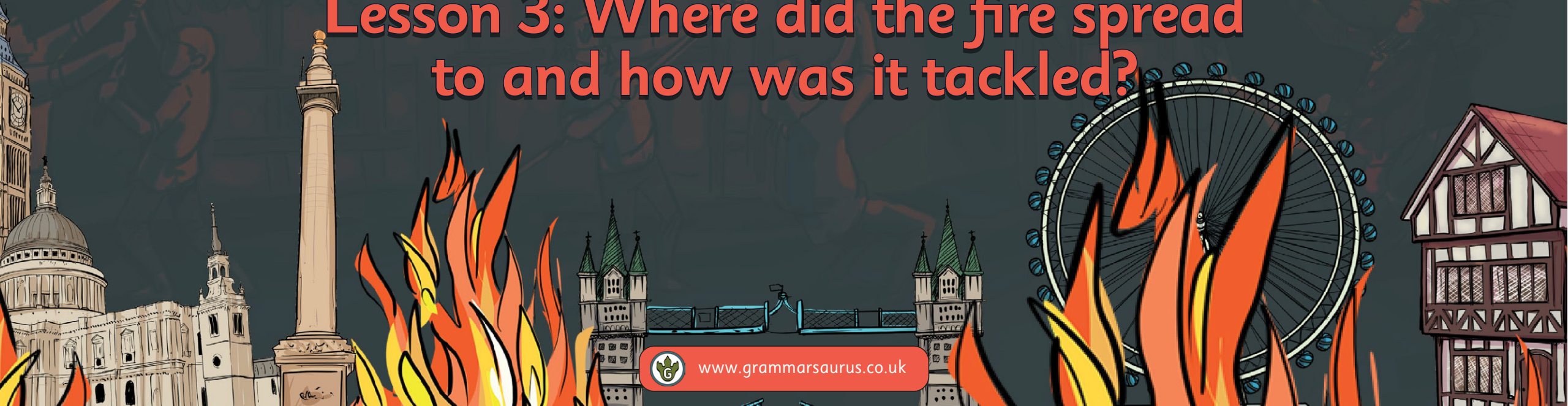


The Great Fire of London

How did the Great Fire change London?

Lesson 3: Where did the fire spread
to and how was it tackled?



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Historical skills

Key historical skills



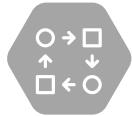
Chronology ✓



Evidence and interpretation



Similarity and difference



Cause and consequence



Change and continuity



Historical significance

Supporting enquiry skills



Understanding timelines ✓



Studying evidence ✓



Sifting arguments



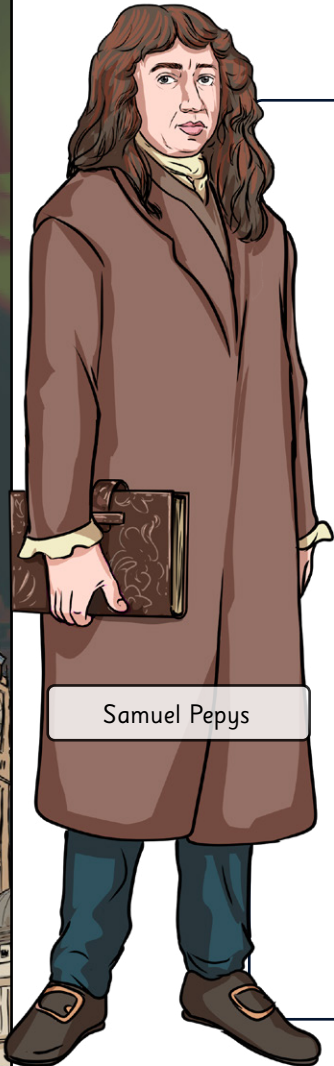
Developing perspective and judgement



Thinking critically



Asking and answering questions



Samuel Pepys



Christopher Wren



How did the Great Fire change London?

Lesson 1: What was London like in 1666?

