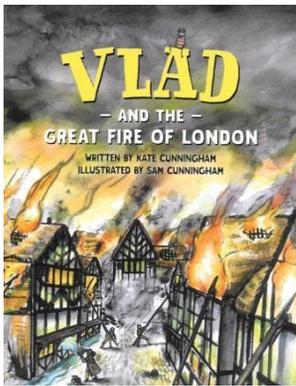


## History Planning – Great Fire of London

This is a set of 7 lesson plans for the Great Fire of London history topic. **Highlighted powerpoints and worksheets for the work outlined in the lessons are available as free downloadable resources.**



A full colour illustrated story about Vlad the flea and Boxtan the rat with Vlad the flea as the narrator.

The story and pictures show what it looked like living in London in the seventeenth century and how the people reacted to the fire and its aftermath. The clothes and houses are shown along with artefacts as they would have been used 350 years ago.

All this is shared through the power of story which encourages the children to engage with the real people in history.

As well as other free teaching materials you can buy additional Reading Riddle resources that support the topic:

### Vlad and the Great Fire of London Teacher's Guide

Increase your own understanding of the topic and get a deeper insight into the wider picture, to guide you in providing quality first teaching with:

- a comprehensive overview of the **historical context** for teaching this unit
- page-by-page notes explaining how the illustrations incorporate artefacts, information from **primary sources** and knowledge, so it can be drawn out through the story
- **Big Questions** about the people and events – take the pupil's thinking to the next level with wider discussion points about consequences and impact

### Vlad and the Great Fire of London Activity Book

- fun activities
- games suitable for homework or short lesson fillers

How to find or communicate with Vlad or Kate:



Click [here](mailto:readingriddle@gmail.com) to email me  
readingriddle@gmail.com



@vlad\_flea  
[Click to visit](#)



@reading\_riddle [Click to visit](#)  
@vlad\_flea [Click to visit](#)



<https://www.pinterest.co.uk/readingriddle>  
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[Click to visit](#)



<https://www.youtube.com/c/ReadingRiddle>  
[Click to visit](#)

## **National Curriculum:**

### Aims

- all pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history ... and between short- and long-term timescales.

### Subject content

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London ...]

## **Detailed aims of the Topic:**

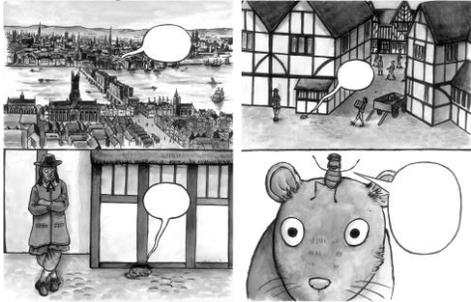
**Substantive knowledge** – to know that the fire started on 2<sup>nd</sup> September 1666 and burned for 3 days. That the fire is thought to have started in Pudding Lane, London. To name other landmarks in London (including River Thames, Tower of London, St Paul's Cathedral, the city wall) and be able to discuss how they were affected by, or altered, the course of the fire. To name key people alive in 1666 (including Thomas Farriner, King Charles II, Samuel Pepys/John Evelyn) and what part they played in the events.

**Second order knowledge** – to discuss how the fire could have started and what factors made it spread. To discuss the effects of the fire on the City of London and the impact it had on the people who lived and worked there. To compare and contrast London before and after the fire. To discuss the development of firefighting as a consequence of the fire.

