



Unit Planning Guidance

Year 2, Unit 2 History: The Great Fire of London

Driving Question: How could the Great Fire of London have been prevented?

Unit Context:

Despite the changes in the National Curriculum over the years, the Great Fire of London has remained a popular choice for KS1 teachers. It is a significant event, beyond living memory, which affected many people's lives and had a lasting impact on the City of London.

Although a familiar event, the context of Stuart Britain might be less well understood by KS1 pupils. A basic grasp of some of the key characteristic features of this time would be beneficial. Therefore, the unit begins by setting the scene and defining the features of the Stuart period. Pupils learn what London was like in 1666, who the monarch was, and the key differences between Stuart times and today. Knowing the differences in architecture, transport and technology is key to understanding why the fire spread so quickly. Certainly, the Stuarts did not have the degree of planning, health and safety that we have today. The comparison across periods enables pupils to comprehend how one small spark from a bakery could lead to such devastation. Or, as Samuel Pepys puts it, how the Great Fire of London can be viewed as one '*small mistake ... with great consequences*'.

Pupils learn the chronology (the timeline and sequencing of the key events) to appreciate cause and consequence: why the events happened and the effect that these events then provoked. Sessions use primary evidence to investigate why we know so much about the fire, studying the eyewitness accounts of the famous diarists Samuel Pepys and John Evelyn. Pupils learn how we rely on sources to give us the best possible picture and how the Great Fire had the benefit of these eyewitnesses. To enable pupils to debate causation, they learn about the long-term conditions (narrow streets, wooden buildings, flammable materials) and short-term conditions (summer of drought, strong winds). Although all these conditions ring alarm bells for us today, it is important to point out that we have the benefit of hindsight. Hindsight can give us a much clearer picture than that faced by those living through the chaos of the event.

So that pupils understand the consequences of the Great Fire, lessons then focus on the damage caused and the impact on both the people of London and the City of London. The unit ends by studying how London changed after the fire. Pupils learn how disasters can have some benefits in the longer term, e.g. a cleaner, safer London. It may be worth widening the scope of study, as London was not the only town to be badly affected by a major fire during these times. It might be useful to see whether your local area was also affected.

Pupils go on to consider whether or not the Great Fire could have been prevented (or it was an inevitable tragedy, just waiting to happen!) by answering the essay question: ***How could the Great Fire of London have been prevented?***





Links to Prior and Future Learning

Year 1	Year 2	Year 3	Year 4
<p>Materials</p> <ul style="list-style-type: none"> - The names of common everyday materials, such as wood, glass, metal and plastic. - Different materials have different properties and are used for different purposes. <p>Toys in Time</p> <ul style="list-style-type: none"> - Over time, the materials we use to make objects such as toys has changed. - Timelines show the passing of time. Chronological order means putting things in order from oldest – newest. - Our parents and grandparents had different toys to us. <p>Travel and Transport</p> <ul style="list-style-type: none"> - Over time, technological advances have led to changes in travel and transport. - The modes of transport we rely on today did not exist in the past. <p>The United Kingdom</p> <ul style="list-style-type: none"> - London is the capital of England and the UK. It has the River Thames, the Houses of Parliament, and Buckingham Palace. 	<p>Kings and Queens</p> <ul style="list-style-type: none"> - The Stuart period was a time of unrest and there were lots of Royal Rumbles that occurred. - Monarchs battled for power during the Stuart era, which made them unpopular. - King Charles I (King Charles II’s father) was executed at the end of the English Civil War and Oliver Cromwell took over. England had no monarch and was a republic during this time. <p>Everyday Materials and their Uses</p> <ul style="list-style-type: none"> - Different materials are used for the same object (e.g. spoons can be made from plastic, wood and metal) - Different materials have different properties. - A material is chosen to make an object because of its properties. - The properties of a material make it either suitable or unsuitable. - Some materials are more suitable than others. 	<p>UK Settlement and Land Use</p> <ul style="list-style-type: none"> - Urban spaces are busy places with a large population and lots of buildings - Cities are the largest type of settlement with lots of houses, buildings and a cathedral - Population is the number of people living in a certain place - A settlement is where people choose to live. 	<p>States of Matter</p> <ul style="list-style-type: none"> - Temperature is the degree of hotness or coldness that can be measured using a thermometer - All objects can be classified as either a solid, liquid and a gas - Solids keep their shape and have a fixed volume - Liquids have a fixed volume but change shape to fit a container
