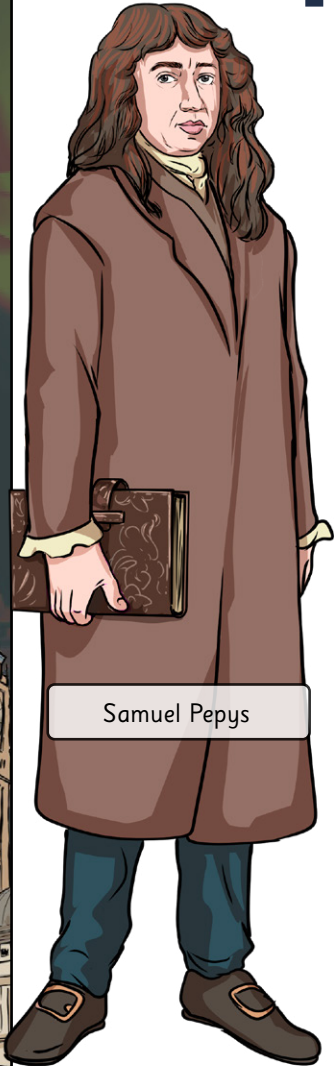
Lesson 2: How did the fire start and why did it spread so quickly?

Lesson 3: Where did the fire spread to and how was it tackled?

Lesson 4: What was left of London?

Lesson 5: How was London rebuilt?

Lesson 6: How did the fire impact the future?



Samuel Pepys



Christopher Wren



Key vocabulary for this lesson



diary

– a book people write in to show what has happened to them



burned

– to be destroyed, damaged, or injured by fire



flames

– the part of the fire you can see, often red, orange, yellow or blue



fire

– something burning

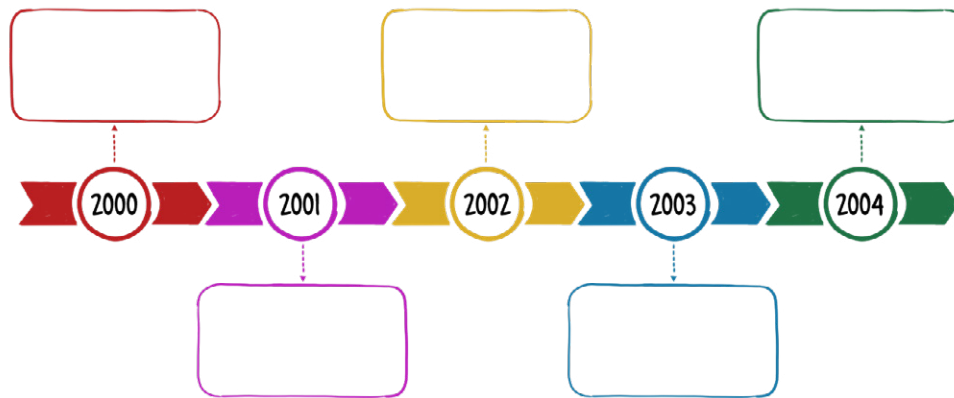




Chronology



Hi, I'm **Kandi**, and I'm a **historian**. I study the past to understand how things changed, like how **the Great Fire changed London**. I use the key historical skill '**chronology**' in my job, which means putting events in the right order, like a **timeline**.



Sunday, 2nd September



Chronology



Civilisation



Settlement



I'm **Thomas Farriner**, a baker. The fire started at my bakery. I was sure I put the fire out before I went to bed, but I must not have put it out fully.

We have to use fire to cook and heat our homes because we don't have gas or electricity.

My house and bakery was burnt down in the Great Fire. Together let's discover what happened to the fire next...



Sunday, 2nd September



Chronology



Civilisation



Settlement



The fire spread quickly with the **strong winds** and people started to run away from their homes.

The flames moved fast and seemed to jump from building to building!



