



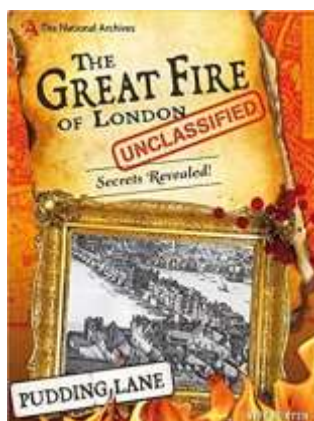
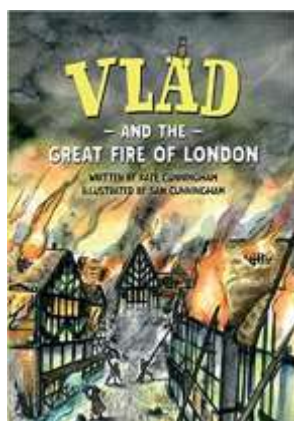
Rationale: This topic offers one of the best contexts for looking at historical cause and consequence and change. It also provides opportunities to develop pupils' empathetic understanding of the human dilemmas of the many people whose homes were destroyed. The children will learn about the key events and develop their understanding of the ways in which we can find out about the past through discussing primary sources. The children will also compare and contrast with The Great Fire of Newcastle and Gateshead.

Pre-Unit task: Investigate modern firefighting and fire safety. Identify potential fire hazards, learn about the importance of smoke detectors and what action to take on discovering a fire.

Attention Grabber: Pupils will find a mysterious diary and hidden clues to discover their new history topic. <https://www.youtube.com/watch?v=bcOqwCDJoREnb> Rock song

Visits and enrichment activities: Visit the Discovery Museum - 1 ½ hour workshop: Great Fire of Newcastle. A hands-on investigation based on local accounts of the fire. Children will re-enact the story through the museum's puppet theatre. 2020 price:£90.

Key texts



Learning Objectives (Skills):

- *To show knowledge and understanding of aspects of the past beyond living memory.
- *To show an understanding that the past has been interpreted in different ways
- *To begin to realise that there are reasons why people acted as they did.
- *To describe events studied in structured work.
- *To select and combine information from different sources.
- *To make deductions from visual clues.
- *(more able pupils) To prioritise the reasons for the spread of the fire.
- *To compare and contrast with the Great Fire of Newcastle and Gateshead,

Learning Objectives (knowledge):

- *To know when and where the Great Fire of London broke out.
- *To be able to say why the fire broke out.
- *To know why the fire spread so far and for so long.
- *To be able to describe and sequence the main events.
- *To be able to describe some of the results of the fire.
- *To be able to explain what makes cities safer from great fires today.
- *To know when and where the Great Fire of Newcastle took place.



History Overview

Examples of Key Questions:

- *What was London like in 1666?
- *What did the buildings look like?
- *What happened on the night of Sunday 2nd September 1666?
- *Why was it called the 'Great Fire'?
- *Why did the Great Fire of 1666 burn down so many more houses than other fires in London?
- *What did people do first?
- *What or who caused the spread of the fire?
- *Why did the fire spread so disastrously?
- *Why did it stay alight for so long?
- *Would it have made a difference if the fire had spread in a different direction?
- *What was it like at the height (peak) of the fire?
- *What did people fight fires with in 1666? How successful were they?
- *Could anything have been done to stop the spread of the fire?
- *How do you think people felt as they watched London burn?
- *How do sources help us understand what happened?
- *Who was Samuel Pepys?
- *Who were some of the main figures in the events?
- *Who or what was most to blame?
- *What was left of London after the fire? How much of the city was destroyed?
- *What were the consequences of the fire?
- *What did the King do to make London better?
- *How could they avoid another such fire?
- *What were the benefits of the fire in the longer term? E.g. a cleaner, safer city.

History Overview

Impact/Assessment

Most Children will: (secure)

- Explain how we know about the Great Fire of London from a variety of primary sources.
- Be able to
- Show awareness of how London has changed, including its buildings, people and transport.
- Write a report about the Great Fire of London.

Less Able Children will: (developing)

- Talk about some of the key events of the Great Fire of London.
- Say why the Great Fire of London spread and eventually stopped.
- Explain that we know about the Great Fire because of Samuel Pepys' diary.

More Able Children will: (greater depth)

- Explain their reasons why some sources are more useful than others in their historical enquiry.
- Start questioning the reliability of some historical evidence.
- Imagine and write about the experiences of people in different historical periods based on factual evidence.





History Overview

Vocabulary

alarm	alderman	ashes
bakery	buildings	burned
candle snuffer	carters	Charles II
charred	Christopher Wren	City of London
close	demolish	destroyed
diary	disaster	embers
emergency	eyewitness	fire
fire break	fire hook	flames
flammable	Great Fire of London	handcarts
heat	houses	jettied houses
jumped	Leather bucket	looters
narrow	oven	Pudding Lane
rebuild	River Thames	Samuel Pepys
saved	Sir Thomas Bloodworth	smoke
St. Paul's Cathedral	streets	sparks
spread	swiftly	thatched roof
Thomas Farriner	Timber-framed	Tower of London
water squirter	(East) wind	wooden

