



St White's Primary School

Challenge, Commit, Conquer and Celebrate



Why did the Great Fire of London spread so quickly?

Key Stage 1 Autumn term 2019

Key people:

Thomas Farriner: An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.

Samuel Pepys: One of the ways we know about the fire is because people wrote about it in their own personal diary.

King Charles II: Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.

Key Concepts and facts:

When and where did the fire start?	The fire of London started in a bakery in Pudding Lane on 2nd September 1666.
Why did the fire spread?	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
How did they fight the fire?	They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
How did the fire stop?	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.
How many people died?	6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building.
What happened after the fire?	13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.

Key dates/Timeline of events:

Sunday 2nd September 1666: 1am – the fire begins

7am: the fire has spread

11am: the Mayor orders the pulling down of houses having been instructed by King Charles II, who was informed by Samuel Pepys

Monday 3rd September 1666: The government order fire posts to be set up. A group of school boys successfully hold back the fires.

Tuesday 4th September 1666: The fire reaches its peak. It spread from Temple in the west, to the Tower of London in the east (where gun powder was used to blow up houses in order to stop the fire reaching the Tower). St. Paul's Cathedral was destroyed.

11pm – the wind begins to die down.

Wednesday 5th September 1666: The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out.

Thursday 6th September 1666: The final fires are extinguished.

Key places:

London: capital city of England – largest city in England in the 1660s.

River Thames: river that runs through London St Paul's.

Cathedral: The present Cathedral, the masterpiece of Britain's most famous architect Sir Christopher Wren, is at least the fourth to have stood on the site. It was built between 1675 and 1710, after its predecessor was destroyed in the Great Fire of London, and services began in 1697.

London Bridge: bridge that connected London over the River Thames.

Vocabulary:

Leather bucket: container used for carrying water

Squirt: handheld water pump

Fire hook: metal pole with a hooked end that was used for pulling down buildings that were on fire

Gun powder: explosive powder used to blow up buildings

Thatched roof: dried straw tied tightly together and laid on the roof of a building

Timber frame: wooden frame of a building that made the walls

Diary: A personal record of life's events

Eye-witness: A person who has seen something and can give a description of it

Embers: Small pieces of glowing coal or wood in a dying fire

Cathedral: the main church of a diocese which has a bishop

Diocese: an area that a church serves

Government: group of people who rule a country

Timeline: the order in which events happened

Source: shows information about the past

Douse: put out a fire / pour water on a fire to stop it burning

Embers: burning remains of a fire

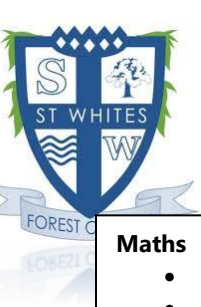
Scarce: not enough for what is needed (e.g. water was scarce away from the river)

Extinguished: put out / cause (a fire or light) to stop burning or shining

Key texts:

Toby and the Great Fire of London- Margaret Nash and Jane Cope

The Great Fire of London- Jenny Powell



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Maths

- Place Value
- Number and the number system
- Counting and comparing

English

- Diary writing
- News report
- Senses poem

Geography

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use world maps, atlases and globes to identify the United Kingdom and its countries.

Science

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

History

- Explore changes within living memory.
- Understand events beyond living memory that are significant nationally or globally.

Computing

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE

- Rights and responsibilities.
- The difference between wants and needs.
- Importance of rules.
- Who is in our community?
- How do we respect our community?

RE

- Explore what it means to belong to a faith community.
- Recognise that loving others is important in lots of communities
- Give an account of what happens at a traditional Christian welcome ceremony, and suggest what the actions and symbols mean
- Talk about what they think is good about being in a community, for people in faith communities and for themselves.

Art, Design and DT

- Use a range of materials creatively to design and make products.
- Understand and apply the principles of nutrition and learn how to cook.