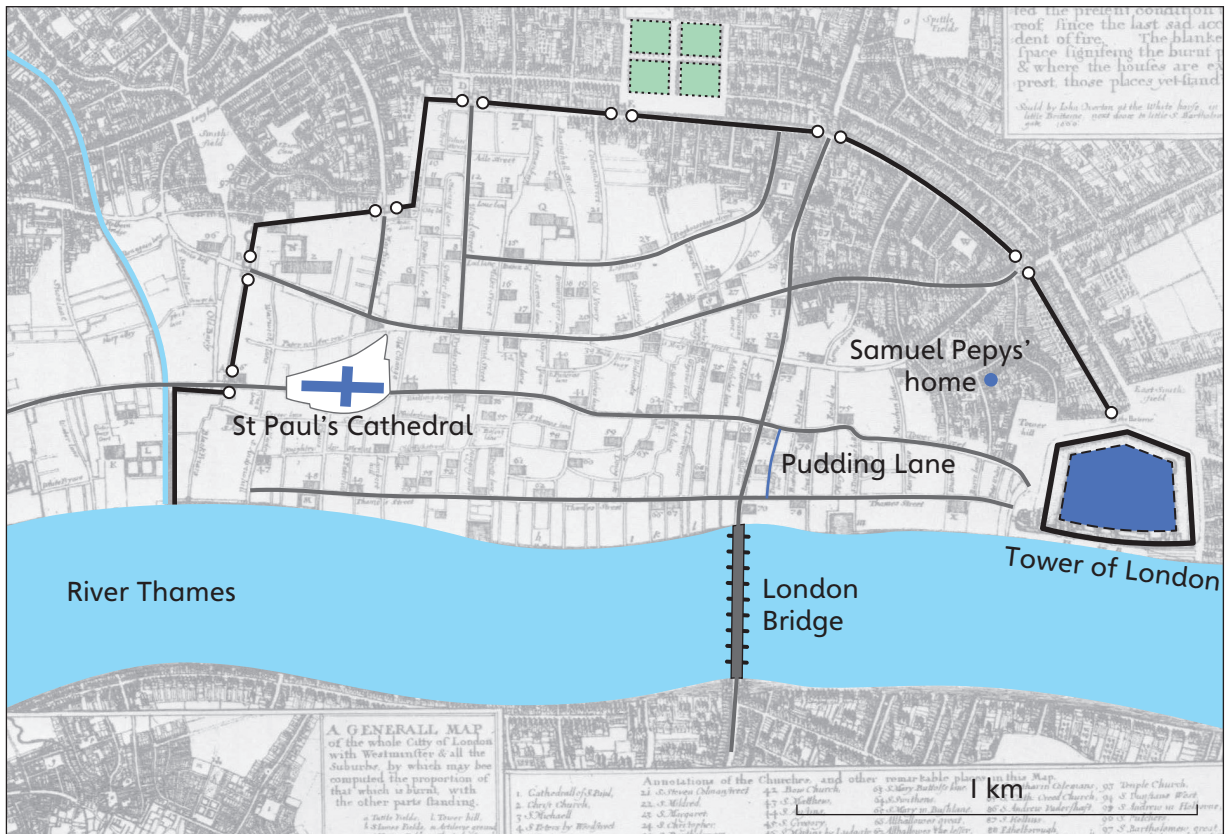
Knowledge organiser

Vocabulary	
cause	the person or thing that makes something happen
consequence	the result of something that has happened
drought	a long time period with very little or no rain
evidence	facts or things that make you believe that something is true
extinguish	to make a fire stop burning
eyewitness	someone who sees something happen and describes it afterwards
flammable	can burn easily
fuel	material that makes heat or power when it is burnt
hazard	something that can be dangerous or cause damage

