



## Outcomes - Y1 - London's Burning

### History



Knowledge Outcomes	Skills Outcomes <i>(as informed by history skills wheel)</i>	Attainment Criteria	Attainment <i>(circled)</i>
<ul style="list-style-type: none"> <li>Identify where the Great Fire of London took place</li> <li>Identify when the Great Fire of London took place</li> <li>Compare London in 1666 with the modern day</li> </ul>	<ul style="list-style-type: none"> <li>Link to map and atlas work (geography skills wheel)</li> <li>Develop chronological understanding</li> <li>Identify characteristic features and changes through the use of historical sources</li> </ul>	<p><b>WTS</b> - with adult support, children can identify where and when the fire took place</p> <p><b>EXS</b> - children can identify where and when the fire took place; pupils can sort images and ideas into 'then' and 'now' categories</p> <p><b>GDS</b> - children can explain where and when the Great Fire of London took place; they are starting to make connections with other historical periods and explain key similarities and differences</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Explain how the Great Fire of London started</li> <li>Identify where the fire spread to and how much of London was affected</li> <li>Discuss key events of the Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Link to map and atlas work (geography skills wheel)</li> <li>Ask and answer questions</li> <li>Develop chronological understanding</li> </ul>	<p><b>WTS</b> - with adult support, children can identify how the fire started</p> <p><b>EXS</b> - pupils can explain and sequence key events with some adult prompting or support</p> <p><b>GDS</b> - children can independently explain, and order, key events; they can explain what they consider most and least important</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Discuss the factors that caused the fire to spread so quickly</li> <li>Explain how the fire was put out</li> <li>Explain the changes made to prevent such a large scale fire occurring again</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of cause and consequence</li> </ul>	<p><b>WTS</b> - with adult support, children can talk about how the fire spread quickly and how it was put out</p> <p><b>EXS</b> - children can talk about how the fire spread quickly and how it was put out, and they will begin to talk about how firefighting measures changed as a result</p> <p><b>GDS</b> - pupils can explain some of the changes made to firefighting, showing an awareness of how this event was influential</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Understand how London was rebuilt after the fire</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of cause and consequence</li> <li>Communicate and present findings</li> </ul>	<p><b>WTS</b> - with adult support and given materials, children attempt to re-design London to make sure a fire that size never takes hold again</p> <p><b>EXS</b> - children attempt to re-design London to make sure a fire that size never takes hold again</p> <p><b>GDS</b> - children choose their own materials and attempt to re-design London to make sure a fire that size never takes hold again; they can discuss key features of their design</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<ul style="list-style-type: none"> <li>Identify key sources of information and explain what an eyewitness is</li> <li>Explain the role of Samuel Pepys and his diary</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and using different sources of information</li> <li>Recognise different viewpoints</li> <li>Ask and answer questions</li> </ul>	<p><b>WTS</b> - children can identify who Samuel Pepys was</p> <p><b>EXS</b> - children can identify who Samuel Pepys was and explain the contents of his diary</p> <p><b>GDS</b> - children can explain key sources of information and can discuss the relevance of Samuel Pepys' diary</p>	<p><b>WTS</b></p> <p><b>EXS</b></p> <p><b>GDS</b></p>
<b>Overall attainment judgement:</b>			



## Recall Tasks - Y1 - London's Burning History



Theme/focus	WTS	EXS	GDS
Location and duration of Great Fire of London; comparisons between London in 1666 and London now	<i>Tell a partner, or write down, when and where the Great Fire took place</i>	<i>Sort given images, information and sources into 'then' and 'now' categories</i>	<i>Create a Venn Diagram describing similarities and differences</i>
Events of the Great Fire of London	<i>Select the reasons for the fire starting from the given cards/prompts</i>	<i>Select and sequence key events using given cards/prompts</i>	<i>Create a simple timeline showing key dates and events</i>
The spread of the fire	<i>List 1 factor that caused the fire to spread quickly</i>	<i>Explain 3 factors that caused the fire to spread quickly (using 'because')</i>	<i>Write about how this event changed firefighting in the modern day</i>
London being rebuilt	<i>Select the key factors when rebuilding London from the given cards/prompts</i>	<i>Describe at least one of the 3 factors that helped London to be rebuilt effectively</i>	<i>Write a paragraph to convince me that London was rebuilt effectively</i>
Samuel Pepys and key sources of information	<i>Tell a partner, or write down, who Samuel Pepys was and why he was important</i>	<i>Using a template or guide, rewrite Samuel Pepys' diary entry, detailing the events of the Great Fire of London</i>	<i>Rewrite Samuel Pepys' diary entry, detailing the events of the Great Fire of London</i>



## End of Unit Assessment - Y1 - London's Burning

### History



1) In what year did the Great Fire of London happen?