## **Curriculum links:**

- Maths – number lines /time lines. Place numbers in order and discuss their relative distance from one another
- DT – build Tudor houses / make Great Fire jars with
- Art – Create fire pictures with house silhouettes
- PSHE – lesson on refugees past and present
  - personal fire safety at home at with fireworks and bonfires if studied in Autumn Term
- Geography – map of Great Britain, key locations including individual countries, key cities and own location
- RE – light and fire can link with Diwali if studied in Autumn Term
- Literacy – diary writing, telling Boxton's story, newspaper reports (see separate planning)

## Planning – Great Fire of London

<u>Learning Objectives &amp; Success Criteria</u>	<u>Teaching Sequence</u>	<u>Vocabulary &amp; Resources</u>
<p><b>Lesson 1</b></p> <p><u>We are learning</u> why the Great Fire of London was a significant event.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> <li>I can locate London, think about our location in relation to London (distance and size) and name London as the capital city of England.</li> <li>I can explain why it is an important event when the capital city is devastated as London was</li> <li>I can compare images of London now and in 1666 and discuss the consequences of the fire</li> </ul>	<p><b><u>Guiding Questions:</u></b>            Why is the Great Fire of London significant?            What does "<b>significant</b>" mean?            Where is London and where are we?</p> <p><b><u>Introduction/Minds on:</u></b>            Introduce the children to the topic by teaching them the old rhyme:            "In sixteen hundred and sixty-six, London burnt like rotten sticks."</p> <p><b><u>Activities:</u></b>            Use powerpoint <b>Why is the Great Fire of London significant?</b>            Ensure children know London was (and still is) the capital city of England. Look at a map and identify London and where you are.            What was in London that made it important/significant?            Use images from the start of <b>Vlad and the Great Fire of London</b></p>  <p>How did the fire change London?            What was it like before the fire? How was it different after the fire?            Make notes on the differences on flipchart to refer to later            [Discuss landmarks, buildings, streets including materials, lighting, what houses looked like etc]</p> <p>Use <b>Map of London - grid work</b>            This is a map of London in 1666 - the grid allows us to mark key points.            Explain how to use the grid to mark things on the map.            Compare maps and check if you have marked the same areas.</p> <p><b><u>Consolidation:</u></b>            Read Vlad and the Great Fire of London            What new things did we find out?            Did London look how you imagined it?            Add any new points or questions to the KWL sheet.</p>	<p><b><u>Vocabulary:</u></b></p> <p>significant            continuity and change            cause/consequence            similarity/difference</p> <p>Parliament            Royal Court</p> <p>"The fire was significant because..."</p> <p>Language when using map:            next to            between            across            near to</p> <p><b><u>Resources:</u></b>  <b>Highlighted resources available as downloads</b></p> <ul style="list-style-type: none"> <li><b>Why was the Great Fire of London significant powerpoint</b></li> <li><b>Map of London – grid work activity</b></li> <li><b>KWL chart</b></li> </ul>