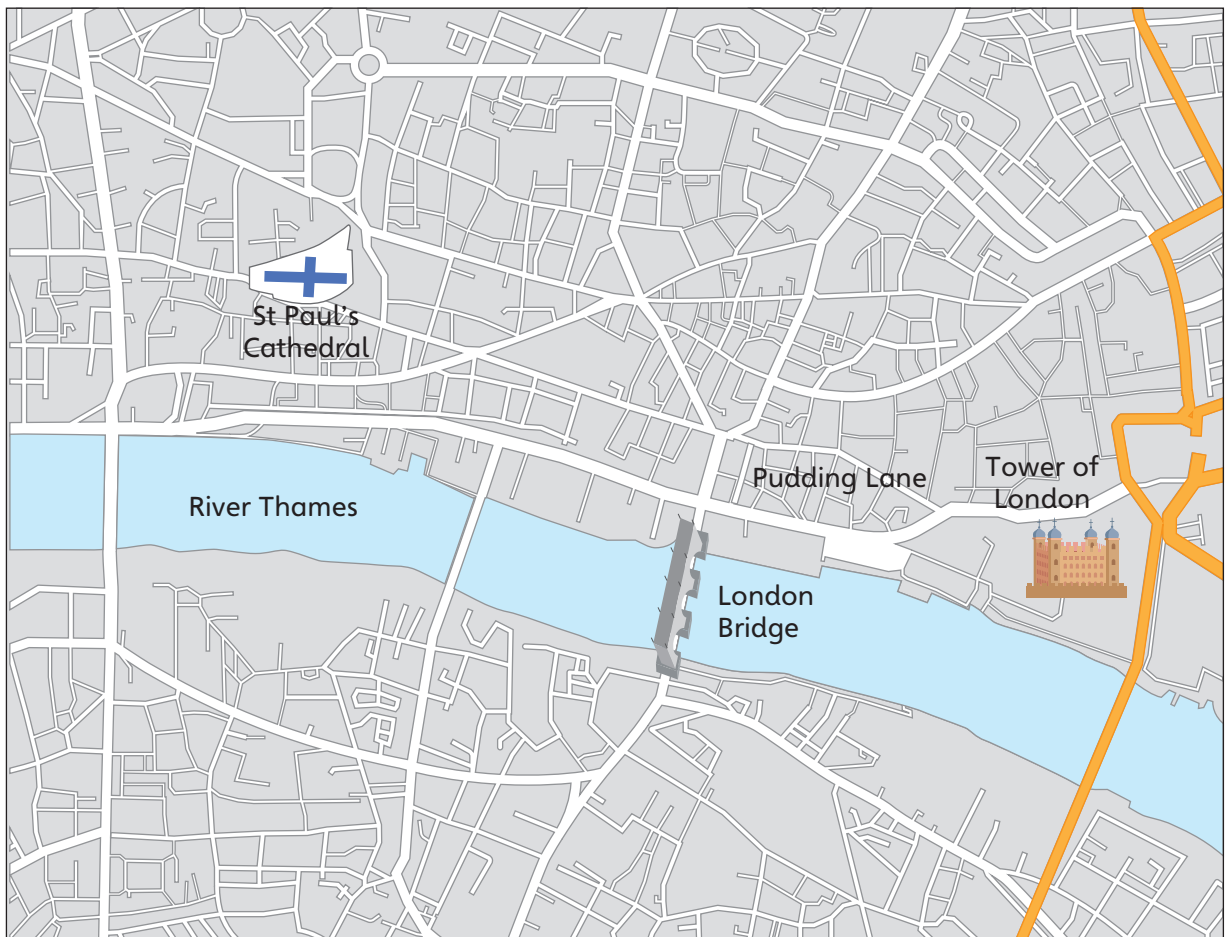
Important people	
 <p>King Charles II</p>	King of England in 1666
Thomas Bloodworth	Lord Mayor of London in 1666
 <p>Samuel Pepys</p>	A writer who recorded his experience of the Great Fire in 1666

Timeline of events	
2 September 1666, early morning	The fire starts on Pudding Lane inside a bakery. The Mayor refuses to pull down houses to stop the fire. He does not think the fire looks serious, so goes back to bed.
2 September 1666, morning	Over 300 houses have burnt down and the fire has reached the riverfront.
2 September 1666, afternoon	Samuel Pepys visits King Charles and asks him to help. The King agrees that houses must be torn down to stop the fire.
3 September 1666, morning	The fire is out of control. The King steps in to keep order and organises firefighting teams.
3 September 1666, afternoon	The fire reaches the wealthy areas of the city. The fire looks like it will cross London Bridge.
4 September 1666, morning	St Paul's Cathedral burns down.
4 September 1666, evening	Soldiers blow up many houses to hold back the fire.
4 September 1666, evening	The wind changes direction and begins to drop.
5 September 1666	The fire's spread begins to slow down. By the end of the day, it is under control. The city is in ruins.



