- a) 1285
- b) 1666
- c) 1972
- d) 1585

2) Where did the fire start?

- a) Heel Street
- b) Headingly Road
- c) Pudding Lane
- d) Meaty Avenue

3) How long did the fire last?

- a) 4 days
- b) 4 weeks
- c) 4 hours
- d) 4 months

4) How did people try to put the fire out?

- a) By phoning the fire brigade
- b) By forming a long line and passing water from the river in leather buckets
- c) By writing a letter to the king
- d) By blowing on it

*Optional depth response*

Do you think that these actions were helpful? Why/why not?

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5) How many houses were destroyed by the fire?

- a) Around 300
- b) More than 100,000
- c) Less than 1000
- d) Over 13,000

6) Who famously wrote about the fire in their diaries?

- a) Benjamin Pipys
- b) Jasper Papys
- c) Nathaniel Poyps

d) Samuel Pepys

*Optional depth response*

Why do you think that this person was important?

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7) What caused the fire to spread quickly?

- a) Strong wind
- b) The buildings were made of wood and were close together
- c) Dry, hot summer
- d) All of these

*Optional depth response*

What might have stopped the fire from spreading so quickly?

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*Optional depth response*

8) How do you think that the Great Fire of London affected life today?

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# Knowledge Organiser - Y1 - London's Burning

## History



### Previous Learning

Children have learnt about their local environment (school) and area (Prees, Whitchurch and Shropshire). They have studied their family history (e.g. parents and grandparents) and events within living memory. They have started to develop their understanding of a wider area, specifically a seaside location, and begun to make simple comparisons.

### Future Learning



During KS1, children will build on their knowledge of the UK, by studying a European country (France). This will then extend beyond Europe as they look at Kenya.  
In LKS2, they will build their understanding of chronology by going further back in history, looking specifically at: the Tudors, the Vikings and Anglo-Saxons, and the Romans.



### Key Questions

- Where and when did the Great Fire of London start?
- What happened during the Great Fire?
- Why did the Great Fire burn down so many houses?
- Could more have been done to slow the spread of the fire?
- How was London rebuilt after the Great Fire?

### Key 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
- Fire hooks** - a giant hook used to pull down houses
- Leather bucket** - leather was used to make buckets before plastic was invented
- London** - the capital city of England and the United Kingdom
- Pudding Lane** - the street where the fire started
- St. Paul's Cathedral** - a very large church in London which burnt down during the fire. A new St. Paul's Cathedral was built after the fire
- Tower of London** - where King Charles II lived in 1666. The fire was stopped just before it reached the palace



### Key People



Samuel Pepys



Thomas Farriner



King Charles II

### Key Information



- The fire started on **Sunday 2<sup>nd</sup> September 1666** in **Thomas Farriner's** bakery on **Pudding Lane**
- The fires used for baking had not been put out properly
- The buildings in London were **made from wood and straw**
- It had been a **dry summer** and **strong winds** were blowing
- People used **leather buckets and water squirts** to try to put the fire out



## Timeline and Important Events

### Timeline of Events

**Monday 3rd September 1666**

The fire gets very close to the Tower of London.