<p><b>Lessons 2</b></p> <p><u>We are learning</u> when the Great Fire of London happened.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> <li>• I can remember the date of the Great Fire of London</li> <li>• I understand we can place events/dates in order and that tells us which things happened first (a timeline)</li> <li>• I can place 1666 on a timeline and understand how it relates to other events in our chronological history</li> <li>• I understand that some events happen closely together and some further apart</li> <li>• I understand that some events are the cause of other events later in the timeline</li> </ul>	<p><b><u>Guiding Questions:</u></b>  When was the Great Fire of London?  How long ago was that?  What events happened before, during and after it?</p> <p><b><u>Introduction/Minds on:</u></b>  Explain that a timeline is when we put dates in order and this shows us which events came first. Dates are numbers and deciding the order is like ordering any numberline. Put up the interactive timeline on the board <a href="https://vladflea.co.uk/timeline-game/">https://vladflea.co.uk/timeline-game/</a>  Challenge children/teams to come up and complete a timeline together on the board. Emphasise that the smallest number goes first.  <b>Note:</b> The ancient Egypt cards are BCE/BC ie the equivalent of minus numbers. This activity might be easier if it follows a maths lesson about ordering numberlines such as the free resource available on <a href="https://www.tes.com/teaching-resources/shop/cunning1">https://www.tes.com/teaching-resources/shop/cunning1</a> )</p> <p><b><u>Activities:</u></b>  Use Vlad flea Timeline game cards, or own resources:  Give groups a set of cards and piece of string. Ask children to put the cards in order using the dates at the top.  Compare the order of different groups by making a human timeline at the front with groups contributing by placing them correctly and checking their table timeline.  Fine tune the timeline by grouping and spacing events to reflect different gaps in the timeframe ie 1665 is directly before 1666 but there is a larger gap between 1666 and 2012.</p> <p><b>Teach the sequence of events of the Great Fire</b>  Revisit <b>Vlad and the Great Fire of London</b> and discuss the order of events (fire starts, fire spreads, people escape and try to put out fire, fire put out).  Use Great Fire timeline resource. All the events happened in 1666 but the principle is the same to put the first on the left and work towards the right.</p> <p><b><u>Consolidation:</u></b>  Look for other date related material in class eg birthdays, calendars, timetables, displays relating to key annual events etc. Ensure children understand how we record events by day, month, year and times we commonly use this in our lives eg birthdays.</p> <p>Think about what the next recorded events would be on the Great Fire timeline and what order they would happen in eg rebuilding, finding new homes, getting food.  Which of these would need to be done first?  What would take the longest?</p>	<p><b><u>Vocabulary:</u></b></p> <p>Timeline  Order (chronological order)</p> <p>more recent  longer ago  between  years  century</p> <p>x happened because of.....</p> <hr/> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="https://vladflea.co.uk/timeline-game/">https://vladflea.co.uk/timeline-game/</a></li> <li>• Vlad flea timeline game (available to purchase from the Reading Riddle website or own alternative date cards</li> <li>• Great Fire timeline activity</li> </ul>
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### Lesson 3

We are learning: to use a variety of words to make our work interesting.

What I'm looking for:

- I can observe and use all my senses
- I can gather a wide range of vocabulary and use it appropriately

### Guiding Questions:

How can we describe fire using all our senses?  
What vocabulary can we use if we are going to explain the fire at every stage without being repetitive?

### Introduction/Minds on:

Discuss fire safety and being responsible with a flame.  
Explain that each group will only have a candle if they follow the rules, and any breach means instantly losing that option. [Follow through on the rules!]

### Activities:

On each table put a tea light candle. Explain that big fires are dangerous, but we can look at a small version of it by watching the flame on a candle. Children draw a flame in the centre of their page and brainstorm words using all senses. Share ideas on table using a different coloured pencil to put shared ideas down. Share with class recording new class ideas in new colour (you will then see their own ideas and all children will have a resource for their writing)

- Is the flame the same colour at the top and bottom?
- What happens if you blow gently across the flame (without blowing it out)
- When you do blow it out what happens to the wick of the candle? What can you smell?

*Alternatively create a larger poster on each table and put up on the wall*

Using a large picture of the Great Fire of London children write in the first person about what they can see/hear/smell/feel around them. Leave candles on the table during the writing and put up a film of a fireplace burning/candle/match  
<https://youtu.be/WOsDoed2Ht0>

### Consolidation:

Check if there are any words that have been collected that children do not understand and clarify.

Ask all children to say a phrase or sentence to a partner and write it onto coloured paper. This could be put up around the collection of words to act as inspiration for writing activities.

Combine activity with a visit from a safety officer from your local Fire Brigade or possibly a Fire Engine visit (although this is more risky as they are on call and may not arrive or have to leave suddenly)

### Vocabulary:

Fire, flame, smoke, embers, ash, charcoal

It looks...  
It smells...  
It feels...  
I can hear.....

Colours, movement, properties, temperature, effects

Questions for visitors using root question words.

### Resources:

- Tea lights
- Resources to record vocabulary
- Fire video to generate vocabulary  
<https://youtu.be/WOsDoed2Ht0>

## Lesson 4

We are learning: how the fire started and why it spread so far.

What I'm looking for:

- I can suggest how and where the fire started
- I can explain why the weather and building structures encouraged it to spread

### Guiding Questions:

What makes fires spread?  
What was different about houses in 1666?