London in 1666



Modern London



4 Learning review

Lesson	Lesson question	You will learn...	Learning review
1	How can we safely build a fire?	<ul style="list-style-type: none"> • how to spot risks when lighting a fire. 	 <input data-bbox="389 689 446 748" type="checkbox"/>  <input data-bbox="389 450 446 508" type="checkbox"/>  <input data-bbox="389 210 446 268" type="checkbox"/>
2	What were the problems with London in 1666?	<ul style="list-style-type: none"> • how to describe London in 1666. • why some problems in 17th-century London made the fire more dangerous. • how to take information from historical sources. 	 <input data-bbox="545 689 603 748" type="checkbox"/>  <input data-bbox="545 450 603 508" type="checkbox"/>  <input data-bbox="545 210 603 268" type="checkbox"/>
3	What happened and how do we know?	<ul style="list-style-type: none"> • the names of important people and places involved in the fire. • how to create a simple timeline and put the key events of the Great Fire into order. • how to recognise different types of historical sources, including eyewitness accounts. • how to decide if a historical source is useful. 	 <input data-bbox="785 689 842 748" type="checkbox"/>  <input data-bbox="785 450 842 508" type="checkbox"/>  <input data-bbox="785 210 842 268" type="checkbox"/>
4	What did eyewitnesses say about the Great Fire?	<ul style="list-style-type: none"> • how to read eyewitness accounts. • how to take the right information from eyewitness accounts. 	 <input data-bbox="1016 689 1074 748" type="checkbox"/>  <input data-bbox="1016 450 1074 508" type="checkbox"/>  <input data-bbox="1016 210 1074 268" type="checkbox"/>
5	What are causes and consequences?	<ul style="list-style-type: none"> • how to find causes. • how to explain why a cause made a consequence more likely. • how to connect the causes of an event. 	 <input data-bbox="1168 689 1225 748" type="checkbox"/>  <input data-bbox="1168 450 1225 508" type="checkbox"/>  <input data-bbox="1168 210 1225 268" type="checkbox"/>
6	Why did the Great Fire of 1666 spread so easily?	<ul style="list-style-type: none"> • how to answer the question 'Why did the Great Fire of 1666 spread so easily?' 	 <input data-bbox="1343 689 1401 748" type="checkbox"/>  <input data-bbox="1343 450 1401 508" type="checkbox"/>  <input data-bbox="1343 210 1401 268" type="checkbox"/>