Let's discuss

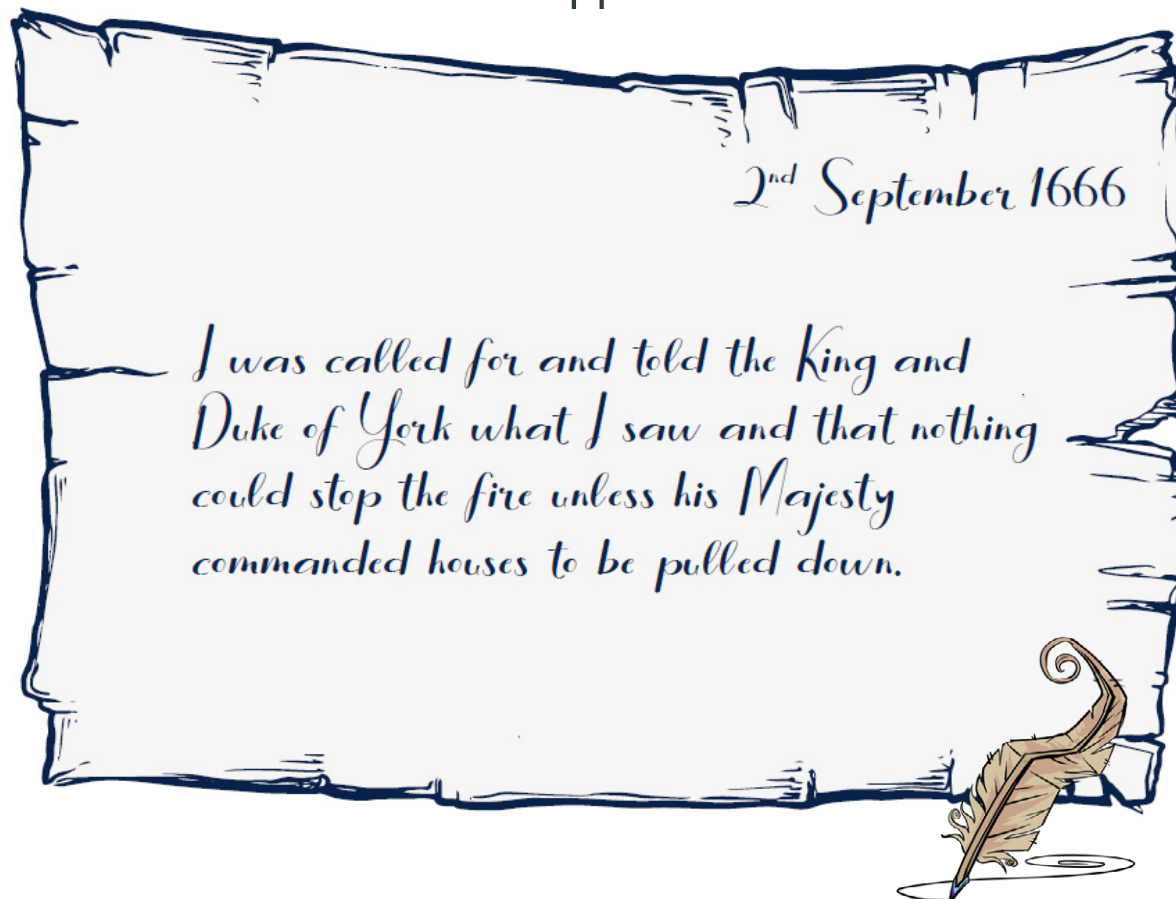


Chronology

Studying
evidence

Monarchy

Let's read this part of Samuel Pepys' diary to find out what happened next...



Discuss the following question
with your learning partner:

**What was Samuel's
solution to stopping the
spread of the fire?**

Be ready to **share your feedback**
with the class.

Use this sentence starter to help you.
**"Samuel Pepys suggested
that..."**

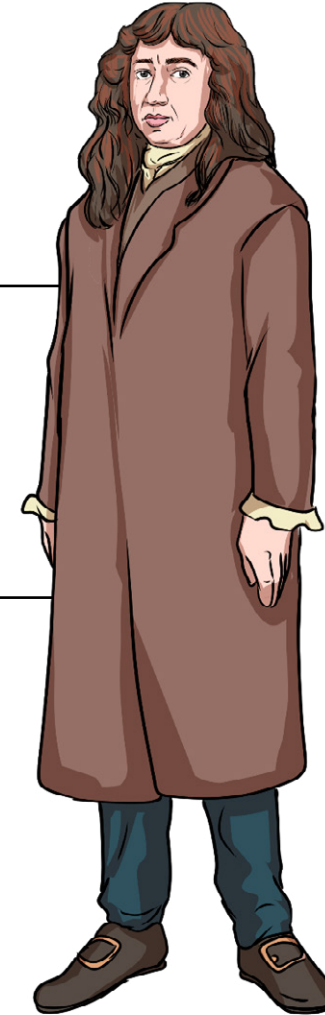


Let's discuss

answers



Samuel suggested the **houses** needed to be **pulled down** to **stop the spread**.



