

**What did Samuel Pepys and Paddington see in London?** THE GREAT FIRE of LONDON

**Rationale:**

As one of the most popular and enduring of KS1 history topics, it could be argued that this needs no explanation for teaching it. However, we do need to be crystal clear as to why it is taking up valuable curriculum time. Firstly, it is clearly well-suited to KS1 as the episode is clear-cut, time-limited and has a lot of action and a few key personalities. As a vehicle for taking pupils back into a different world, it works very well, as the contrasts between then and now are so clear. It also enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as being probably the best topic there is for developing pupils' understanding of cause and consequence. Be careful though not to lose the empathetic element. We must never forget that though the death toll was incredibly low, thousands lost their homes and valued possessions and had to live for years in primitive temporary tented communities while their houses were re-built. LOCAL LINKS - Pupils will take a trip from Peterborough Train Station to see St Paul's Cathedral and other sights

KEY QUESTIONS and learning OBJECTIVES	Recommended TEACHING STRATEGIES LEARNING ACTIVITIES	Specific LEARNING RESOURCES	Core WRITTEN PRODUCTS (inc. ASSESSMEN TS)
<p><b>Key Question 1</b></p> <p><b>How can we work out why the Great Fire started?</b></p>	<p><b>Activity 1</b></p> <p>Give pupils some context of 17<sup>th</sup> Century London using the introductory slides of the KQ1 PowerPoint. They are given a brief overview of the fact that the fire burnt down a quarter of London, but they are not told</p>	<p><b>Activity 2. <a href="#">KQ1 PowerPoint</a></b> contains all the clues for the enquiry including: newspaper with headline and date <b>Book – Samuel Pepys' Diary</b></p>	

<p><i>They are able to raise valid questions relevant to the enquiry Pupils are able to extract information from sources They can combine information They learn how to make deductions from maps</i></p>	<p>where, when or why. That is for them to work out</p> <p><b>Activity 2</b></p> <p>Explain to the children that they are going to be detectives and work out why the fire began and who might be to blame.</p> <p>They are given a folder of clues from which they have to work out where, when and why it started.</p> <p>This open-ended enquiry is designed to be open-ended allowing you time to support those who need structure whilst giving plenty of scope for the higher-attaining to think more independently.</p> <p><b>Activity 3</b></p> <p>Having come up with their own theory they compare their ideas with the Museum of London 80 second video</p>	<p>b. Map showing what happened on Day 12,3</p> <p>c. Diary extract</p> <p>d. Picture of baker making biscuits</p> <p>e. Picture of sparks from oven</p> <p>f. Picture of wood next to over.</p> <p><a href="https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1">https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1</a> (accessed 12.1.2021)</p> <p>Show video for just 80 seconds 4.50 to 6.00</p>	
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<p><b>KQ2. What actually happened during the Great Fire and how can we know for sure 350 years later?</b>  <b>Pupils can sequence at least 5 main events in chronological order</b>  <b>They can describe change over time using temporal connectives such as next, the day after, a few days later etc</b></p> <p><b>They can work out which clues under which questions</b></p>	<p><b>Activity 1</b> Story telling and washing line</p> <p><b>Activity 2</b> Sequencing</p> <p><b>Activity 3</b> Prove it!</p> <p><b>Activity 4. Mystery Bag/Picture of Pepys</b>  Candlestick, quill pen, bottle of dusty wine Diary page  Piece of cheese wrapped in cloth  Old book inside which is written bThis book given to Samuel Pepys in 1666. Which prove who owns the bag?</p> <p><b>Activity 5:</b> Watch short presentation from Museum of London showing use of modern X-ray techniques.</p>	<p><b><u><a href="#">KQ2 PowerPoint.</a></u></b></p> <p>Sequencing statements and images RS1</p> <p><b><u><a href="#">Outstanding lesson</a></u></b>  focuses on Prove it!  Smart task</p>	<p><b><u><a href="#">What's going on in this picture?</a></u></b></p>
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<p><b>KQ3 Why did the Great Fire burn down so many buildings?</b> Pupils can identify at least 4 reasons e.g. the long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging. Most able can explain which were the exceptional factors that made it such a devastating fire i.e. the strength and direction of the wind.</p>	<p><b>Activity 1. Post-it challenge</b></p> <p><b>Activity 2 Pupils analyse 3 short textbooks explanations</b></p> <p><b>Activity 3:</b> Pupils have to come up with main headings under which to group their reasons e.g. weather</p> <p><b>Activity 3a . optional</b> Reading contemporary newspaper for reasons identified at the <b>time</b></p> <p><b>Activity 4 Beat the textbook, Can the pupils improve on the museums’ explanation?</b></p>	<p><a href="#">Outstanding lesson</a> contains all the material you need for the lesson</p>	<p><b>Main assessment task</b> Written explanation of why the Great Fire burnt down so many more houses than other fires ?</p>
<p><b>KQ 4 Could more have been done to stop the Fire?</b> Pupils understand that there was initial hesitation They grasp that most citizens were then more concerned about saving their belongings than putting out the fire When they did try hard (Tues- Thurs) They met with some success</p>	<p>.Pupils</p> <p><b>Activity 1 Mime</b> the fire-fighting methods used and identify their limitations:</p> <ol style="list-style-type: none"> <li>fire hooks ( which were very long and heavy requiring 3 or 4 people to use them)</li> <li>leather buckets</li> <li>fire Squirts</li> <li>fire engines- barrel on wheels with pump and hose</li> <li>gunpowder kegs to blow up buildings to create a fire break</li> </ol> <p><b>Activity 2 Who did what?</b></p>	<p><a href="#">PowerPoint KQ4</a> Has images of all the main firefighting methods and links to animations from various videos</p> <p><a href="https://www.museumoflondon.org.uk/families/great-fire-">https://www.museumoflondon.org.uk/families/great-fire-</a></p>	<p>Pupils have to write a summary report, like the one into the Grenfell tower disaster, identifying main factors responsible</p>