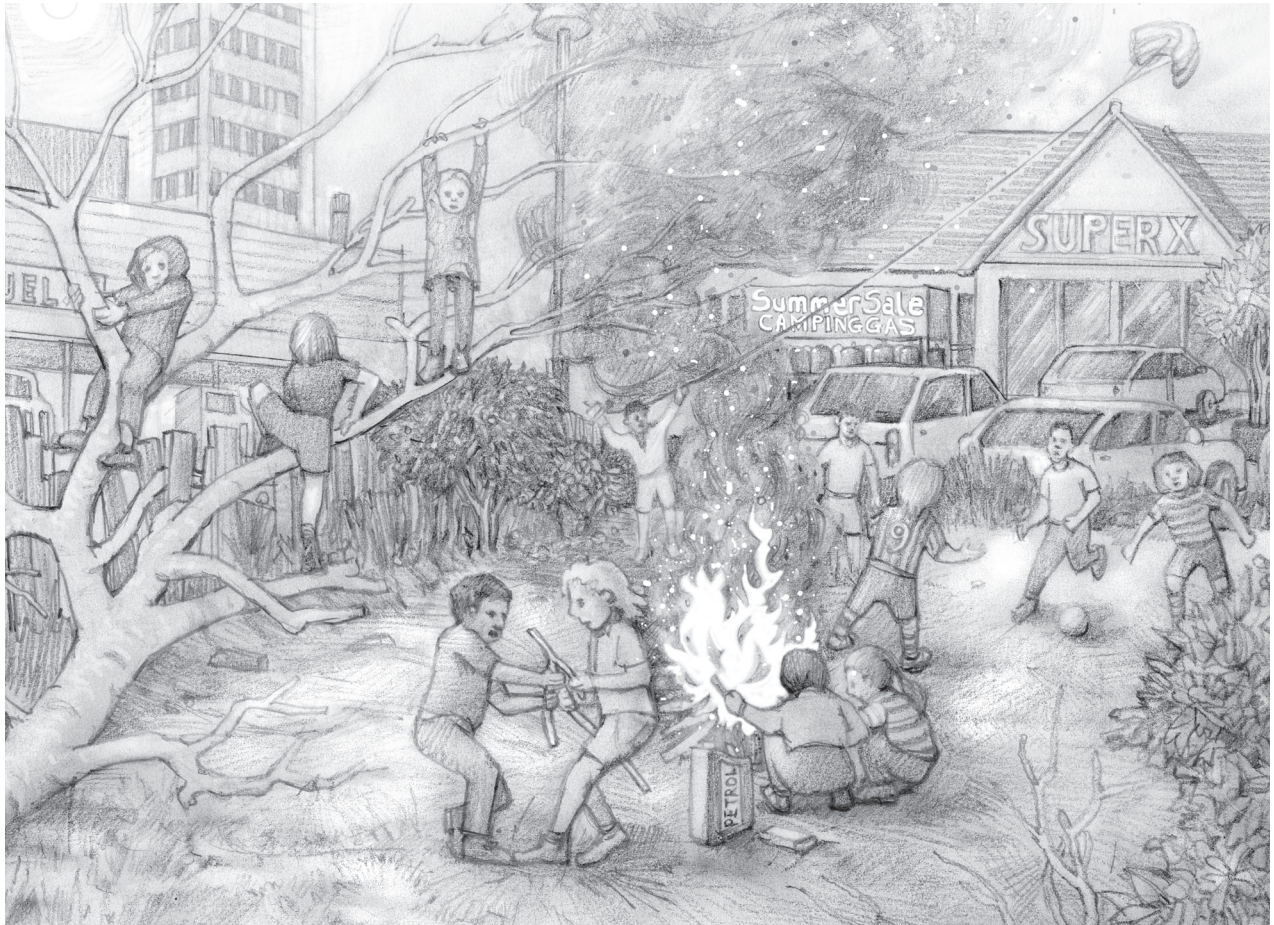
Lesson 1

How can we safely build a fire?



