



Year 2

The Great Fire of London

Key Vocabulary

bakery	A place where bread and cakes are made.
St. Paul's Cathedral	A famous Christian Church which burnt down during the fire. It was rebuilt and still exists today.
diary	A record a persons life events.
fire hook	Giant hooks used to pull down wooden houses.
leather bucket	Leather is a materials and it was what buckets were made out of in 1666.
Tower of London	Where the King lived in 1666. It did not catch because the fire was stopped before it reached it.
Pudding Lane	The was the lane where the bakery was were the fire started. It still exists today.
Thatched roof	The roofs of the houses were made from thatch which was a type of straw.
Fire break	When buildings are destroyed to make a break in the fire to stop it spreading.
embers	Small pieces of glowing wood or coal in a dying fire.
River Thames	This was the River running through London where people escaped the fire on boats.

People of Interest

Samuel Pepys		He wrote about the fire as it happened in his diary.
Thomas Farriner	-	He was the owner of the bakery where the fire started.
King Charles II		He was the King in 1666. After the fire, he made a decree that all houses should be built from stone.
Duke of York		He was the King's brother, he took control to help stop fire.
Sir Christopher Wren		He was the architect who redesigned St. Paul's Cathedral after it burnt down.





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Curriculum Intent Links - 3 a (i)
Forgiveness. Link to Y2 value.

Value Links -

Hope - Discuss the feelings and empathise with how it felt for the people involved.
Forgiveness - Discuss how people might have forgiven Thomas Farriner.

Think like a historian by

Using secondary sources of paintings of the Great Fire of London and using Samuel Pepys diary, to ask questions and explain what the sources tell us.

Lesson Sequence

1. Children will identify where London is and begin to ask what they would like to know.
2. Children will learn the sequence of events that started and ended the fire.
3. Children will learn what different sources tell us. (Diary)
4. Children will learn about the significant people involved with the events.
5. Children will continue to investigate what sources tell us. (Paintings)
6. Children will compare the fire service then to now.

Local Links -

A look at when the Fire station on the same road as the school (Manchester road) first opened in 1940. Also to include the first operational fire brigade team - Steamer Diamond, Cambridge Hall (Now The Atkinson).

National Curriculum coverage

Children should be taught about the events beyond living memory that are significant nationally. They should recognise significant historical people involved in this event.

Key Content

To be able to

- place the Great Fire of London events on a class time line and sequence the main events of the fire correctly;
- know why the fire started and what happened;
- understand why it ended and some of the results;
- know that the fire was represented in different ways;
- understand what information about the fire contemporary pictures and Pepys' diary can provide;
- communicate their understanding in a variety of ways.

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