

## Y1 - Changes Beyond Living Memory – Great Fire of London

<b>Inspiration</b> Culture		<b>Partnership with parents</b> National significance and belonging		
<b>Key Questions</b> <ul style="list-style-type: none"> <li>- What caused the Great Fire of London?</li> <li>- How did the government respond to the fire?</li> <li>- Why did the fire spread easily and last a long time?</li> <li>- How do we know what happened in the Great Fire?</li> <li>- What could make the new houses safer?</li> <li>- What was put in place to prevent it happening again?</li> </ul>		<b>Content Concepts</b> <ul style="list-style-type: none"> <li>- Disaster</li> <li>- Stuarts</li> <li>- Sources – Diary entries</li> </ul>	<b>Procedural Concepts</b> <ul style="list-style-type: none"> <li>- Causation</li> <li>- Significance</li> <li>- Chronology</li> </ul>	<b>Also covered in:</b> <ul style="list-style-type: none"> <li>- Y4 – Causation in Vikings and Anglo Saxons.</li> <li>- Y6 - World War 2</li> </ul>
<b>Skill Development</b> <ul style="list-style-type: none"> <li>- With the support of the teacher, evidence is explored to find out about the past.</li> <li>- During structured activities, some relevant questions about the past are asked</li> <li>- With the support of the teacher there is an awareness that pictures, stories and accounts represent the past</li> <li>- With the support of a teacher, some historical events are described.</li> <li>- With the support of a teacher, significant people are studied and described.</li> <li>- With the support of a teacher, the actions of people in the past are studied and described.</li> <li>- With support of a teacher, there is some understanding of the passing of time and how it may be represented in order of events.</li> <li>- During structured activities, timelines are annotated with historical language.</li> <li>- During structured activities, the main events of one's own life are recounted.</li> <li>- With support of a teacher, dates are used to chart events.</li> <li>- During structured activities, historical language is used.</li> </ul>		<b>By the end of the unit children will be able to:</b> <ul style="list-style-type: none"> <li>• Explain the causes and impact of the Great Fire of London</li> <li>• Explain what it was like to live in the time of the Great Fire of London</li> <li>• Use a timeline to describe what happened in chronological order</li> </ul>		
<b>Knowledge</b> <ul style="list-style-type: none"> <li>- Sunday 2nd September 1666 – the fire begins at 1 am. The Lord decides that the fire isn't that bad so goes back to bed at 3 am</li> <li>- Monday 3<sup>rd</sup> September 1666 - The government order fire posts to be set up. A group of school boys successfully hold back the fires. Midday – the fire can be seen 60 miles away in Oxford</li> <li>- Tuesday 4<sup>th</sup> September 1666 - The fire reaches its peak. It spread from Temple in the west, to the Tower of London in the east (where gun powder was used to blow up houses in order to stop the fire reaching the Tower). A number of prisons in London were destroyed by the fire as was St. Paul's Cathedral. At 11pm the wind begins to die down</li> <li>- Wednesday 5<sup>th</sup> September 1666 - The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out</li> <li>- Thursday 6<sup>th</sup> September 1666 – The final fires are extinguished</li> </ul> <p><u>Know what London was like in the 17th century:</u></p> <ul style="list-style-type: none"> <li>- People: nobility, gentry, yeomen &amp; farmers who owned their own land, mass of the population e.g. craftsmen, tenant farmers and labourers, poor and slums. Average life expectancy was 35. Out of all people born, between 1/3 and 1/2 died before the age of 16. However, if you could survive your teens, you were likely to live to your 50s/60s. Places: London was a lot smaller Foods: end of 17th century it was estimated that 50% could afford to eat meat every day – half the population were reasonably well off. 30% could eat it twice a week – classed as poor. People began eating with forks for the first time in 1600s. Rich people began eating: bananas and pineapples, drinks: chocolate, tea and coffee. Coffee houses first appeared. Poor people: bread, cheese, onions, pottage (boiling grain in water to make a kind of pottage) – if they could afford it, they could add vegetables, meat or fish.</li> <li>- Lifestyle: early 17th century piped water supply was created but had to pay to be connected and it wasn't cheap (lead piping). 1600 people walked or travelled by boat if they could afford it. From 1610 you could hire a horse-drawn carriage (hackney carriage). 1680s streets were lit for the first time with an oil lamp on every 10th house. Toothbrushes came in – from Chinese</li> <li>- Housing: many rich people left money in their wills to provide Alms-houses for the poor. Rich, grand houses were built in the West and working class houses in the East. Glass windows were a luxury – poor people had linen covered in linseed oil. Economy: became steadily richer because of industries like glass, brick making, iron and coal mining, wool trading. Trade was important. Political: power was held by the rich landowners.</li> <li>- Fire hooks were used to pull down burning houses and manoeuvrable fire engines were used</li> <li>- Impact: Houses were built near together and made of flammable materials so that the fire spread easily. Over the years, this brought about changes in legislation on the building of houses in England which is why this is a significant event of the past. These changes however were largely ignored until drastic events like the GFoL. After the GFoL, London Fire Brigade was set up to help prevent disasters like this from happening again</li> <li>- Pepys' diary: recorded the events of the GFoL and his own reactions day by day (buried cheese and wine).</li> <li>- Significant people: King Charles II - A contemporary account said that King Charles in person worked manually, on Monday afternoon/evening, to help throw water on flames and to help demolish buildings to make a firebreak. Samuel Pepys: (1633-1703) was an administrator of the navy of England and Member of Parliament who is most famous for the diary he kept for a decade which included the events of the GFoL</li> <li>- Key statistics: It consumed 13,200 houses, 87 parish churches, St Paul's Cathedral, and most of the buildings of the City authorities.</li> <li>- It is estimated to have destroyed the homes of 70,000 of the City's 80,000 inhabitants. By the late 17th century, the City proper (area bounded by the Roman City wall and the River Thames) was only a part of London, and home to about one sixth of London's inhabitants. The City was surrounded by a ring of inner suburbs where most Londoners lived. The City was then, as now, the commercial heart of the capital, and was the largest market and busiest port in England, dominated by the trading and manufacturing classes.</li> <li>- The death toll is unknown but was traditionally thought to have been small, as only six verified deaths were recorded. (This reasoning has recently been challenged on the grounds that the deaths of poor and middle-class people were not recorded; moreover, the heat of the fire may have cremated many victims, leaving no recognisable remains.)</li> <li>- A melted piece of pottery on display at the Museum of London found by archaeologists in Pudding Lane, where the fire started, shows that the temperature reached 1,250 °C (2,280 °F; 1,520 K)</li> </ul>				
<b>Topic Specific Vocabulary</b> Embers, scarce, extinguished, government, cathedral, diocese, timber frame, wattle and daub, thatched roof, gun powder, fire hook, fire posts, squirt, leather bucket, douse, century, year, past		<b>NC Subject content</b> <ul style="list-style-type: none"> <li>- Events beyond living memory – The Great Fire of London</li> </ul>		
<b>Subject Specific/Academic Vocabulary</b> This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.				
<b>Year 1</b> Text, design, estimate, research, items, select, technology, method, role, similar, site		<b>Year 2</b> Community, conclusion, evidence, previous, primary, traditional, context, literature		
<b>We are historians/Being a historian/I am a historian</b> Audience: parents invited after school (other possibilities invite expert etc.) Produce a diary entry to recount the events. Recreate Pudding Lane using materials.				