Spot the dangers

1. Look at the picture. Circle any dangers you see.



Safety inspectors



2. Imagine you are going to build a campfire at your school. How can you keep people safe? Fill in the form.

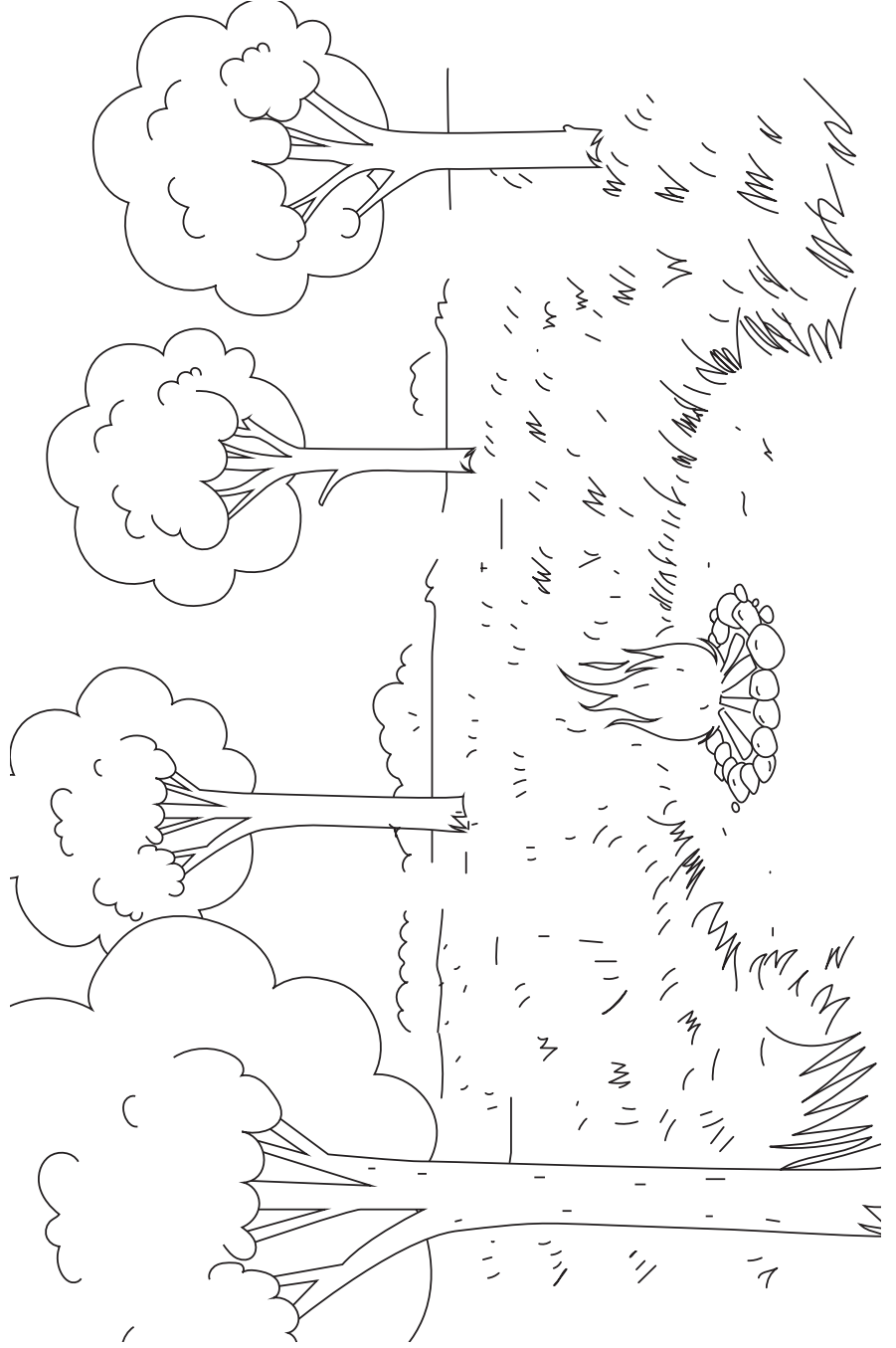


	What is the danger?	Who could be affected?	What could you do to stop this from happening?
1			
2			
3			
4			

Your plan

-  3. Complete the picture to show a plan of a safe campfire set-up. Label the safety features.

fuel smoke space sparks
stones water bucket two metres



Lesson 2

What were the problems with London in 1666?



Quiz

1. Can you name one thing you should always do to stay safe when setting up a campfire? Write your answer.

When setting up a campfire, you should always _____

Safety inspection 1666

1. Imagine you work for King Charles II checking London for fire **hazards** in 1666, before the Great Fire.

Write a letter to the King, telling him about two fire hazards that you have seen, and explaining why they are dangerous.

Your Majesty,

There are many fire hazards in the City of London. One example is _____

This is a danger because _____

Another thing that might make a fire more dangerous is _____

This could be dangerous because _____

Your humble servant,

Lesson 3

What happened and how do we know?



