

History Knowledge Organiser: The Great Fire of London

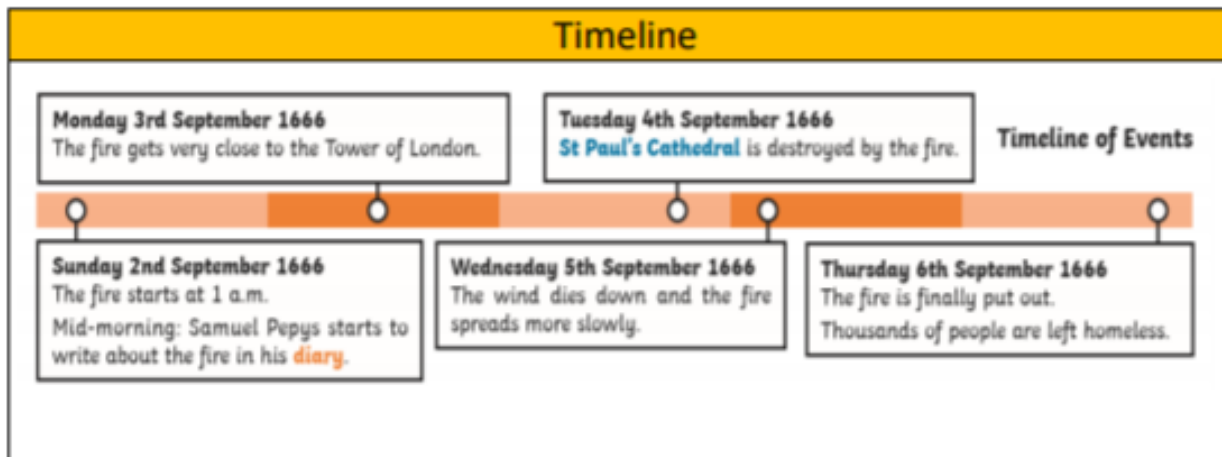
Key Vocabulary

Bakery	A shop where bread and cakes are made.
Diary	A book that people write about their lives.
Eyewitness	A person who saw an event and can therefore describe it.
Fire hooks	Giant hooks used to pull houses down.
Fire break	When buildings are destroyed to make a break so the fire can't spread to the next building.
Flammable	Something that burns easily
Leather bucket	Leather is a material and was what buckets were made from before plastic was invented.
London	The capital city of England.
Monuments	A structure like a building or statue to remember an event.
Oven	A place where food is cooked.
Samuel Pepys	Wrote a diary about the Great Fire of London.
St Pauls Cathedral	A very large church in London. A new St Pauls Cathedral was built after the fire.
Thatched roof	A roof made of dry vegetation such as straw and reeds.

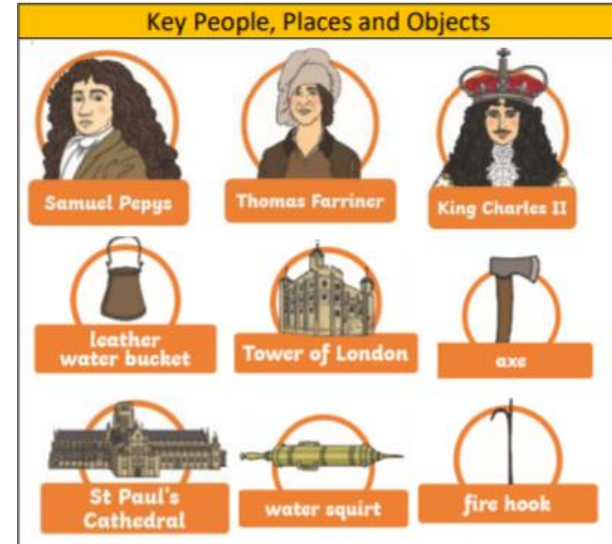
Knowledge Outcomes:

- I can find out some of the ways in which London has changed.
- I can locate the event on a time line and recognise that it took place in London
- I can describe the hairstyle and clothes of Charles II and Samuel Pepys, and recognise that they lived 'a very long time ago'
- I can place 'a very long time ago' and the Stuarts on a time line.
- I can describe the key features of houses and streets in the seventeenth century
- I can give one or more reasons why the fire spread quickly, and why it stopped
- I know where people went for safety.
- I can recall correctly some of the events of the fire
- I know the main sources of information about the fire

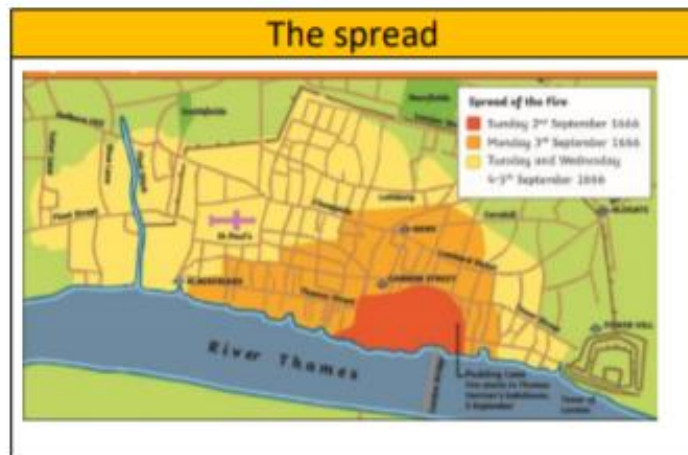
Timeline



Key People, Places and Objects



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Key Questions



- Why did the fire start?
- Where did the fire start?
- Why did the fire spread so quickly?
- How did the fire change the way houses were built?
- Why is Samuel Pepys diary an important historical source?

EYFS LINKS

Communication and Language: Listening, Attention and Understanding.

Learn new vocabulary

Use new vocabulary through the day

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail

Use talk to help work out problems and organise thinking and activities explain why they might happen.

Understanding the World: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Sequence of Events

<p>Sunday 2nd September 1666</p> <p>A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.</p>	<p>Monday 3rd September 1666</p> <p>The fire reached London Bridge, burning down about 300 houses on the way.</p>	<p>Monday 3rd September 1666</p> <p>The people of London started to run away from the city. They escaped on boats across the River Thames.</p>
<p>Tuesday 4th September 1666</p> <p>Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.</p>	<p>Tuesday 4th September 1666</p> <p>The fierce wind meant that the fire was spreading further. St Paul's Cathedral went up in flames too.</p>	<p>Wednesday 5th September 1666</p> <p>The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.</p>