**Tuesday 4th September 1666**

**St Paul's Cathedral** is destroyed by the fire.

**Sunday 2nd September 1666**

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

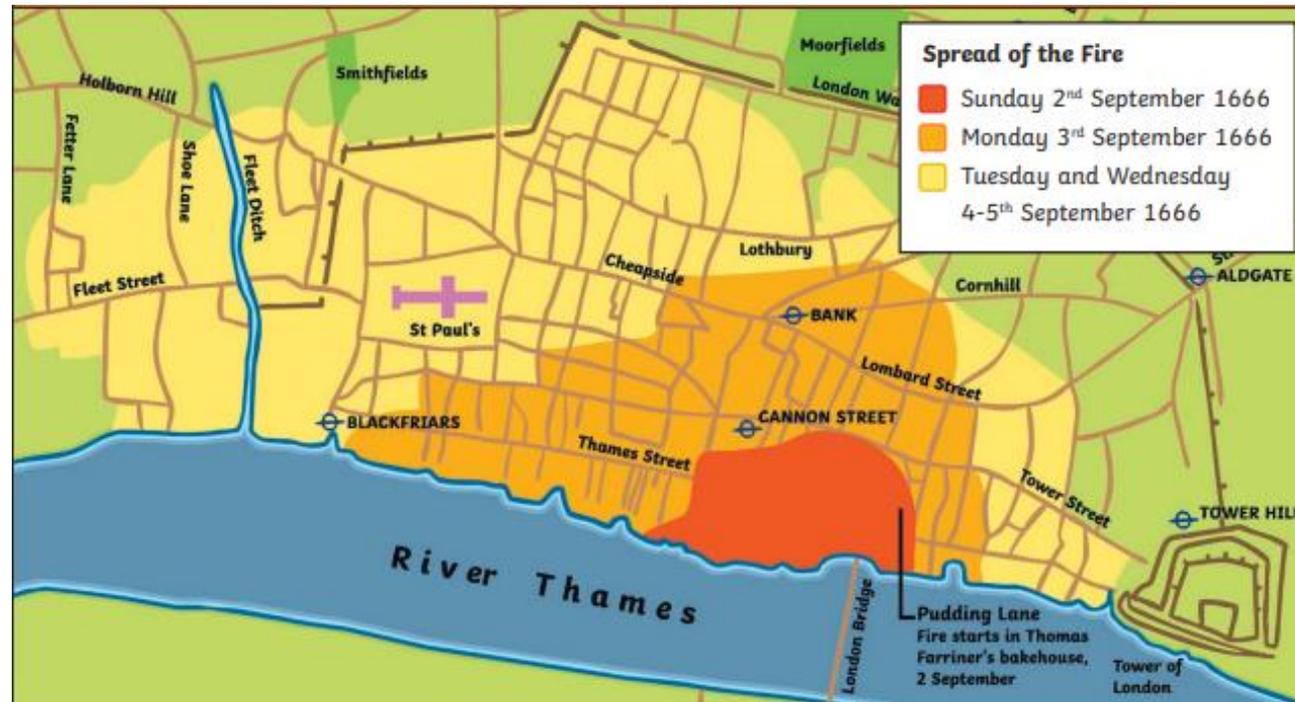
**Wednesday 5th September 1666**

The wind dies down and the fire spreads more slowly.

**Thursday 6th September 1666**

The fire is finally put out.

Thousands of people are left homeless.





## Useful Sources

Please note that this document is for teacher reference only (not needed in pupil books)



[www.nationalarchives.gov.uk/education/resources/fire-of-london/source-1/](http://www.nationalarchives.gov.uk/education/resources/fire-of-london/source-1/)

1. This source was written about two weeks before the fire. It lists some of the people who lived in Pudding Lane. This is where the fire began.

- Can you find the name of the king's baker?
- How many fireplaces and ovens did he have?
- How much tax did the baker have to pay? (Clue: number of hearths and ovens x 1 shilling)
- How many different jobs can you find on the list? Name them.
- How many men had houses on the list?
- How many women had houses on the list?
- How many houses were empty?

[www.nationalarchives.gov.uk/education/resources/fire-of-london/source-2/](http://www.nationalarchives.gov.uk/education/resources/fire-of-london/source-2/)

2. After the fire, King Charles II wanted a new map of London.

- Who did Charles ask to make a plan of London?
- Why did Charles want a map showing London after the fire?
- What did Charles feel about the fire?

[www.nationalarchives.gov.uk/education/resources/fire-of-london/source-3/](http://www.nationalarchives.gov.uk/education/resources/fire-of-london/source-3/)

3. Wenceslaus Hollar drew this map.

- Can you find the following places on the map?
  - River Thames
  - Tower of London
  - St Paul's Cathedral (Clue: from above it looks like a cross, not a dome)
  - Pudding Lane (Clue: north of the river, near the bridge)
- Why are there not many buildings shown in the white middle part of the map?
- Ask your teacher for a map of London today. Try and spot the differences with Hollar's map of London.