



The Mall School

Year 1 – History Topic – The Great Fire of London

Summer Term I 2024				
Week	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1	The Great Fire of London was an event in the past	To understand that anything that happens in the past is history.  <i>What is history? Where and when did the great fire begin?</i>	<b>INPUT</b> Ask children what they think history means. Explain that it's anything that has happened in the past – including in their own lives. Introduce the Great Fire.  <b>GROUP ACTIVITY</b> Create a timeline of major events in history showing when The Battle of Hastings took place as well as the Great Fire.  <b>INDEPENDENT ACTIVITY</b> 1. Complete own historical timeline 2. Come up with some questions about the Great Fire that they would like to find answers to as we learn about this topic and we will revisit these at the end of the topic to ensure we know the answers.	Understanding of events happening a long time ago. Set of key questions to answer.
	Life in the time of The Great Fire	To compare life now with life in the past.  <i>What was life like in the time of the great fire? How is life different now? What has changed in London?</i>	<b>INPUT</b> - Compare London in 1666 with London today.  Show pictures of London today, the Monument etc. to identify.  Identify when 1666 was on a timeline already completed. Paint a verbal picture and show paintings of what London was like then – wooden houses which were close together, so close you could lean out of your window and shake your neighbour's hand. There were lots of horses, donkeys, goats in the streets – no cars! There was no electricity – what might people have used instead? Candles, oil lamps. There were no radiators or gas or electric ovens. How did people keep warm and	Completed sheets comparing life in London today with 1666.



			<p>cook? Using fire. Explain that ovens were open fires in the houses or in the streets and that there were often small accidental fires as sparks flew out and caught on the straw that was laid on the floor for warmth.</p> <p><b>INDEPENDENT ACTIVITY</b> Compare life now and then by completing a cut and stick activity of pictures from the past and now. We should also discuss evidence – how do we know what London was like nearly 400 years ago?</p>	
2	The events of The Great Fire	<p>Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p> <p><i>Can you remember the events in the correct order?</i></p>	<p><b>INPUT</b> Watch 'The Great Fire of London' BBC History KS1 Episode 1 'How did The Great Fire of London start? – <a href="https://www.youtube.com/watch?v=DSH81jl-uAk">https://www.youtube.com/watch?v=DSH81jl-uAk</a></p> <p>Episode 2 'What happened during the great fire of London. <a href="https://www.youtube.com/watch?v=qShl6Cf3DsQ">https://www.youtube.com/watch?v=qShl6Cf3DsQ</a></p> <p><b>GROUP ACTIVITY</b> Watch the whole story: <a href="https://www.youtube.com/watch?v=QSfMmsJUBjE">https://www.youtube.com/watch?v=QSfMmsJUBjE</a> and play <a href="http://www.fireoflondon.org.uk/game">http://www.fireoflondon.org.uk/game</a> to recap the main events and explore what happened. Then sequence pictures of the main events of the fire as a group.</p> <p><b>INDEPENDENT ACTIVITY</b> – sequencing activity in the form of a timeline to recount the main events in the story.</p>	A timeline of events in order.
	How people reacted to the fire	Recognise why people did things, why events happened and what happened as a result.	<p><b>INPUT</b> Watch 'The Great Fire of London' BBC History KS1 Episode 3 'What happened after The Great Fire of London?' <a href="https://www.youtube.com/watch?v=cQP_FQ4d6wo">https://www.youtube.com/watch?v=cQP_FQ4d6wo</a></p>	List of possessions to take plus reasons for their choice.