Quiz



1. Can you think of one fire hazard in London in 1666, and explain why it was dangerous? Write your answer.

Fire hazard: _____

Reason for danger: _____



A timber-framed house




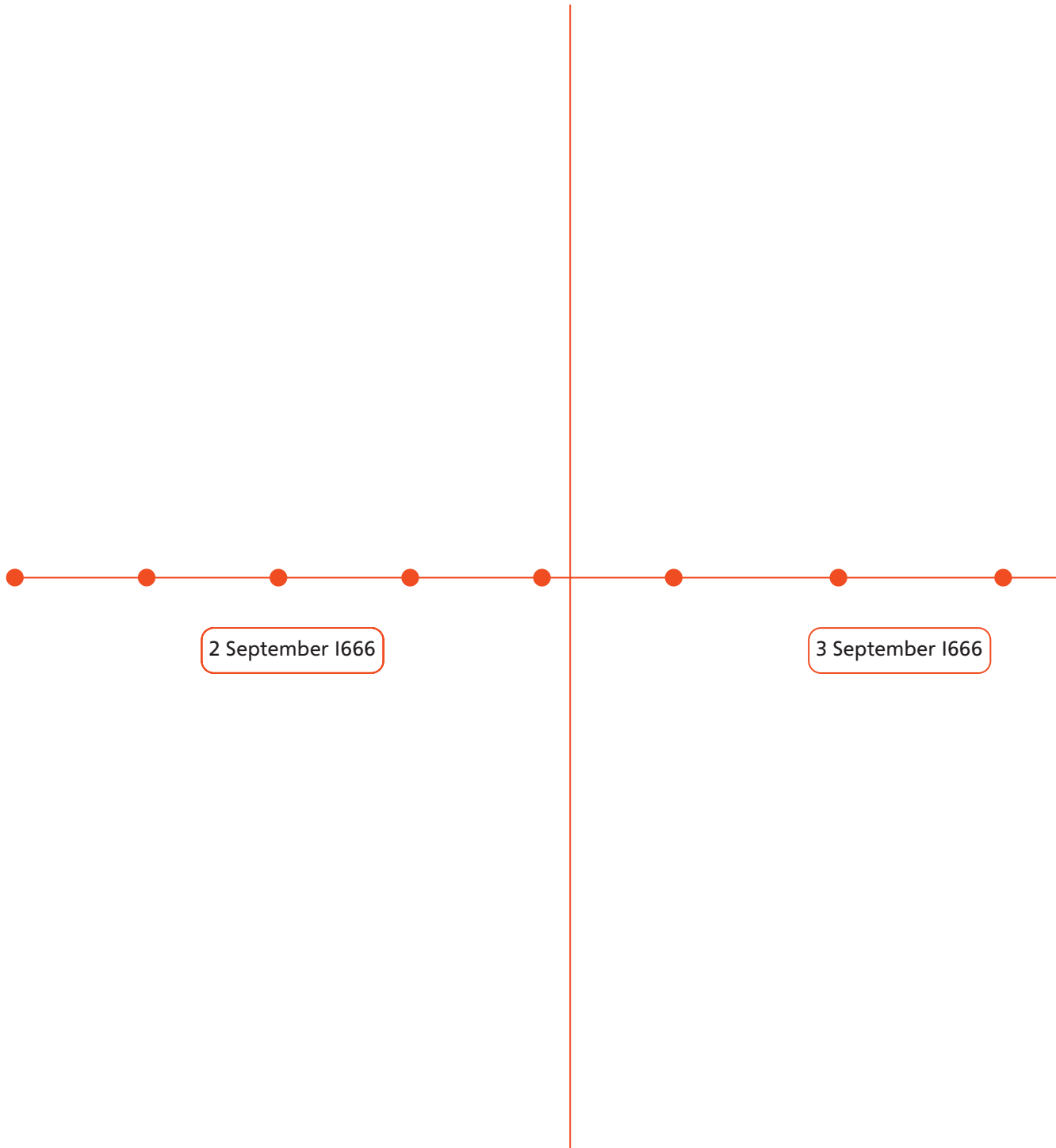
A 17th-century fire pump

