

Caroline Haslett Primary School - History Knowledge Organiser

Topic: Great Fire of London

Spring Year 1

Events beyond living memory

Knowledge

The Great Fire of London started on Sunday 2nd September 1666 and lasted for 5 days. A baker (Thomas Farrinor), who lived on Pudding Lane, was baking some bread in his oven and it caught alight. The fire spread very quickly because people's houses were made of wood which is very **flammable**. The fire brigade did not exist, so people had to work together to stop the fire. They used **syphons** and leather buckets filled with water. People escaped in boats on the **River Thames**. Over 13,000 houses were destroyed and 6 people died from the fire. Samuel Pepys wrote about the fire in his **diary**. King Charles made new rules about how houses were built after the great fire had happened.

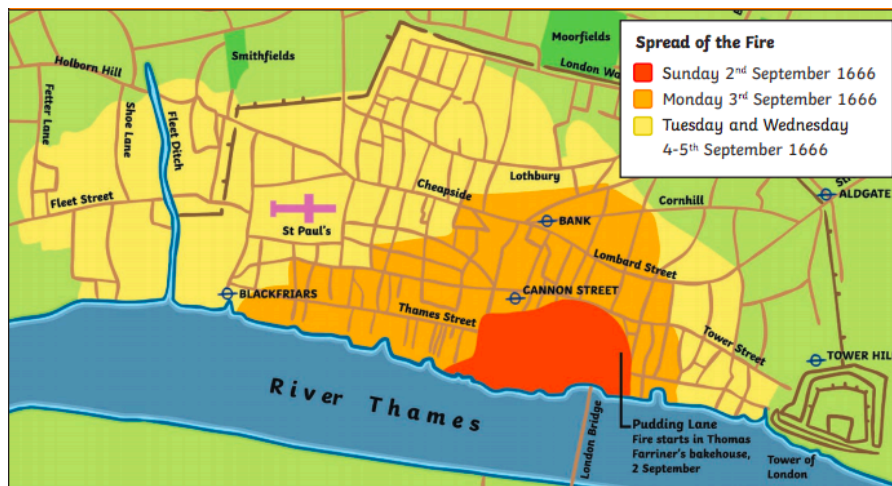
New Vocabulary

- Bakery** - a place that makes bread / cakes etc.
- Diary** - a book that people write about their lives in.
- Firebreak** - a gap that stops a fire spreading to nearby buildings.
- Flammable** - describes something that burns easily
- London** - the capital city of England where the fire happened.
- River Thames** - a large river that flows through London.
- Syphon** - a pistol shaped container to spray water out of.
- St Paul's Cathedral** - an important church in London that burnt down during the fire.

Possible Activities

- Research and find out about the key figures from The Great Fire of London.
- Write a biography for one of the key figures.
- Ask and answer questions/put the key events on a timeline.
- Describe the differences in London before and after the fire.
- Evaluate how the fire would have been dealt with if it happened now. What would be different?
- Evaluate sources of evidence. What do they tell us? (e.g excerpt from Samuel Pepys's diary)

Key Resources / Images



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.

Timeline

<p>Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.</p>	<p>Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.</p>	<p>Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.</p>	<p>Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.</p>	<p>Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.</p>
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Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Use terms such as: a long time ago, years, decades and centuries to describe the passing of time. • Use and understand the terminology past and present with support. • Use and understand the terminology now and then confidently.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Show an understanding of concepts such as civilisation, monarchy, parliament and democracy. • Show an understanding of the concept of nation and a nation's history. • Find out some facts about people long ago. • Find some facts about events that happened long ago. • Say why people may have acted as they did.
Historical interpretation	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Identify some of the different ways the past has been represented.
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information. • Use artefacts, pictures, stories, online sources and databases to find out about the past.
Historical organisation and communication	<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. • Speak about how they have found out about the past. • Begin to describe historical events. • Begin to use vocabulary of everyday historical terms. • Begin to record what they have learned [drawing, writing, drama, annotated diagrams, photos, ICT, timelines with objects etc].