

# Year: 1 (AP3)

## Topic: Great Fire of London

## Time Period: Post medieval

Learning outcomes:



- Develop an awareness of the past
- Identify differences and similarities between ways of life in different periods
- Know and understand key features of an event beyond living memory that are nationally significant
- Understand some of the ways in which we find out about the past and identify different ways on which it is represented
- Understand key features of events
- Ask - where is London in comparison to Colchester?
- Look at similarities/ differences of how people lived in London in 1666 vs now

Answer questions: How did the GFL start and spread? How do we know about the GFL (primary and secondary sources)?

Information for teachers:

The 'great fire' of Colchester was in AD 60, during the Boudica revolt, when British tribes rebelled against the Roman occupation of southern Britain. There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire, helped by local soldiers. They used buckets of water, water squirts and fire hooks. Equipment was stored in local churches.

## Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Have these 2 images displayed.</p> <p><i>Do not tell the children - one image is of the Great Fire of London in 1666 and one is an interpretation of the Roman Temple being burned to the ground, by Boudica in AD60</i></p>  <p>Great Fire of London, Image Museum of London, Public domain, via Wikimedia Commons</p>  <p>© Peter Froste. All rights reserved, DACS 2024. Image credit: Colchester and Ipswich Museum Service: Colchester Collection</p> <p>Children look at these 2 images- scribe onto post-it notes, WHEN? WHERE? WHO? HOW?</p>	<p>past</p> <p>long ago</p> <p>London</p> <p>Colchester</p> <p>time line</p> <p>Significant event</p>	<p>WALT: place significant events onto a timeline.</p> <p>Asking questions about the images- in <b>Talk Partners</b>.</p> <p>Children record their questions onto post-it notes and these will be used as a reflection at the end of the lesson,</p> <p>Onto a class timeline (should be displayed in class for reference)</p> <p>children plot: (today), when they were born, when the teachers in class were born, when AF site was built (2014), when Town Site was built (1898 - reinforce One Square Mile and the 125 yr. anniversary in 2023) then ask the children to think/predict where they would put the two images? Long ago? Last week? Today? Discuss why and scribe onto flip chart paper key language. Then tell the children when the 2 events happened- one 350+ years ago and it was called the <b>Great Fire of London</b> and the other just under 2000 years ago! This was the <b>Great Fire of Colchester</b>.</p> <p>Who thinks they know what happened in each of the pictures? Link back to post it notes from the first part of the</p>	<p><b>Define</b> what a significant event is</p> <p><b>Describe</b> different significant events in their own lifetimes and longer ago</p> <p><b>Predict</b> what the two images are showing them, as significant historical events</p>	<p>Large blank timeline</p> <p>Images of The Great Fire of London and the burning Roman Temple of Colchester</p>