### Introduction/Minds on:

Think of what you need to make a fire burn?

- A match or spark
- Materials that burn both to allow a fire to take hold and to keep it burning

Think of what you need to put a fire out?

- Water or foam from a fire extinguisher
- Something to stop the flames getting air/oxygen eg fire blanket
- Removing the materials that burn

### Activities:

Recap on what we found out about London before the Fire of London. Refer to flipchart on 'How London was different' from lesson 1.

Look at resource showing inside a modern house versus a Tudor house:

Video discussing it <https://www.youtube.com/watch?v=Ana-TcHpGS0&t=334s>

Resources to make own houses <https://readingriddle.co.uk/wp-content/uploads/2021/05/house-printout-final.pdf>

What factors might have anything to do with a fire? What might cause a fire? What might make it spread? What does and doesn't burn?

Share pictures now and in 1666 in sorting picture activity.  
Discuss which are safer and why.

### Consolidation:

Look at pages from Vlad and the Great Fire of London:



Share information on why fire started and why it burnt for so long. Teacher scribe.

Discuss whether some factors are more important than others regarding how the fire started and spread.

[Introduce discussion about building materials, storage, floor coverings, dry weather, strong winds]

### Vocabulary:

Wooden walls  
Wattle and daub  
Thatched roofs  
Open fires  
Wood burning ovens  
Candles

The fire started because....

Past tense verbs:

Burned  
Spread  
Started  
Caused

### Resources:

- Tudor versus modern house (video on Wandsworth Library YouTube) and downloadable template on Reading Riddle website
- Sorting pictures

<p><b>Lesson 5</b></p> <p><u>We are learning:</u> how to find out about historical events.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> <li>• I know what type of records help tell us about the past</li> <li>• I know which records are useful and accurate</li> </ul>	<p><b><u>Guiding Questions:</u></b>  How do we know about things in the past? [photos, drawings, paintings, newspapers, official records, letters, diaries, tv, radio]  Which of these things existed in 1666?  Are these records always accurate?</p> <p><b><u>Introduction/Minds on:</u></b>  Show children a picture for 30 seconds.  Remove the picture and ask some questions about it?  Does everyone remember the same details?</p> <p><b><u>Activities:</u></b>  How do we know what happened? In talk partners discuss how we find out about news events today. What about for events from past? - books, photos, artifacts etc. Introduce idea of eye-witness.  Look at resources on The National Archives website  <a href="http://www.nationalarchives.gov.uk/education/resources/fire-of-london/">http://www.nationalarchives.gov.uk/education/resources/fire-of-london/</a></p> <p>Show picture of Samuel Pepys on IWB. Who might he be? When did he live? Talk about diaries. Are they fiction or non-fiction? Read some of his diary and show extract on IWB, (following link has good game and links, the photos show pictures of the diary and what he wrote in it)  <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/samuel_pepys/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/samuel_pepys/</a></p> <p>For quotes from Samuel Pepys diary: <b><u>NB: check any Pepys material before showing to the children as much of the content is adult in nature!</u></b>  <a href="http://www.mylearning.org/samuel-pepys-and-the-great-fire-of-london-of-1666/p-resource/1575/">http://www.mylearning.org/samuel-pepys-and-the-great-fire-of-london-of-1666/p-resource/1575/</a></p> <p><u>In groups:</u> Look at extracts and note how Samuel Pepys felt during the fire. Look at different entries and refer to the timeline to ensure children understand how far into the fire different statements were made. Write feelings on a group sheet to refer to. Children take another character from the events eg the baker, a firefighter, and write a diary entry from their perspective about what they saw and did.</p> <p><b><u>Consolidation:</u></b>  Share some of the writing.  Are the events in <b>Vlad and the Great Fire of London</b> real? Is Vlad real? Is Samuel Pepys real?  Discuss how historical fiction is a great way to think about history, but is different from a diary by someone like Pepys or John Evelyn.</p>	<p><b><u>Vocabulary:</u></b></p> <p>Eye witness  Diary  Proclamation  Maps</p> <p>First person, present tense for diary written at the time of the fire</p> <hr/> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Image of Samuel Pepys</li> <li>• National Archives website</li> <li>• Pepys quote</li> </ul>
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## Lessons 6

We are learning: how the fire was stopped.

