

Yew Tree Primary Academy - History

Theme: London Calling

Year Group : 2

Phase: Key Stage 1

Strand: Events beyond living memory that are significant nationally or globally (inc current Royal Family); changes within living memory.

What should I already know?

- Words such as before, after, past, present, then and now to describe their chronology.
- Describe what life was like when your parents/carers were little and what the similarities and differences are.
- Describe what life was like when your grandparents were little and what the similarities and differences are.
- Describe how technology has changed over the last century.
- People who are older than me were born before me.



St. Paul's Cathedral before the fire.



St. Paul's cathedral nowadays, rebuilt after the fire.



Vocabulary

bakery	A place where bread or cakes are made and sold
London	The capital city of England and the United Kingdom
River Thames	Many people got a boat on the River Thames to escape the fire
diary	A personal record of life's events
eye-witness	A person who has seen something and can give a description of it
embers	Small pieces of glowing coal or wood in a dying fire
fire-hooks	Giant hooks used to pull down houses
fire-break	When buildings are destroyed to make a gap so the fire can't spread
flammable	When something burns easily
St Paul's Cathedral	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren

Key Places

Pudding Lane – This is where the fire started.

The Tower of London – This is where many people went to escape the flames. Wealthy people also put their valuables there to stay safe.

London Bridge – This is the only way they could cross the River Thames.

The River Thames – Many people escape to the river.

St Paul's Cathedral – This was burnt down and rebuilt using designs from Christopher Wren.

Great Fire of London Facts

When and where did the fire start?	The fire of London started in a bakery in Pudding Lane on 2 nd September 1666
Why did the fire spread?	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organized fire brigade
How did they fight the fire?	They used leather buckets and squirts filled with water, axes, fire hooks and gun powder to make fire breaks
How did the fire stop?	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out

Timeline of events

Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.

Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.

Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.

Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.

Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.

Significant People

Thomas Farrier An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.

Samuel Pepys One of the ways we know about the fire is because people wrote about it in their own personal diaries. Samuel Pepys was famous for his diary he wrote in the 17th century.



King Charles II King of England in 1666. After the fire he made a decree that houses must be built further apart and built from stone not timber.



What historical skills will I have learnt by the end of this theme?

- I can put key events on a timeline in chronological order
- I can explain what London was like in the 17th century
- I can explain the cause of the fire
- I can explain the impact of the fire had on the people of London
- I understand how fires were extinguished in the 17th century
- I understand some of the ways we find out about the past and identify ways in which it can be presented

Literacy Tree Links

