



Knowledge Organiser

Subject: History

Topic: The Great Fire of London

Year: 2

Key Knowledge/Prior Knowledge

Children in Year One have been taught about homes now and then and should have developed the skill to compare different homes.

When and where did the fire start? The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 5 days.

Why did the fire spread so quickly? The weather was hot and it hadn't rained for months. Houses in London were mainly built from wood and straw which is flammable, especially when it is very dry. The houses were very close together, so fire could easily spread. Strong winds were blowing, which helped the flames to spread. **How did people try to put the fire out?** There was no fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. **How and when was the fire put out?** By Thursday 6th September, the wind had died down so people were able to put out the flames. **How many people died?** 6 people died as a result of the fire. **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. An organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped.

1

<https://www.bbc.co.uk/newsround/37222884>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary and secondary sources;(Samuel Pepys diary)
- begin to address questions about change, cause, similarity and difference, and significance; (the fire led to many changes to London – building materials, movement of people and the creation of a fire brigade)
- begin to develop a chronologically secure knowledge and understanding of British history; (have a visual concept of when these events happened)
- identify connections over time (how homes have changed).

Multi-Disciplinary Skills

The pupils begin to develop a sense of chronology through the use of timelines; children will use a visual representation to understand time – in RE they will have learned about Jesus so he can be a visual marker for children.

The pupils need to have an understanding of locational knowledge, know where London is and how its size has changed over time.

The pupils will use the skill of cause and consequences to understand how the fire started, how it quickly spread and the changes caused as a result of the Great Fire of London – including the effect on the plague.

The Big Question

LONDON'S BURNING

London's burning!
London's burning!
Fetch the engines!
Fetch the engines!
Fire Fire!
Fire Fire!
Pour on water!
Pour on water!

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Key Concepts

Time,Change.Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress.

Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems using historical sources?

Why is it called, The "Great" Fire of London?

Key Vocabulary

Bakery – a place that makes bread, cakes etc.

Diary – a book that people write about their lives in.

Eyewitness – a person who has seen something and can give a description of it.

Firebreak – a gap that stops a fire spreading to nearby buildings.

Fire hooks – a giant hook used to pull down houses.

Flammable – when something burns easily.

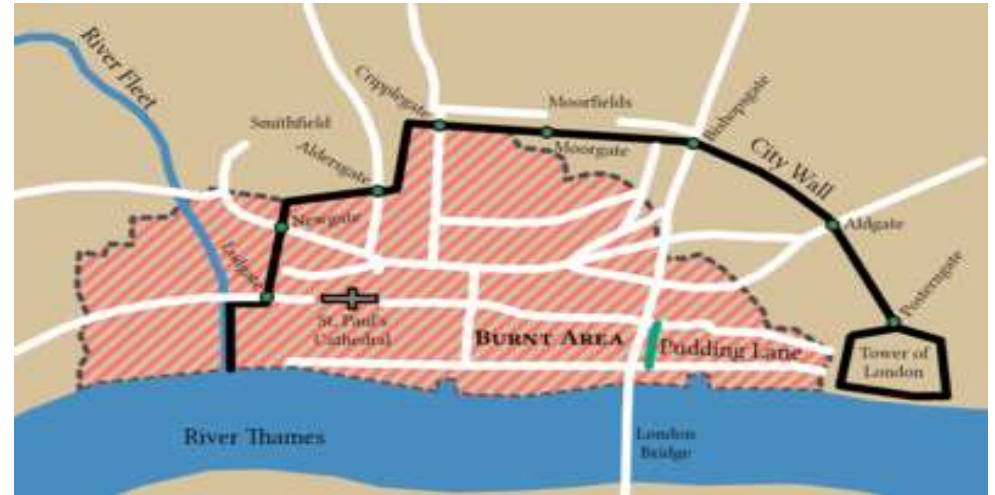
Leather bucket – leather was used to make buckets before plastic was invented.

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.



The area of London destroyed in 1666. Ensure children understand that London was much smaller than its present size.

Samuel Pepys (1633-1703)

Famous for his eye-witness diary of the Great Fire of London as well as The Great Plague.

<https://www.bbc.co.uk/bitesize/articles/zhgxcqt>

Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me –	Homes – Then and Now	The Great Fire of London	Invaders and Settlers: Romans –	The Windrush Generation	Rebuilding Britain	Crime and Punishment (Tudor lessons)