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| National Curriculum Intention (s): |
| * To develop an awareness of the past, using common words and phrases related to the passing of time. * To know where people and events fit in within a chronological framework. * To identify similarities and differences between ways of life in different periods. * To ask and answer questions, choosing and using parts of stories and other sources that they know and understand key features of events. * To understand some ways in which we find out about the past and identify different ways in which it is represented. |

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| Timeline of Key Events | |
| 1665 | The Great Plague killed thousands of people in London. It had been spread by rats. |
| 1666 | The Great Fire of London began on Sunday 2nd September, 1666, in a bakers. |
| Sunday 2nd September 1666 | The fire started at night in a bakery in Pudding Lane. |
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| Key Numbers | |
| *Half a million* | In 1666, half a million people lived in London. |
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| 30 metres | Flames soared thirty metres into the city sky. |
| 6 people | Amazingly only 6 people died in the fire but thousands had no homes to live in. |
| 10 years | It took 10 years to re-build London. |

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| Key Places | |
| London | The capital city of England. |
| River Thames | The river that flows through London. |
| Pudding Lane | The place where the fire started in a bakery. |
| Fish Street | A street, next to Pudding Lane, that the fire spread to next. |
| Tower of London | Where Samuel Pepys went to see the fire. |
| St Paul’s Cathedral | The fire was so hot that even the stones of old St. Paul’s Cathedral were burning. Even the lead (metal) roof melted. It was re-built and was finished in 1711. |

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| Key Figures | |
| Thomas Farriner | He was a baker. At midnight he checked his ovens before going to bed but a fire started in the night from the hot ashes. |
| Samuel Pepys | He wrote a diary about the fire. He went to tell the king about the fire. He even buried a cheese in his garden to keep it safe! |
| King Charles II | The king ordered that houses that had not been destroyed by the fire should be pulled down or exploded using gunpowder to stop the fire spreading any further. He also made a law that new houses were made of bricks or stone instead of wood. |
| Christopher Wren | He was a Surveyor of the King’s buildings and helped to re-build London after the fire, including many new churches, each with a magnificent spire. |

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| Interesting Facts |
| The fire spread so quickly because the houses had thatched (straw) rooves were built from wood. They were also high and very close together. The weather was also very hot and dry. People used fire and candles to heat and light their homes.  There were no fire fighters or fire engines at the time of the Great Fire of London. Instead they used leather buckets and water from the River Thames. Water pipes were made from elm tree trunks to help carry water to the fire. Church bells were rung to warn people.  After the fire had stopped, the King made a law that no one was allowed to have a thatched roof. New buildings had to be made of brick and stone because wood burnt too easily. The city also set up fire brigades. |

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| Tier 3 Vocabulary | |
| Fire |  |
| smoke |  |
| Flame |  |
| City |  |
| baker | Someone who bakes bread |
| diary |  |
| king |  |
| Fire break | Where houses were pulled down to try and stop the fire spreading. |
| Fire hook | Used to pull the houses down |

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| Subject Specific Vocabulary | |
| past |  |
| present |  |
| event |  |
| time line |  |
| chronological |  |
| sequence | To put in order |
| sources of evidence |  |
| Eye witness | Someone who saw what happened |