

Hazel Leys History Unit Planner

Topic: Great Fire of London		Year Group: Two
<p>Overview This unit teaches about the events, causes and consequences of a significant event. Children use a range of source material to build up a view of Stuart London at the time of the fire and meet significant people such as Pepys and Wren.</p>		
<p>NC POS History Learn about events beyond living memory that are significant nationally or globally.</p>		
<p>Driver subject: History</p>		<p>Memorable experiences: Year 6 pupils who have visited St Paul's cathedral could describe it to Year 2 and share photographs. Or invite in the fire service to explain modern firefighting methods.</p>
<p>Prior Learning:</p> <ul style="list-style-type: none"> Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past. 	<p>Key learning points of driver subject</p> <ul style="list-style-type: none"> Significant historical events include those that cause great change for large numbers of people. The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire. Describe a significant historical event in British history. 	<p>Learning progresses to</p> <ul style="list-style-type: none"> Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today.
<p>Key concepts Chronology – timelines and sequencing events but also understanding how those sequences can be traced back to each other Change and continuity – similarities and differences within times as well as across periods Characteristic features – how we recognise the defining features of a period or event through physical features, such as dress, architecture, transport, and the ideas that shape the period Cause and consequence – why things happened and the effect that these events then provoked. The ripple through time if you like Counterargument or historical interpretation – an awareness that there can be different versions of the same event, that history is about fact, bias and point of view.</p> <p>Significance - Children should understand why the event is significant. In our school we use Christine Counsell's 5 Rs for this.</p> <ol style="list-style-type: none"> How revealing is the event – does it reveal much about that time in history? Did it result in change? Was it remarkable or judged to be remarkable at the time? Is it still remembered and why? Does it still bear relevance today? 		<p>HLA Vertical history concepts</p>  <p>'Community, family and culture' – What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?</p>
<p>Enquiry questions:</p> <p><i>What was Stuart London like?</i> Whole class ~ Watch the video of 3D London. Give tick sheets to record observations. Off The Map ~ London in 3D. City before the Great Fire https://www.youtube.com/watch?v=SPY-hr-8-MO Children tick observation sheets. Then support children to create a factual description that identifies characteristic features of Stuart London?</p> <p><i>Could anyone have stopped what happened on 2 September 1666?</i> Whole class watch "During the Great Fire" https://www.youtube.com/watch?v=weEveQ4nz4g What impression does this give you of the fire? Points to listen for: ~ initially not worried as think it is localised ~ takes hold swiftly ~ people are overwhelmed ~ drastic action needs to be taken</p> <p><i>Who were some of the main characters involved?</i> Thomas Farrinor/Samuel Pepys/ Thomas Bloodworth King Charles II/ fire and wind and fictional cat! <i>Why did the fire spread so disastrously?</i> Children might refer back to the video of London and refer to the physical characteristics of the city: Wooden houses close together/ open fires/ narrow alleyways for fire to jump.</p>		<p>Possible misconceptions:</p> <p>Children find it incredibly difficult to visualise the world as being different to their own experiences. They may believe that London looks the same now as it did in 1666 but the buildings looked more ramshackle.</p> <p>A would they, wouldn't they approach often helps. Would they have had...electricity/cars/phones /skyscrapers etc.</p>

Suggest that we need some evidence. Explain that we will listen to accounts from different people and vote to see if we think that they have been responsible for not stopping the fire from spreading. (Teaching Assistant and Classroom Teacher in role as judge and witness) Children listen to accounts from different characters and vote at the end of each piece of evidence on the question. See script in folder.

Did you contribute to the spread of the fire? (either using yes /no on I>clicker or green for no/ red for yes with voting cards)

Characters to be interviewed:

- ~ Thomas Farrinor
- ~ Samuel Pepys
- ~ Thomas Bloodworth
- ~ King Charles II
- ~ east wind

After listening to the entire evidence children vote again by placing stickers on images of characters to see who the class think is most to blame. (Or for characters through i>clicker to produce grid to show guilt)

What did people do first?

What are people doing?	Why are people doing that?
<i>Running into boats</i>	<i>They want to get away from the fire</i>

Have a table drawn on the flipchart.

Put selection of images <http://www.fireoflondon.org.uk/> , London Gazette http://www.pepys.info/1666/london_gazette.html

London Gazette and diary accounts <http://www.pepysdiary.com/indepth/2009/09/02/evelyns-fire/>

<http://www.pepys.info/fire.html> on the tables ("Great Fire" painting, Firefighting Image and "St Paul's on fire" painting from image bank) Look at the images first. *What are people doing?*

List what people are doing in the table.

Look at the documentary sources ~ you will probably need to provide transcripts or have an adult read some of the accounts.

The language of the Gazette will need some explanation. Highlight key words or phrases that show what people were doing e.g. "poor people ... running into boats, or clambering from one pair of stairs by the waterside to another" Add information to list in table. Discuss together why they think people are doing these things.