		lesson and tell the children, all will be revealed in the next lessons.		
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## Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><b>Lesson 2</b></p> <p><b>Show the 2 images again.</b> Explain to the children that the first image was of London, which was burning in 1666 and it was <b>accidentally</b> started in a bakery in Pudding Lane.</p> <p>The second image is of the site where Colchester Castle now stands, when Boudica, the Queen of the Iceni Tribe <b>intentionally</b> burnt down Colchester in AD 60- including the Roman Temple.</p> <p>Show the children the historical timeline for these main historical events (completed last session). Show images on the PP of Pudding Lane, the bakery and Boudica for contextual cues.</p> <p>-</p> <p><b>Review questions from last lesson and answer as a whole class: the who, when, why, how questions. Explain to the children that we are going to be focusing on The Great Fire of London which was a terrible accident. It changed how houses were built and how fires are fought.</b></p>	<p>accidental</p> <p>intentional</p> <p>year</p> <p>century</p> <p>Britain</p> <p>London</p> <p>capital city</p> <p>past present</p> <p>old</p> <p>modern</p> <p>change</p> <p>River Thames</p>	<p><b>WALT: understand ways we find out about the past</b></p> <p>Look at a large copy of the UK map - does anyone know where London is on the map? Where is Colchester? Locate and mark both places on the map (can use Google Earth too). How would we get to London from Colchester now? <b>Drop in the information that Boudica travelled from Colchester to London- how would she have got there? Would this always have been the case?</b> What about in the time of the GFL, 350 years ago?</p> <p>Present Day London: Discuss what they can see in pictures of <b>modern</b> London (see PP). Ensure you look at St Paul's Cathedral as it burnt down in the fire. What are the houses and buildings made from? Now ask children to discuss these same questions about what they think <b>was different 350 years ago</b>. How do you think London was different in the past? (see PP) What can we use to find out?</p> <p><b>Talk about PRIMARY and SECONDARY sources in History.</b></p>	<p><b>Name</b> the 2 Historical events</p> <p><b>Describe</b> the differences between the 2 fires (one was intentional and one was accidental)</p> <p><b>Organise</b> sources of evidence into primary and secondary</p>	<p>2 images</p> <p>UK map</p> <p>Class timeline</p> <p>Images to sort into Primary and Secondary sources</p>

		<p><b>Can we ask anyone who was there at the time? Why not?</b></p> <p><b>So what can we use?</b></p> <p><b>What do Historians use?</b></p> <p><b>List: museums, artefacts, photos, paintings, diaries, letters, log books, eye witness accounts that were written down...</b></p> <p><b>Show some examples of these (on PP)</b></p> <p>Children work in pairs to sort primary and secondary historical sources into two group (use hoops and take photos as evidence) the focus is on using Historical vocabulary and hypothesise- <b>stick photos into books for evidence.</b></p>		
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## Lesson plan: Session 3

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><b>Remind children of the last lesson- Primary and Secondary sources. We can only use secondary resources.</b> Look at pictures of London in 1666 Watch video clip  <a href="https://www.youtube.com/watch?v=SPY-hr-8-M0">https://www.youtube.com/watch?v=SPY-hr-8-M0</a></p> <p>Discuss- Is this showing the past or now? How do we know? What would life be like then? How would people communicate with each other? (no phones etc.) What would happen if people became ill? How did they get food and water?</p>	<p>time line significant event</p> <p>sources evidence diary eyewitness Samuel Pepys. past long ago London</p>	<p><b>WALT: understand how we find out about the past (and The Great Fire of London) and how people fought the fire, 350 years ago.</b></p> <p><i>Watch: (the story of the GFoL)</i></p> <p><a href="https://www.youtube.com/watch?v=DSH81jl-uAk">https://www.youtube.com/watch?v=DSH81jl-uAk</a></p> <p><b>Remind the children of Primary and Secondary sources from last lesson</b></p> <p><b><i>How do we know these things about The Great Fire of London? Are there people alive today who lived through the fire? What can we use to tell us what happened and the order of events? Show different pictures of sources on PP – which do they think would be useful?</i></b></p> <p>Look at PP Talk about the role of a firefighter- what do they do? Why are they so important to the Great Fire of London? There were not any! What equipment do they need to do their job today? How would this differ to firefighters in 1666? How did word spread about the fire? How did they move water? Who helped?</p> <p><b><u>USE SLIDES 17 AND 18 OF PP</u></b></p> <p>Tell the children: There was <u>no</u> fire brigade in London in 1666 so Londoners themselves had to fight the fire, helped by local soldiers. They used buckets of water, water squirts and fire hooks. Equipment was stored in local churches.</p>	<p><b>Identify</b> when the Great Fire of London was</p> <p><b>Describe how it started</b></p> <p><b>Explain</b> how the fire spread and how it was stopped</p>	<p>PowerPoint YouTube</p>

