



Cononley Primary School - Knowledge Organiser

History Topic:	The Great Fire of London	KSI	Year A
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Background understanding for teachers and parents

Programme of Study for National Curriculum KSI:

Pupils should be taught about events beyond living memory that are significant nationally or globally. In 1666, a huge fire that started in a tiny bakery burned down most of London - because it was so big, it was called the Great Fire of London. The fire lasted five days, and burned down over 13,000 homes. There are a lot of reasons why the fire was so large, mostly to do with the way houses were built - a lot of them were made from wood, and were very close together.

When? (Timeline of key Events)	What? (Key Vocabulary)
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September 1666	
Sunday 2 nd	Early morning: The fire starts at Thomas Farriner's bakery on Pudding Lane Mid-morning: News of the fire spreads and people run to escape its path. Evening: Houses are pulled down in an attempt to stop the fire from spreading
Monday 3 rd	Early morning: People carry their possessions to safety using boats on the River Thames. Late morning: carts are banned from going near the fire. Evening: The fire spreads close to the Tower of London.
Tuesday 4 th	St. Paul's Cathedral is destroyed by the fire.
Wednesday 5 th	The fire starts to burn more slowly as the wind dies down.
Thursday 6 th	The fire is finally under control and put out.

baker Pudding Lane
1666 smoke
fire flames
escape window
climbed frightened
burning wooden
buildings River Thames
water squirts
firehooks burned diary
eye-witness account

Who? (Famous people from this event)	Key Learning
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Samuel Pepys Thomas Farynor
Lord Mayor Sir Christopher Wren
King Charles II James, Duke of York
John Evelyn

Children will learn:
The key events of the Great Fire of London in chronological order.
Why the fire spread so quickly
How it eventually stopped.
How we know so much about the Great Fire.
What changed as a result of the Great Fire of London

Great Quotes

"People will not obey me. I have been pulling down houses. But the fire overtakes us faster than we can do it."
Lord Mayor



Curriculum Intent: Key Lines of Enquiry

Key Line of Enquiry 1	Key Line of Enquiry 2	Key Line of Enquiry 3
<p>When did the Great Fire of London take place? Pupils will learn:</p> <ul style="list-style-type: none"> • How London was different in the past (buildings, transport, streets, shops etc) compared with the city today • Technical vocabulary to talk about the past (see below) 	<p>What happened in the Great Fire? Pupils will learn:</p> <ul style="list-style-type: none"> • Where the fire started • The reason why the fire started • How many days the fire lasted – sequence the events of the fire • What happened to the people who were living nearby • What happened to the buildings • What did the Mayor of London and King Charles II do during the fire? 	<p>Why did the fire spread so far and burn for so long? Pupils will learn about:</p> <ul style="list-style-type: none"> • How the fire spread using old maps and computer modelling • The effect of the weather conditions • How the type of buildings affected the spread of the fire • How the methods of fighting the fire and how effective they were using photographs of artefacts • How the fire eventually stopped
Key Vocabulary	Key Vocabulary	Key Vocabulary
Past A long time ago Century Horse and cart Half -timbered houses Bakers London	Baker Thomas Farynor Pudding Lane Smoke Flames Escape Frightened St Paul's Cathedral King Charles II Lord Mayor	Squirts Firehooks River Thames boats

Curriculum Intent: Key Lines of Enquiry

Key Line of Enquiry 4	Key Line of Enquiry 5	Key Concepts covered in this topic:
<p>How do we know about the Great Fire? Pupils will learn:</p> <ul style="list-style-type: none"> • Use a range of sources, including eyewitness accounts, diaries, paintings etc to make inferences and deductions about the Great Fire • Learn about Samuel Pepys (and John Evelyn) 	<p>What happened after the Great Fire? Pupils will:</p> <ul style="list-style-type: none"> • Learn about how London was rebuilt after the fire and the changes which took place • Learn about Sir Christopher Wren and the new St Paul's Cathedral 	<p>Causation and Change Chronology Knowledge Use of Sources</p>
Key Vocabulary	Key Vocabulary	Links to other subjects
Diary Eye-witness account John Evelyn Samuel Pepys	Bricks Stone Rebuild improve	Science: Materials