		<p>Identify differences between ways of life at different times.</p> <p><i>What would you save if a fire broke out? What might your parents save? Would they save the same things as you?</i></p>	<p><a href="https://www.youtube.com/watch?v=Zg1hoRd7mYs">https://www.youtube.com/watch?v=Zg1hoRd7mYs</a></p> <p>At the end of the fire remarkably few people seem to have actually lost their lives. This was because most people had time to clear their houses of their most important possessions &amp; then escape without being burnt. Where did they escape to (higher ground)? Discuss with children what they would take if they had to clear their home of their most important possessions – stress that this does not include people. Stress also that if anyone is in a real fire, they should never stop to collect their possessions – they must leave the burning building straight away.</p> <p><b>INDEPENDENT ACTIVITY</b> - Children draw the top 4 possessions they would save and then write the reasons why they would choose to save those things.</p>	
3	The causes of the fire	<p>To understand the main causes of the fire by studying illustrations.</p> <p><i>Why did the fire spread so quickly and stay alight for so long?</i></p>	<p>Show pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from.</p> <p>Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river. Show pictures which give clues as to why the fire spread so quickly. Discuss key information in the pictures – wind direction (and blowing), houses made of wood, close together etc., inadequate fire fighting equipment, inflammable materials on the quayside near the source of the fire, which made reaching water difficult.</p> <p>Watch Magic Grandad Activity 4.</p> <p>Give the pupils the cards with reasons why the fire may have spread so easily, ask the pupils to discuss in their</p>	Completed sheet identifying why the fire spread so quickly.



			<p>groups and put the cards in two groups 'important and not so important' then stick these in their books in that order.</p> <p>Afterwards discuss choices made and give questions such as if it had been raining would there have been a fire? If there was no wind would it have spread so easily?</p> <p><b>ACTIVITY</b> - Fire spreading worksheet. Children to complete in discussion groups and to write a sentence to accompany each picture. Also, order by rank why they think fire spread. <b>CHALLENGE</b> – write more than one sentence, include some key vocabulary. Heads and tails activity.</p>	
	Escape from the fire	<p>Recognise why people did things, events happened and what happened as a result.</p> <p><i>How did people escape from the fire?</i> <i>Which would be the best way to escape and why?</i></p>	<p>Discuss how children would escape from a fire today – dial 999, call the fire brigade etc. Recap that people in 1666 would not have been able to do this. Discuss how people may have escaped. Use pictures / paintings. Talk partners to consider which way is most / lest effective and to discuss the other risks e.g. lots of boats on the river – boat may sink / crash etc.</p> <p><b>ACTIVITY</b> Children have pictures of 3 ways in which people escaped – by cart, by boat, hiding in churches etc. Write a sentence for each picture to say how the people are escaping. Then choose the one they think is the best and give a reason.</p>	Completed worksheet in books.
4	Describing fire	<p>Recognise why people did things, events happened and what happened as a result. Find out about past from a range of sources. Communicate knowledge</p>	<p>Look at and listen to the account of the Great Fire on the web in the Virtual tour of St Pauls (see session resources). Listen to the fire and the voices. Get the children to imagine what it must have been like to have been there. What would they have seen, how would they have behaved? Discuss why they think some people rushed to pack up all their belongings and others hardly</p>	<p>Drama activity – photos of still scenes? Words to describe the fire.</p>