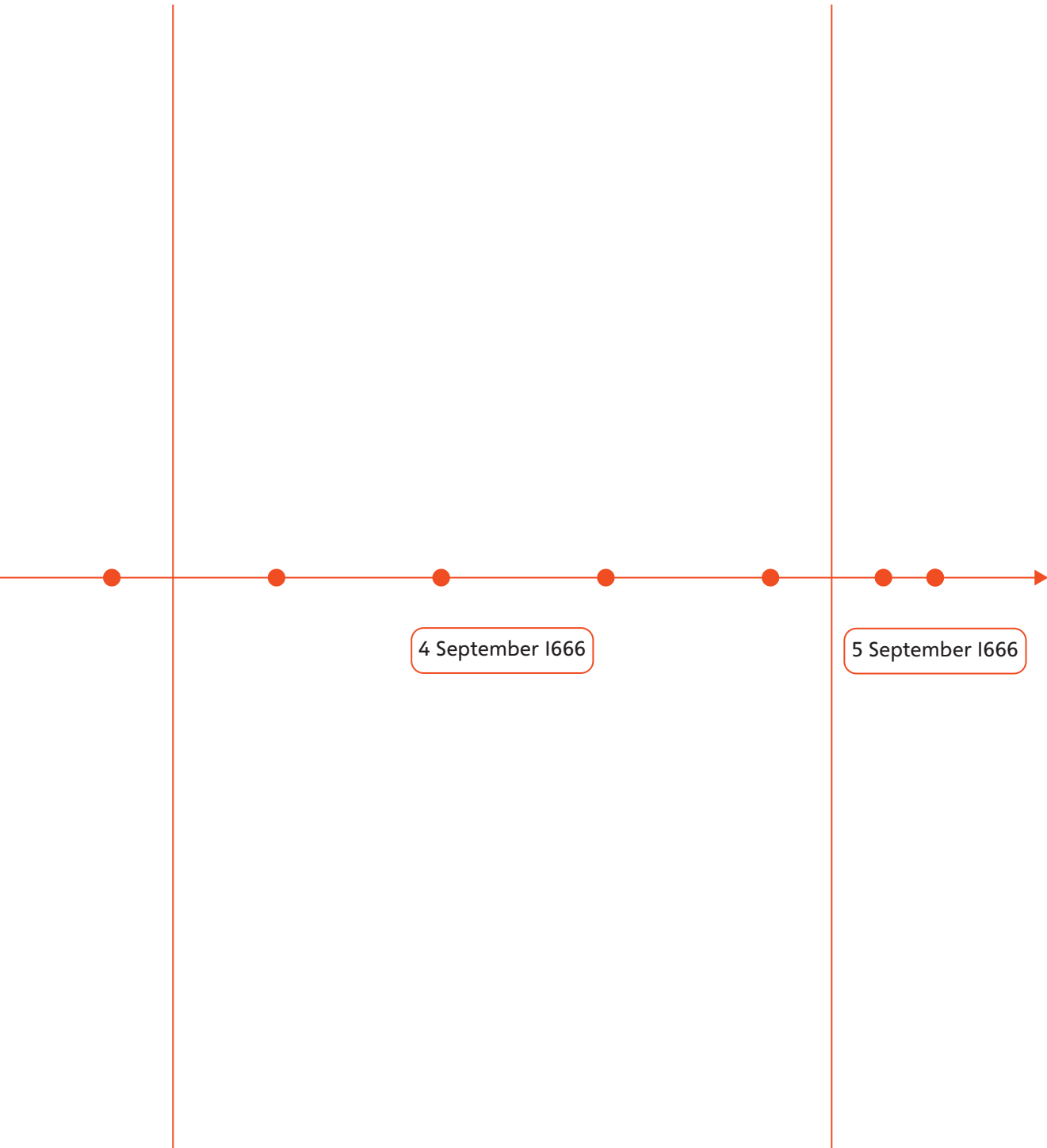


An open fireplace in a 17th-century home

A timeline of the Great Fire of London, 1666

-  I. Put the events of the Great Fire of London into the correct order. Write them on the timeline.





