

Y2 – The Great Fire of London – How did the Great Fire change London? — Lesson 3

Lesson	3 of 6	National Curriculum links	Key lesson question	Where did the fire spread to and how was it tackled?
Learning objective	NC KS1: Children will: learn about events beyond living memory that are significant nationally or globally		Resources	
To understand where the fire started and the methods used to tackle it.			- lesson presentation (PPT) - activity worksheets	- additional challenge included in the PPT - practical activities

Teaching input

- **Historical skills** – Review the ‘key historical skills’ and ‘supporting enquiry skills’ the children will use in this lesson, highlighted on the slide.
- **How did the Great Fire change London?** – The following slide shows the lesson questions the children will answer in this unit. The current lesson’s question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Chronology** – Introduce Kandi. Choose a child to read what she says about the key historical skill of ‘Chronology’.
- **Sunday, 2nd September** – Introduce Thomas Farriner, check the children remember him from last lesson. Read through the information on these two slides and use the image on the second slide to ask the children if they can see how people were trying to put out the fire.
- **Let’s discuss** – Share the extract from Samuel Pepys’ diary. The children are to discuss the question on the slide with their learning partners, in groups or as a class. A sentence starter is provided. Take feedback from the class before the answers are revealed on the following slide.
- **Monday, 3rd September** – Introduce Samuel Pepys to the children. Read through the information on the slide. Show the image of Samuel Pepys’ diary to the children and explain what a diary is.
- **Tuesday, 4th September** – Read through the information on the slide. Use the image on the slide to explain that St Paul’s Cathedral was burned.
- **Tackling the fire** – Read through the information on the slide. Explain to the children that there was no fire brigade in 1666 and people had to put the fire out themselves. Show the children the images of the equipment that was used and explain their uses.
- **Sorting activity** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class and decide where the equipment should go in the table. Take feedback from the class before answers are revealed on the following slide.
- **Wednesday, 5th September** – Read through the information on the slide. Explain that the King and Duke of York (the King’s brother) helped the people of London.
- **Thursday, 6th September** – Introduce King Charles II. Read through the information on the slide and explain that the Great Fire was finally over.
- **Activity** – Explain the main activity to the children. They need to cut up the events of the Great Fire of London and stick them onto their activity worksheet in chronological order starting with the first event to happen. Take feedback from the class before revealing the answers on the following slide.
- **Challenge** – Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.

Main activity	Challenge
Children are to cut up and read the cards that show some of the events of the Great Fire of London. Children should put them in chronological order and stick them on their activity worksheet to create a timeline. The events are written with the date and whether the event was morning or afternoon. Children will need to understand the concept of morning and afternoon to be able to access this activity. After ordering the events, the children can retell what happened during the Great Fire of London to their 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?

Cumulative quiz questions	Self-assessment	Key vocabulary
7. Samuel Pepys wrote about the events of the fire. What did he write in? 8. There was a fire brigade to fight the fire. True or false? 9. Put these events in order.	- I can understand how the fire spread. - I can say where the fire spread to. - I can name some ways they tried to put the fire out.	diary – a book people write in to show what has happened to them burned – to be destroyed, damaged or injured by fire fire – something burning flames – the part of the fire you can see, often red, orange yellow or blue