		<p>Children have the images (from PP) and write what they think the equipment was used for into their books.</p> <p><b><i>Plenary – explain to the children what each piece of equipment was used for. Remind the children that these are artefacts and primary sources.</i></b></p>		
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## Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Recap main events of Great Fire of London as covered in literacy lessons (Vlad and the Great Fire of London).</p> <p>Watch video  <a href="https://www.youtube.com/watch?v=weEveQ4nz4g">https://www.youtube.com/watch?v=weEveQ4nz4g</a></p> <p>Look at the PP discussing where the fire started- can use Google maps to zoom into Pudding lane and see what it looks like today and how it would spread differently. Talk about reasons for fire spreading – no fire brigade, houses close together, houses made of wood, not much water left in the River Thames to use to put out the fires because it had been so hot, wind blowing. <b>Create a large timeline of events during the fire.</b></p>	<p>past</p> <p>long ago</p> <p>London</p> <p>timeline</p> <p>significant event</p> <p>change</p> <p>materials</p> <p>flammable</p>	<p><b>WALT: understand how the Great Fire of London changed life for the better.</b></p> <p>Discuss how the buildings have changed from 365 years ago. What were they made of? How do we know?</p> <p><b>Look at slide 15 of PP. King Charles said it was sad that the fire spread because the houses were made of wood and too close together. Q: What do we know about wood and fire? Do you think things changed after this? Did History teach people something?</b></p> <p>Discuss how the fire eventually stopped- wind died down, houses pulled down <b>(refer to the fire hooks in the primary resource image)</b> to create spaces and save it spreading to other houses.</p> <p>Children to act out the sequence of events- take photos for evidence. Could give small groups 'part' of the sequence (ie- the bakery and the fire starting) and show a 'freeze frame'. Can the rest of the class work out which part of the 'story' is being shown?</p>	<p><b>Recall</b> how the GFOL began</p> <p><b>Describe</b> how it spread</p> <p><b>Sequence</b> the events</p> <p><b>Create</b> a freeze frame or role play to show what happened</p>	<p><b>PP</b></p>

## Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p><a href="https://www.youtube.com/watch?v=hvexWslqjic">https://www.youtube.com/watch?v=hvexWslqjic</a></p> <p>Show the 'Rebuilding London' song</p> <p>Recap how the fire eventually stopped: wind died down, houses pulled down to create spaces and save it spreading to other houses.</p> <p>Explain that the King wanted London to be rebuilt so that a disaster such as the Great Fire could not be repeated. Show the children pictures of the streets of London before the fire, and discuss.</p> <p><b>Q. What was dangerous? What could make the new houses safer? What can be done to make the streets cleaner? What could they do to make the streets safer?</b> Make a list on the board of things the children think of that would make London a safer place.</p>	<p>cause and effect</p> <p>past</p> <p>long ago</p> <p>London</p> <p>timeline</p> <p>significant event</p> <p>change</p>	<p><b>WALT: discuss how History and significant events in History can change how we do things.</b></p> <p>Ask one child to be the King, the rest are people of London who have questions about what will happen to their city, after the GFOL. Encourage children to ask questions reflecting the experiences of people in London who lived through the Great Fire. What will they want and need now? Will they be angry with the King? How will they feel? What will they want him to do?</p> <p><b>Children write a list of demands for the King on prepared scrolls.</b></p> <ul style="list-style-type: none"> <li>• <b>Need a fire brigade</b></li> <li>• <b>Need equipment</b></li> <li>• <b>Need to transport water efficiently</b></li> <li>• <b>Use different materials to build houses</b></li> <li>• <b>Spaces between houses</b></li> <li>• <b>Insurance was invented (light touch discussion)</b></li> </ul> <p>Children write their list of requests for the King into their books (could be as a letter).</p>	<p><b>Recall</b> the reasons why the GFOL spread</p> <p><b>Describe</b> how London has changed since 1666</p> <p><b>Create</b> a list of things that the people of London in 1666 wanted from the King</p>	<p>Youtube</p>



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## One Square Mile: Heritage on our Doorstep

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