<p>The know that the Mayor Thomas Bludworth was sacepegoated</p>	<p>Pupils are given 10 statements describing the actions which were and were not taken. Pupils have to work out who did what; good or bad. There are 5 possible answers: King Charles, Samuel Pepys Thomas Bludworth the Mayor The ordinary people The Duke of York</p> <p><b>Activity 3 Who or what was to blame for not saving more houses?</b> Pupils work in groups on Who Wants to Be Millionaire. They are given 4 possible people who were responsible: Bludworth, the ordinary people; it was just an accident; the baker Thomas Farryner</p>	<p><a href="#">london-live-stream/part-2</a></p> <p>RS1 has all the statements. Slide 8 has images of the people who took action for the pupils to match the statements to. RS1a has the answers!</p>	
<p><b>KQ5 How did people manage to live through the Great Fire?</b></p> <p><i>How did the third largest city in the world manage to lose just half a dozen citizens in the massive fire?</i></p>	<p><b>Activity 1</b> <i>Pupils think (briefly in pairs) about possible reasons why so many were able to escape with their lives when s many houses were destroyed.</i> <i>Consider: time on their side, no locked buildings, less smoke inhalation because outdoors</i></p>	<p><a href="#">KQ5 PowerPoint</a> has a range of pictures for pupils to discuss in groups esp. for activity 2</p>	

<p>Pupils understand that there was little government help available, so they had to find their own salvation</p> <p>They know that most set up camp outside the city in tented fields often living their in make shift accommodation for years</p> <p>They know that a relief fund was set up and know that the king set up markets to provide food</p> <p>They are able to empathise with the plight of the 70- 80,000 homeless and can appreciate the differences between aid available then compared with national disasters today.</p>	<p><b>Activity 2</b> In same pairs pupils now think about problems people would have faced leaving their homes and have to create a small still image/dramatic scene</p> <p><b>Activity 3</b> Pupils are given a list of solutions the government came up with</p>		
<p><b>KQ6 How shall we rebuild London?</b></p> <ul style="list-style-type: none"> <li>children consolidate their understanding of</li> </ul>	<p><b>Mantle of the Expert.</b> <b>The King has offered a prize for the best plan that would rebuild London and make it safe from any more great fires.</b></p>	<p><u><a href="#">Outstanding lesson</a></u> contains all the resources and guidance on</p>	

<p>the causes of the Great Fire by attempting to re- design London to make sure a fire of that size never takes hold again</p> <hr/> <ul style="list-style-type: none"> <li>• they understand the importance of using brick, wider streets, leaving space etc</li> <li>• they are encouraged to be creative in their design of London.</li> </ul>	<p>Activity 1 Pupils recap the causes and think of remedies for each of the problems faced during the Fire. They can't change the weather but what about making the streets wider, no overhanging upper storeys of houses, no houses made of wood etc Pupils in pairs come up with 5 possible solutions</p> <p>Activity 2 Pupils compare different designs</p> <p>Activity 3 They produce their own with annotations.</p> <p>Peer evaluation</p> <p>Activity 4 Pupils are shown street view from today showing one houses that survived the fire. How did they manage to identify it?</p>	<p>activities for this enquiry</p>	
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## Great Fire websites

<https://123ict.co.uk/2018/10/21/the-great-fire-of-london-game/>

[www.pepys.info/fire.html](http://www.pepys.info/fire.html) Samuel Pepys website with accounts from his diary and that of John Evelyn. The recipe for small cakes from the seventeenth century can also be found here. A good quality copy of the London Gazette can also be found on this site

[www.bl.uk/learning/histcitizen/timeline/accessvers/index.html](http://www.bl.uk/learning/histcitizen/timeline/accessvers/index.html) British Library time-lines with evidence from Pepys' diary and London Gazette – also other pieces of literature from the time.

[www.youtube.com/watch?v=NG-wA9U9dwQ](https://www.youtube.com/watch?v=NG-wA9U9dwQ) Animated version of the fire by Lisle Marsden Primary, Grimsby. An excellent example of what can be achieved with Lego men, tissue paper and narrators.

[www.fireoflondon.org.uk/](http://www.fireoflondon.org.uk/) Teachers' resources – image bank – a really useful source of evidence.

[www.nationalarchives.gov.uk/education/lessons/lesson47.htm](http://www.nationalarchives.gov.uk/education/lessons/lesson47.htm) Fire of London resources including Charles' proclamation, hearth tax return from Pudding lane with Farrinor's name on it and Hollar's map after the fire

[www.youtube.com/user/ThePlayHouseOnline/videos](https://www.youtube.com/user/ThePlayHouseOnline/videos) Series of three videos, before, during and after the fire.



<http://puddinglanedmuga.blogspot.co.uk/> The blog of the group that created the wonderful video of London before the fire – reading down the blogs allows you to identify which building is the bakery

[www.youtube.com/watch?v=Dn6E\\_4g4UAW](http://www.youtube.com/watch?v=Dn6E_4g4UAW) Peter Ackroyd's Fire of London video with Pepys and Evelyn (00.00-05.10 mins)  
~ aimed at adults and you need to use extracts but creating strong images to help children visualise the situation.

[www.fireoflondon.org.uk/game](http://www.fireoflondon.org.uk/game) This uses original sources to help explain different aspects of the fire. Two characters lead you through events creating problems for children to solve. I think I would use this after or alongside taught sessions to supplement class activities.