



**Fairfields**  
PRIMARY SCHOOL

## My learning journey through: Who started the fire?



Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane, then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread.

London's burning! London's burning! Fire, fire! Fire, fire!

## Year 2 - Autumn Term 2

## Key Vocabulary

**Thomas Faryner** : owner of the bakery where the fire started.

**Samuel Pepys** : a famous man who wrote a diary about the fire.

**King Charles II** : the King of England in 1666.

**Christopher Wren** : the man who designed new buildings and a monument to the fire.

**Pudding Lane** : the street on which the bakery was, where the fire started.

**St Paul's Cathedral** : a famous church which burnt down during the fire. It was rebuilt and still exists today.

**Tower of London** : where the king lived in 1666. It did not catch fire because the fire was stopped just before it reached the palace.

**Bakery** : a shop where bread and cakes are made.

**Oven** : where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven.

**Flammable** : when something burns easily.

**Eyewitness** : a person who saw an event with their own eyes and can therefore describe it.

**Leather bucket** : leather is the material that buckets were made from before plastic was invented.

**Fire Hooks** : giant hooks used to pull houses down.

**Fire Breaks** : when buildings are destroyed on purpose to make a gap (break) so the fire can't spread to the next building.

## Knowledge that will help me on my journey:

The weather in London was hot and it hadn't rained for 10 months. Houses in London were mainly built from wood and straw which is flammable, especially when it is dry. The houses were also very close together, so the fire could easily spread.

### Timeline

**2nd September 1666 - 1:30 am:** A fire starts in Thomas Faryner's bakery on Pudding Lane in the middle of the night. The fire probably came from the oven.

**2nd September 1666 - 7 am:** Samuel Pepys wakes up and finds out that the fire has already burnt down 300 houses!

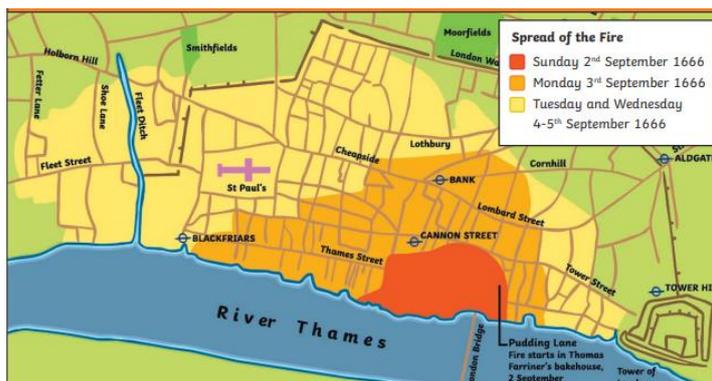
**3rd September 1666** - The firemen try to put the fire out using leather buckets of water and then by pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.

**4th September 1666** - St Paul's Cathedral burns down.

**6th September 1666** - The Fire of London finally stops but many people are left homeless because their houses burnt down.

### Key Events and Facts

<b>When and where did the fire start?</b>	The fire started on Sunday 2nd September 1666 in Thomas Farriner's <b>bakery</b> on Pudding Lane.
<b>Why did the fire start?</b>	The fires used for baking were not put out properly.
<b>Why did the fire spread so quickly?</b>	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
<b>How did people try to put the fire out?</b>	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
<b>How and when was the fire put out?</b>	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.





Geography Knowledge	Date
A significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.	
History Knowledge	Date
A timeline is a display of <b>events, people or objects</b> in chronological order. A timeline can show different periods of time, from a few years to millions of years.	
<b>Significant historical events</b> include those that cause <b>great change</b> for large numbers of people.	
Significant <b>events affect the lives of many people over a long period of time</b> and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11 <sup>th</sup> November to remember the end of the First World War.	
A <b>historical period is an era or a passage of time</b> that happened in the past.	
Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, <b>may be similar or different to those used and enjoyed by people today.</b>	
Hierarchy is a way of <b>organising people</b> according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	
Historical information can be presented in a variety of ways. For example, <b>in a non-chronological report</b> , information about a historical topic is presented without organising it into chronological order.	
A <b>year</b> is 365 days and a leap year is 366 days. A <b>decade</b> is 10 years. A <b>century</b> is 100 years.	
<b>Artefacts are objects and things made by people rather than natural objects.</b> They provide evidence about the past. Examples include <b>coins, buildings, written texts or ruins.</b>	
Art Knowledge	Date
Materials and techniques that are well suited to different tasks include ink, smooth paper and polystyrene blocks for printing; <b>hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings</b> and clay, clay tools and slip for sculpting.	
<b>Art papers have different weights and textures.</b> For example, watercolour paper is heavy and has a rough surface, drawing paper is of a medium weight and has a fairly smooth surface and handmade paper usually has a rough, uneven surface with visible fibres. <b>Different media</b> , such as pastels, or watercolour paint, can be added to papers to reveal texture and the rubbing technique, frottage, can be used to create a range of effects on different papers.	
A <b>landscape</b> is a piece of artwork that shows a scenic view.	

PSHE/SMSC Knowledge	Date
Know the difference between a one-off incident and bullying.	
Know that sometimes people get bullied because of difference.	
Know that friends can be different and still be friends.	
Know there are stereotypes about boys and girls.	
Know where to get help if being bullied.	
Know that it is OK not to conform to gender stereotypes.	
Know it is good to be yourself.	
Know the difference between right and wrong and the role that choice has to play in this.	
RE Knowledge	
<p><b>Hannukah is the Jewish festival of lights</b> that is celebrated every autumn in November or December. The festival <b>celebrates the victory of Judah Maccabee</b> and his Jewish followers over the Syrian Emperor Antiochus and <b>the miracle of the lamp, which burned for eight days</b> in the regained temple in Jerusalem, even though <b>there was only enough oil for one night</b>.</p>	
<p><b>A driedel is a spinning top.</b> The letters on the dreidel (<b>Nun, Gimel, Hay and Shin</b>) represent the first letters of the Hebrew words '<b>Nes Gadol Haya Sham</b>' which means '<b>a great miracle happened there</b>'. This reminds Jews of the miracle of the lamp in the temple. The lamp burning for so long was considered a miracle.</p>	
<p>Many Hanukkah traditions are symbolic. <b>Eating latkes and sufganiyot cooked in oil reminds Jews of the oil in the temple lamp.</b> Traditionally, gifts of gelt allowed the poor to buy candles and wine needed for Hanukkah celebrations and rewarded children for Jewish study.</p>	
<p>The Jews lit a lamp in the temple to rededicate the building to God after the repairs were finished. <b>The word Hanukkah means rededication.</b></p>	