What I'm looking for:

- I understand what equipment people used to fight the fire and how effective it was
- I understand how the modern fire service works and how this has impacted on fighting fires now

### Guiding Questions:

What stopped the Great Fire of London?  
Could it have been stopped sooner? How?

### Introduction/Minds on:

What do firefighters use now to put out a fire?

Watch a video about modern firefighting and note what equipment they show eg:  
<https://www.youtube.com/watch?v=s1Rwm7CfhVo> [Check content before showing]

### Activities:



Look at volunteers fighting fire in Vlad and the Great Fire of London – note all the equipment in the pictures is based on artefacts in the Museum of London and were used by Londoners if they found a fire.

Check wordmat (free download) and ensure children understand terms: leather bucket/water pump or water squirter/fire hook. Practise the actions needed for each: reaching up and pulling for fire hook; filling, passing and throwing for leather bucket; in pairs holding and one pushing and pulling pump to squirt water.

Teacher in role as seventeenth century firefighter.

Ask children to work in pairs to think of questions to ask the teacher/firefighter about the firefighting. If you have children who are confident they could take firefighter role for a few questions.

In groups discuss and record similarities and differences between firefighters now and then.

Did this equipment work to put out the fire?

Look at Vlad and the Great Fire of London where there is the “massive explosion”.

What caused the explosion? [Gunpowder shown on the previous page]

Why were they blowing up the houses? [To create fire breaks to stop the spread].

### Consolidation:

Would you rather fight a fire in 1666 or now?

Would you have a choice in 1666? [There were no professional firefighters so everyone had to help. The army was used to organize and help]

### Vocabulary:

Leather buckets  
Fire hooks  
Water squirters  
Fire breaks  
Gunpowder  
Volunteers  
Explosion

Question words

Fire engines  
Hoses  
Air cylinders  
Ladders

### Resources:

- **Wordmat**

## Lesson 7

We are learning: about what happened to the Londoners after the fire.

What I'm looking for:

- I can understand the impact that the fire had on people's lives and businesses.
- I understand that it took many years for London to be rebuilt.
- I understand that people sometimes have to leave their homes because of disasters.

### Guiding Questions:

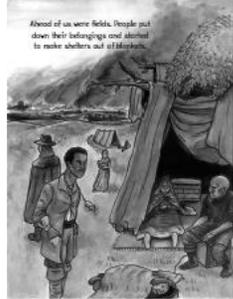
What happened to the people who lost their homes in London?

Does this happen to people now?

What kind of events create refugees?

### Introduction/Minds on:

These are the Londoners at the end of the story. What do we call people who have to leave their homes, or lose their homes because of disasters? [refugees].



Look at the resources **Great Fire of London and refugees after the fire.** Children look at what happened to Londoners who had to leave their homes.

Think about what you would take if you had to choose the most important things when escaping. Challenge children on what they have now and what the people 350 years ago would have taken.

This activity is really useful for identifying misconceptions and checking if children have a good understanding of what life in 1666 was like (ie no electrical goods etc).

Use differentiated sheets from TES that record similarities and differences between refugees in 1666 and now.

### Consolidation:

Revisit the KWL sheet and check what we have found out.

Have we answered the questions you had? Try to answer any not solved or remind children if they did cover it but have not made the links.

### Vocabulary:

Fields  
Refugees  
Escape  
Rescue

Need / want

Similarities  
Differences

### Resources:

- **Great Fire of London refugee powerpoint**
- **Refugee similarity and differences sheet**