Use images of Stuart dress to help draw male or female figure (black paper with red/yellow/white/gold pen or pencil details or highlights)

Cut out figures. Children add speech bubbles with reasons for actions – e.g. *I am running to get as far away from the fire as I can.* Add to art collage in the foreground. Watch first six minutes of Peter Ackroyd's Fire of London video with Pepys and Evelyn https://www.youtube.com/watch?v=Dn6E_4g4UAw .

Ask children to listen out for eyewitness accounts they have read. How does the film make them feel? Add emotions and descriptions as key words around collage e.g. fire crackling, fear.

What was left of London?

From a variety of sources children select 3 that are significant in explaining what happened and prepare a presentation per group.

<https://www.fireoflondon.org.uk/game/> www.fireoflondon.org.uk/ has images of firefighting, equipment, burnt artefacts, map of city destruction in their teachers resources bank.

What did the King decide would make London better?

Use talk partners to discuss the reasons why fire took place and why it was so catastrophic.

Given that these were reasons for the fire how could we avoid another?

Get children to suggest solutions and record. Divide board into two with one side for "our ideas"

Letter from King Charles:

We do hereby declare Our exspets Wil and Pleasure, that Our loyal servants should submit a design for a moft Noble and Magnificent City with eminent Streets of great breadth as may with God's blessing allow the passage of all manner of divers travellers. Within the Great City must be space for Our moft noble Cathedral of St Paul's that shall rife miraculofly to worship God's greatness once more.

Charles by his hand in the month of September 1666

Once children have made suggestions read out Charles's proclamation (from National Archives site) Read in Stuart English first and see what children can work out is the suggestion (have modern transcription if necessary). Get TA to scribe (short version of) Charles's solutions on the board in second column as you read. Compare two columns with children. Get child to come and highlight or tick those that are the same. How well

have ideas matched?

Show Hollar's map of the area the fire destroyed <https://www.rct.uk/collection/805287/london-after-the-fire> .

Have letter from King Charles delivered (gold edged envelope sealed with red wax)

The King has announced a competition to design a new London. Other people have already entered. He would like your class to do so as well. (examples of the other entries are on the table). Share some of these i.e. Christopher Wren's <http://mapco.net/london/1666wren.htm> and John Evelyn's <http://mapco.net/london/1666evelynb.htm> .

Provide an outline map of the area destroyed using Hollar's for children to design into. Children design a new city with:

- ~ Straight wide streets
- ~ rebuilt St Paul's cathedral

<p>~ important buildings ~ spaces to be seen walking or driving a carriage in ~ no industries in the middle of housing areas</p> <p><i>Did the King get the London he wanted?</i> Share copies of Ogilby map (this is how London was eventually rebuilt). <i>Does this look like plans from architects or more like old city?</i> Share with them that this is how London was rebuilt. <i>What might have happened?</i> Lay out statements of the tasks needed if city is to be rebuilt - Clear land of rubble/ pay people for land/ move industry from housing area/ plan out new city/ include space for important buildings/ get stone and make bricks/ build roads/ build brick or stone houses/ relocate industry. Children decide if it is easy (tick) or if there is a factor that would make it difficult. And place symbol(s) on statement ~ pile of coins = expensive ~ hourglass = take time ~ sad face = people would not agree to it. Looking at all the statements and the symbols can children see why London was more or less rebuilt on the old plan?</p>	
<p>Subject knowledge: London in 1666 had been ravaged by the plague the year before, when another disaster struck on the wooden houses and roasts were ancient fire hazard and a fire in a bakers on Pudding Lane started the fire of London. The initial lack of action from the mayor; Combined with a strong wind and poor firefighting techniques, resulted in a huge blaze that raged for four days. A change in wind direction and the king's authorization of fire breaks saw it eventually die out, but at a huge cost. Much of London was destroyed and many thousands were made homeless. Sir Christopher Wren planned a new London but people built where their homes had been before, thwarting his plans, although he managed to construct St Paul's Cathedral.</p> <p>Why was the fire so bad?</p> <ul style="list-style-type: none"> • It had been a hot summer so buildings were very dry. • The wind was very strong, helping to spread the fire. • The reaction of the Lord Mayor when he first heard about the fire was poor. • The firefighting methods of the day were rather ineffective; There was no organised fire brigade. • The Thames was low after a long, hot summer semi gone this made collecting water difficult. • The water pumps around London Bridge burnt and couldn't be used. • People didn't authorise fire breaks early on as they were not covered by insurance. It took an order from the king to make it happen, promising to rebuild any houses destroyed by gunpowder to help stop the spread off the fire. <p>See folder for more information and timeline. See the briefing pack from the Historical Association here https://www.history.org.uk/primary/categories/697/module/3964/the-great-fire-of-london-1666/3965/events-of-the-fire</p>	<p>Vocabulary: eyewitness, historical event, local area, locality, past, present, research, sequence, time order, chronological order, source, cause, effect</p>
<p>Opportunities to develop reading and writing skills</p>	<p>Opportunities to develop mathematics skills</p>
<p>Linked text:</p>	