Unit Overview		
	Key Knowledge	Key Vocabulary
Lesson 1 What was London like in 1666?	London was very different in 1666: <ul style="list-style-type: none"> King Charles II was monarch. London Bridge was the only river crossing. Buildings were made from wood and streets were very narrow. There was no electricity. Candlelight was used instead of electric lights. There were no phones, computers, ovens, or internet. The only transportation was on foot, by horse or by boat. London did not have a fire brigade. 	<ul style="list-style-type: none"> bustling landmarks buildings transport technology electricity fire brigade fire hooks
Lesson 2 What were the key events of the Great Fire of London?	<ul style="list-style-type: none"> The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane. Strong winds kept the fire spreading and it was difficult to stop. The fire destroyed most of the city, including important landmarks like St Paul's Cathedral. The flames were eventually put out on Thursday 6th September 1666. Thousands of people were left homeless. Although only six deaths were recorded, it is thought that more people lost their lives. 	<ul style="list-style-type: none"> bakery spark destruction blaze Lord Mayor possessions gunpowder fire-breaks
Lesson 3 How do we know so much about the Great Fire of London?	<ul style="list-style-type: none"> In 1666, there were no smart phones, cameras, televisions or internet. Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries. The diaries are important sources of evidence. The diaries tell us what life was like in London in the 1660s and the impact the Great Fire of London had on people at the time. 	<ul style="list-style-type: none"> diary portrait eyewitness sources evidence quills ink
Lesson 4 Why did the fire spread so quickly?	<ul style="list-style-type: none"> Houses in 1666 were made mostly from wood so they burned easily. Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable. Houses were close together and streets were narrow. There had been a long summer of drought, which made buildings combustible. The windy weather spread the flames quickly. There was no fire brigade. 	<ul style="list-style-type: none"> flammable goods tar oil brandy drought combustible quench
Lesson 5 What damage did the fire cause?	<ul style="list-style-type: none"> The fire destroyed 80% of the City of London. The most famous building to be destroyed was St Paul's Cathedral. Many Londoners lost their houses and became homeless. Homeless Londoners took shelter outside the City. We do not know exactly how many people died in the fire. 	<ul style="list-style-type: none"> damaged destroyed homeless slums unstable ruins fled shelter temporary injuries disease trauma victims recover
Lesson 6 How did London change after the fire?	<ul style="list-style-type: none"> After the Fire, King Charles II and the government wanted to rebuild London London needed to be rebuilt as quickly as possible so that people had somewhere to live and could restart their businesses. London was rebuilt on its old street layout but with improvements. Sir Christopher Wren designed the new St Paul's Cathedral and a memorial of the fire, called 'The Monument'. 	<ul style="list-style-type: none"> rebuild prevent opportunity layout improvements designed solution





Lesson Breakdown:

	Key Questions	New Knowledge	Activities	Outcomes / Assessment	Learning Resources	Key Vocab
1	What was London like in 1666?	<p>London was very different in 1666.</p> <p>King Charles II was monarch.</p> <p>London Bridge was the only river crossing.</p> <p>Buildings were made from wood and streets were very narrow.</p> <p>There was no electricity. Candlelight was used instead of electric lights. There were no phones, computers, ovens, or internet.</p> <p>The only transportation was on foot, by horse or by boat.</p> <p>London did not have a fire brigade.</p>	 <p>Hook: Prepare an engaging hook to introduce pupils to the new unit. You could: arrange a fire drill to draw out the important safety aspects that we have today; teach the song 'London's Burning'; show an animated video of the fire; or play a word association game.</p>  <p>Existing knowledge exercise: Gauge pupils' current knowledge of the Great Fire of London. Collect responses on post-its and add to working wall. If appropriate, pupils to write down existing knowledge around picture on pg1 of workbook.</p>  <p>Talk task: On slides or in workbooks, show pupils pictures of London today. In talk partners, pupils to discuss what the pictures show. <i>Where is this? How do you know?</i></p>  <p>Link: In Y1 you learnt about London as part of the United Kingdom unit. <i>What do you already know about London?</i></p>  <p>Write: Jot down some facts you know about London and fill in the blanks. (Pupils need to know these key facts in order to compare London today with London in Stuart times.)</p>  <p>Read: Using the ppt slides or workbook, read through the information together on the timelines and King Charles II. Jump backwards along the timeline together, before reminding yourselves of what you already know about the Stuarts from Unit 1 'Kings and Queens'.</p>  <p>Talk task: On slides or in workbook, show pupils image of London in 1600s. <i>What is similar to London today and what is different?</i> Similarities include: St Paul's Cathedral, River Thames, London Bridge, lots of buildings and churches, densely packed. Differences include: only 1 bridge (and buildings built all along the bridge), different boats, St Paul's looks different, buildings differ in terms of materials, no cars/tube/rail.</p>  <p>Write: Pupils complete table, listing similarities and differences.</p>  <p>Read: Using the ppt slides or workbook, read through the information together on what London was like in 1666.</p>  <p>Write: Pupils sort items into the correct era on the Venn diagram. You may wish to do this a whole class or group activity using hula hoops and printing pictures of the items. Discuss the question together: <i>Do you think London was better in the 1600 or now? Why?</i> Pupils then write a personal response.</p>  <p>Learning review: Using ppt slides, work through the review questions.</p>	<p>Pupils understand the significance of London now and in 1666.</p> <p>Pupils recognise the key similarities and differences between 1666 and today.</p> <p>Pupils are able to sort items into the correct era.</p> <p>Pupils can give an opinion on which era they feel was best and explain why.</p>	<p>Hook</p> <p>Session 1 Slides</p> <p>Pupil Workbooks</p>	<p>bustling landmarks</p> <p>buildings</p> <p>transport</p> <p>technology</p> <p>electricity</p> <p>fire brigade</p> <p>fire hooks</p>