Monday, 3rd September



Chronology



Civilisation



Monarchy



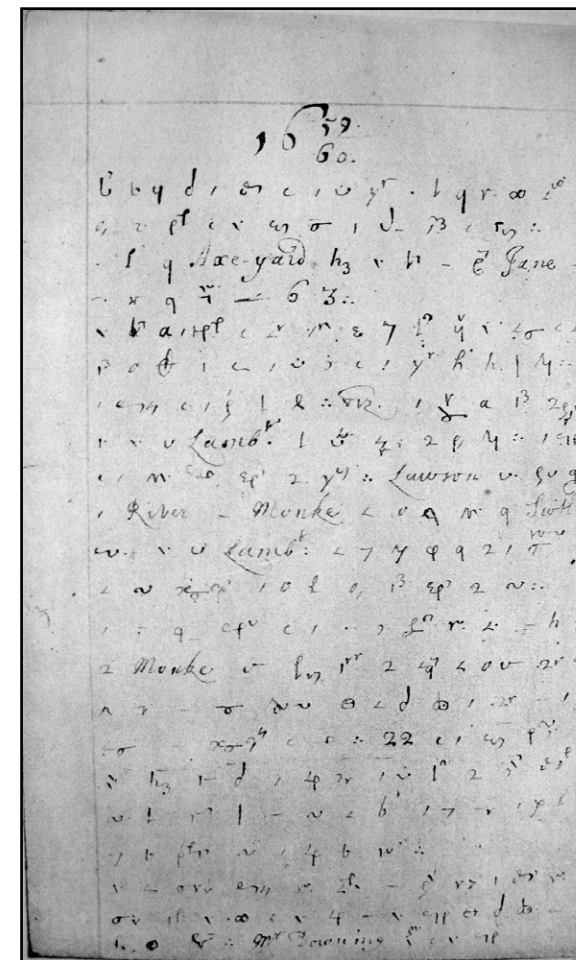
I'm **Samuel Pepys**, I wrote down what happened in the Great Fire in my diary.

The fire had spread **west** and **north**.

The **King** and the **Duke of York** helped to fight the fire and set up eight **fire-fighting posts** around the city.

People fled from the city in **boats** or by **walking**.

Flames began to move **east** towards the **Tower of London**.



Tuesday, 4th September



Chronology



Civilisation



Settlement



Today, there were **many buildings destroyed**.

Soldiers **blew up houses** using gunpowder to stop the fire moving in that direction.

By mid morning, the fire spread to **Cheapside**, a main street in London.

St Paul's Cathedral burned that night.



Tackling the fire



There was no fire brigade in 1666. People had to try to fight the fire themselves.

People lined up and made a chain, passing **leather buckets of water** from the River Thames to the people nearest the flames.



Fire squirts were used a bit like a giant water pistol to squirt water onto the flames.



Fire hooks were used to pull down buildings to create a firebreak.



Gunpowder was used to blow up buildings to create a **firebreak**.



New word alert!



fire brigade - people trained to put out fires

New word alert!



firebreak - something that is put in the way to stop a fire spreading



Sorting activity



Can you sort the fire-fighting techniques into the table below?
Which are used to stop the fire spreading and which are used to put out the flames?

Discuss the questions with your learning partner and sort the items into the table below.

Used to stop the fire spreading	Used to put out the flames



firebreaks



fire hook



fire
squirts



leather
bucket



gunpowder

Be ready to **share your feedback** with the class before the answers are revealed.

Use this sentence starter to help you.

“I think this technique was used to...”



Sorting activity

answers

Used to stop the fire spreading



firebreaks



fire hook



gunpowder

Used to put out the flames



leather bucket



fire squirts



Wednesday, 5th September



Chronology



Monarchy



Civilisation



Settlement



We had some good news today, the **wind dropped** and the **firebreaks** began to work.

The King and Duke of York helped organise chains of people with **buckets** of water.

Many **separate fires** were still burning, but the **Great Fire** was **finally over**.



Thursday, 6th September



Chronology



Civilisation



Monarchy



Hello! I am **King Charles II**. The Great Fire may have burnt for many days, and destroyed a big area of London, but thankfully it was finally out by **Thursday**.

Some buildings were **burning slowly**, but people worked hard to stop the fire starting again.

I made sure people had food and shelter in the city if their homes had been destroyed.



Activity



Chronology



Understanding timelines



Cut out the event cards, read each one carefully and put them in **chronological (time) order**. Stick them on your **activity worksheet**.

Use them to tell your learning partner about the **events** of the Great Fire of London in the **order** that they happened.

Be ready to **share your feedback** with the class before the **answers** are revealed.