		<p>of history in a variety of ways. Recognise why people did things. Identify different ways in which the past is represented. Find out about past from a range of sources. Communicate knowledge of history in a variety of ways.</p> <p><i>What must it have felt like to be a child in the great fire? What would you see/hear/smell/feel? How do we know what happened in the fire?</i></p>	<p>stirred, as heard in the account by John Evelyn. Get the chn to think of words to describe the scenes: e.g. panic, not believing, scared, shocked, frightened, etc. Write these on the f/c. Ask chn to close their eyes and imagine what they heard as well as saw: screaming, noise of fire, crashing as buildings collapsed.</p> <p><b>ACTIVITY</b> – use a picture of the fire. Write words around it to describe the scene. In groups, take a scene and create a tableau picture.</p> <p>Understand idea of fame and the diary of Samuel Pepys. Understand the idea of an eyewitness. Read through the diary extract, look at his portrait etc. to explore how we know about what happened in the fire. Read what he says about his experiences of the fire. Read some of the entries from John Evelyn. Discuss what an eye-witness account is. Are extracts easy to understand? Why/ why not? Re read parts of both diaries - chn listen out for words that describe how awful the whole Great Fire was: 'miserable', 'rage', 'devoured'. Note style of diary entries – past tense, written in the first person. Again, re-read parts, pull out the phrases that show this: 'I rose', 'I thought', etc. Explain to chn that they are going to imagine that they were a person living in London in the area of Pudding Lane at the time of the Great Fire. They will plan and write their own diary entry. Will they choose to be an adult or a child? Man or woman? Look on BBC history website at the small animations about daily life with cartoons, e.g. food, appearance, sanitation, medicine or entertainment. Discuss how chn need to think about their character to write a diary entry.</p> <p><b>ACTIVITY</b> - Chn complete a character profile sheet in preparation for their diary entry. They will need to think where they lived, age, gender, occupation, family.</p>	
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	Fire diary entry	<p>Recognise why people did things. Find out about past from a range of sources. Communicate knowledge of history in a variety of ways. Use adventurous and wide ranging vocabulary. Sequence events and recount them in appropriate detail. Put ideas into sentences. Consider nature and use of verbs.</p> <p><i>How do we know about the fire?</i></p>	<p>INPUT Watch Magic Grandad's Great Fire of London Story: <a href="https://www.youtube.com/watch?v=VarSSAwimU">https://www.youtube.com/watch?v=VarSSAwimU</a> and The Museum of London Video 'Who was Samuel Pepys?': <a href="https://www.youtube.com/watch?v=Mh Js-2Qh3o">https://www.youtube.com/watch?v=Mh Js-2Qh3o</a></p> <p>Chn look again at Pepys and Evelyn's diary entries. They discuss what their character may write about – their house burning, rescuing their belongings, having to run and warn someone, helping to rescue someone, etc. Encourage chn to think carefully about the sequence of events here: how did they first hear of the fire: were they warned, did they smell or hear or see it? What was their first reaction? What did they do next? Where did they go? Look at the list of words that Pepys and Evelyn used to describe how awful things were. Can chn add to them today? They can use these in their accounts. Remind chn about the style of diary writing – we shall be writing in the first person and past tense. Rehearse a few past tense verbs and display these on the f/c as well.</p> <p>Magic Grandad Activity 3/5/6 <b>ACTIVITY</b> Chn write what they would have seen, smelled, heard, felt etc. in preparation for diary writing. Chn write their diary entries. Encourage them to be as detailed as possible so that when people hear them they can really imagine what it must have been like to be there. Refer them to the describing words (adjectives) we compiled earlier to make their entries as realistic and interesting as possible. Remind them to use 1st person and past tense.</p>	Completed diary (NB may need to adapt following sessions as this may need longer).
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			<p>Chn make their own tea paper using tea bags. They should then leave it to dry and be pressed. Using the ready-made paper, chn then write out their diary entries. Emphasise the need for neat writing that others can read. Encourage them to have checked spellings and, where they are unsure, to consult others, a dictionary or an adult. Explain that they have 'time' to write the diaries.</p>	
5	Fire fighting now and then	<p>Recognise why people did things. Find out about past from a range of sources. Communicate knowledge of history in a variety of ways.</p> <p><i>What equipment do we use to fight fires? How has fire fighting changed?</i></p>	<p>Fire fighting then and now. Magic grandad activity 8. Pairs have pictures of a piece of equipment used during the time of the fire. What is it? How was it used? Identify the corresponding modern piece of equipment e.g. water squirter / hose etc.</p> <p><b>ACTIVITY</b> Select a picture to write about and find modern equivalent to compare. Use Fire of London game – help Tom get the equipment ready.</p>	
	Changes in London	<p>To explain how London has changed as a result of the fire.</p> <p><i>What equipment do we use to fight fires? How has fire fighting changed?</i></p>	<p>What happened after the fire – how London changed. Magic granddad activity 7/9 Discuss how the impact of the fire resulted in many changes in the layout of London and in the materials used to build the houses etc. Compare pictures of St Paul's before and after the fire.</p> <p><b>ACTIVITY</b> - design a new St Paul's cathedral. What have we learnt about the great fire? Children to discuss in pairs some of the things they have learnt. Independent writing of what they now know about the fire. Regular mini plenaries to share facts and information. Complete topic evaluation sheet.</p>	



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