Lesson 4

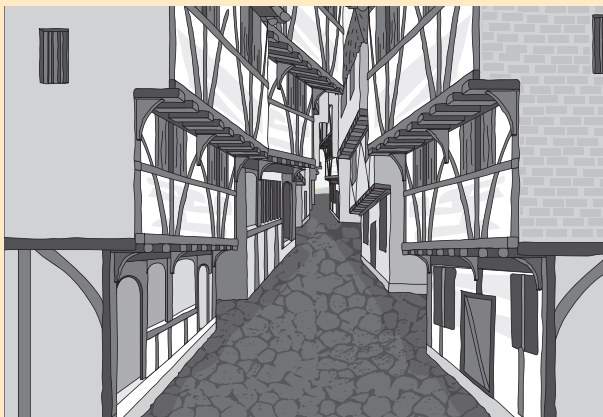
What did eyewitnesses say about the Great Fire?



Quiz

I. Read the statement below. Tick 'True' or 'False'.

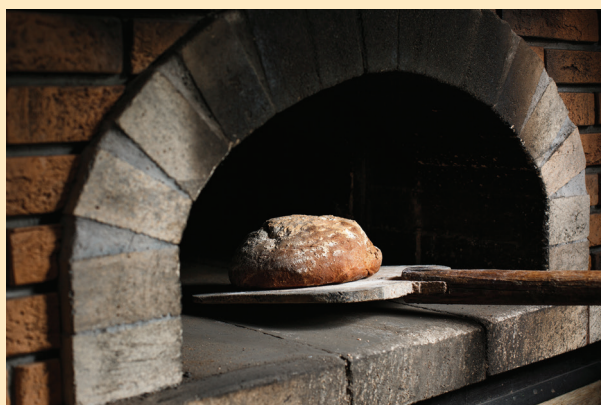
There was one **cause** of the Great Fire of London. True False



Jettied houses



In 1666, leather buckets were filled with water to fight fires



The fire started in a bakery

Who is the eyewitness?

An **eyewitness** is someone who sees something happen and can describe it to others. This is important because they can give a first-hand account.



1. Look at the picture and circle the eyewitness.



2. What would this eyewitness say if you asked them what they saw? Write your answer.

What did you see?

I saw

4 Extend and stretch: How useful is your eyewitness account for finding out about the Great Fire?



3. Look at your eyewitness account of the Great Fire of 1666. Read the three questions and write your answers in the boxes.

What does the eyewitness *not* tell me?

What can I *guess*?

What does the eyewitness tell me for *certain*?



4. When would your source be useful, and when would it not be useful? Write your answers.

This source is useful if you want to find out about _____

It is not useful if you want to find out about _____

Lesson 5

What are causes and consequences?



Quiz

I. Read the statements below. Tick 'True' or 'False' for each one.

a. An eyewitness is someone who sees something happen in front of them and tells someone else.

True False

b. An eyewitness' story is always completely true.

True False

Giving an explanation

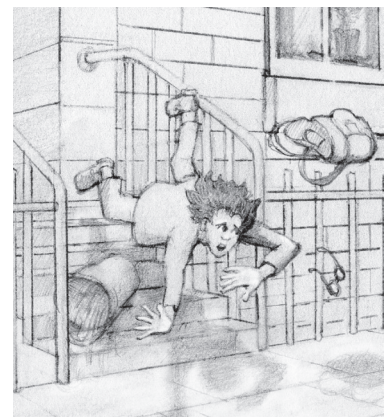
The word 'because' connects something that happened with its cause.

I. Why was Jo late for school? Write your answer.

One cause was _____

This made Jo late because _____

This led to _____



Lesson 6

Why did the Great Fire of 1666 spread so easily?



Quiz



1. Read the statement below. Tick 'True' or 'False'.

We use 'because' when we want to give an explanation.

True False

Explaining the Great Fire



1. Why did the Great Fire of 1666 spread so easily? Write your answer.

Key words	
close-together houses	firefighting equipment
drought	the Lord Mayor
flammable materials	timber-framed buildings

Key phrases	
This made the fire spread more easily because ...	Another cause was ...
This led to ...	A final cause was ...
This made it more likely that ...	If ... then ... because ...

One reason that the Great Fire spread so easily is _____

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Primary History

The Great Fire of London

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