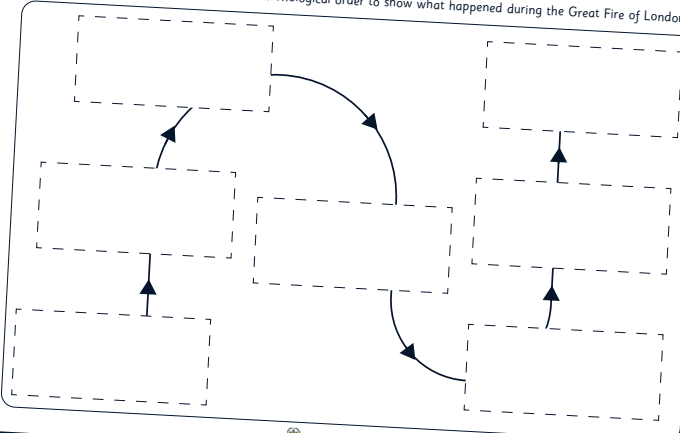
Activity

These cards tell the story of the events of the Great Fire of London in 1666. Read each card carefully and put them in **chronological (time) order** on your **activity worksheet**.

2nd September 1666, early morning  A fire started in Thomas Farriner's bakery on Pudding Lane.	6th September 1666, morning  The Great Fire of London was over.
5th September 1666, afternoon  Most of the fires were put out. A few new ones broke out but were put out quickly.	3rd September 1666, morning  Charles II and the Duke of York stepped in to put out the fires. They set up 8 firefighting boses called fire posts.
2nd September, afternoon	4th September 1666, early morning

Activity

Cut up the event cards and put them in chronological order to show what happened during the Great Fire of London.



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Activity

answers



3rd September 1666, morning

Charles II and the Duke of York stepped in to put out the fires. They set up 8 firefighting bases called fire posts.



6th September 1666, morning

The Great Fire of London was over.



2nd September, afternoon

The fire was spreading quickly, so the Lord Mayor tried to stop it by pulling down houses. But the flames moved too fast!

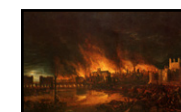


4th September 1666, early morning



The fire spread to Cheapside, a main street in the city of London.

5th September 1666, afternoon



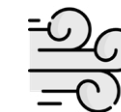
Most of the fires were put out. A few new ones broke out but were put out quickly.

2nd September 1666, early morning



A fire started in Thomas Farriner's bakery on Pudding Lane.

5th September 1666, morning



The wind changed direction and the fire started to die down.



Challenge

Discuss the following question with your learning partner.

People had to try to put out the flames using buckets of water. Why would this **NOT** have been a good method for putting out a fire at St Paul's Cathedral?

Be ready to **share your feedback** with the class before the answers are revealed.

Use the following sentence starter to help you:
"Buckets of water would not work well at St Paul's Cathedral because..."



Samuel Pepys



Christopher Wren



Challenge

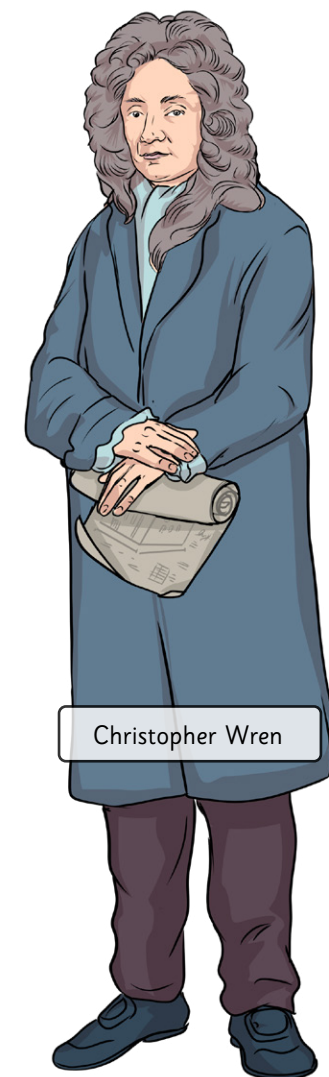
answers



Samuel Pepys

Buckets of water would not work well at St Paul's Cathedral because it was a **very big building** and the fire was **huge**. A small bucket of water would only put out a tiny bit of fire.

The fire was also **very hot** and **high up**, so people could not reach the flames easily. By the time they passed buckets along, the fire would have already spread. That is why **buckets of water were not a good way to stop such a big fire**.



Christopher Wren

