Pilgrim Federation

EYFS & KS1

Learning Theme:



Great Fire of London

Links to Other Learning Themes:
This Learning Theme links to:
Homes & Houses
Our Planet
Where We Live
The British Isles

NURSERY PHONICS

Little Wandle Rhyme Time units:

Pat-a-Cake

EYFS (Nursery & Reception) Medium Term Planning
Learning Theme: The Great Fire of London

Big Question: What caused the Great Fire of London?

<table>
<tr>
<td colspan="2">Focus of Learning (INTENT):
Within this learning theme, the children will discover and explore the historical event of The Great Fire of London. They will become historians as they revisit London in 1666. To begin, the children will learn about London as a capital city. They will locate this within the UK and recognise how it differs to Norfolk and the locality. The children will then discover the cause of the fire and focus on this starting in the bakery. They will then look at how the fire spread and compare firefighters past and present. To conclude the learning theme, the children will learn about London after the fire and focus on how it was rebuilt, learning about famous London landmarks.</td>
<td colspan="2">Prior Learning/Links to Learning Themes:
• Children may have some understanding of the meaning of the word past.
• The children may know where London is.
• Some children may have visited London and have first-hand experience of the city.
• Some children, through television and books, may understand what London is like.
• Children may be able to make links and comparisons to buildings and houses during this time, which links to the learning theme ‘Houses and Homes’.</td>
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<tr>
<td colspan="4">Key Questions for Teaching:
• Where is London?
• Why did The Great Fire of London happen?
• What happened during The Great Fire of London?
• What happened after The Great Fire of London?
• How has London developed since the fire?
• What are some famous London landmarks?
• How is London different to where we live?
• What do we mean by the past?</td>
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<td>Focused Literacy Texts:</td>
<td>• All Aboard the London Bus
• Master Bun the Bakers’ Boy
• The Little Red Hen
• Toby and the Great Fire of London
• Non-fiction texts based on The Great Fire of London.
• Paddington’s Guide to London</td>
<td>Texts that Link (these can be read at story time and used in provision):</td>
<td>• Vlad and The Great Fire of London
• A Walk in London
• Peter Rabbit Goes to London
• No, Nancy, No!
• The Tower Bridge Cat
• Madeline in London
• Winnie the Pooh Goes to London</td>
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			• The Great Fire of London by Emma Adams and James Lewis • The Fire Cats of London • The Baker's Boy and The Great Fire of London
Role-Play Opportunities	• Bakery • Fire Station • London Bus • Different London Landmarks		
Nursery Rhymes & Songs	London's Burning; Here in Pudding Lane; Fire, Fire Everywhere; Let's Get Building!; Five Currant Buns in a Baker's Shop; The Wheels on the Bus; London Bridge is Falling Down.		

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 1 Settling In **Autumn Term Only**	N – Spend time getting to know the children throughout the day. Learn their interests. R – Circle Time – Talk about themselves using new vocabulary to describe them as a person. Talk about their families - Who is in their family? What special things do they like to do with their family? N/R – Sing nursery rhymes.	N/R – Sing Head, Shoulders, Knees and Toes - Can they identify parts of their body? N/R – Provide the children with chalks to draw around each other. N/R – Make nature faces using seasonal materials.	N – Support the children to regular their emotions within the setting by developing a positive relationship. R – Think about what makes us all unique through looking at photographs of each other. Look at similarities/differences between us all. N/R – Discuss the classroom rules and why we have them. How do they keep us safe?	N/R – Share books with children about starting school e.g. Starting School by Janet & Alan Ahlberg. N/R – Take part in regular reading sessions and allow the children to choose books of interest to share. N – Children to draw a picture of their family. R – Children to draw a picture of their family. Can they add labels to their pictures?	N/R – Sing nursery rhymes and read books involving number. R - Encourage children to sort objects by colour and size. R – Make comparisons through play using mathematical vocabulary e.g. more than/less than.	N/R – Create self-portraits using different media. R – Draw something that they like to do. Can they describe it? Mix together different coloured paints. Can they paint their hands and feet?	N/R – Use a treasury basket to explore the five senses. Go on a sensory walk around the setting/village. Use magnifying glasses and explore natural objects.

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Week 2 **Where is London?** Text – All Aboard the London Bus	N/R – Look at different famous buildings in London. Discuss what they are like and learn their names. Use a box of resources linked to London as a stimulus (include a tube map). Talk about what it is like to explore London. How would we feel?	N/R – Talk about our own houses and where we live. What are our houses like? Do we have similar/different houses? R – Discuss the importance of knowing where we live in case of an emergency. Talk about our addresses.	N/R – Add a map of London to a tuff tray and provide different vehicles for the children to manoeuvre around the city. What do they see as they travel around the map? N/R – Provide the children with flag templates. Can they create St. George's red cross?	**Autumn Term** N/R – Introduce the children to the text and explain that this is a book of short poems. Talk about the meaning of a poem and discuss rhyme. N/R – Identify the words that rhyme within the different poems. N – Look at the bus that the book is based upon. Form a bus and sing Wheels on the Bus. Perform this to the rest of the group, including actions.	Following White Rose Maths	N – Look at a picture of London as a city. Think about what sounds you would hear when walking around the city. Use percussion instruments to recreate the sounds. R – Paint paper of different shapes and sizes to re-create London city. 	N/R – Locate London on a map. Use magnifying glasses to explore London. R – Discuss what London is like and record facts.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				N – Create big, red buses. Use lines/shape and marks for windows and features. Orally describe the bus. N/R – Talk about visiting London. Have the children been before? Would they like to go? What would they like to see? R - Record their answers using a speech bubble (scribed where necessary) and a drawing/picture of them. R – Make/draw a big, red bus and add labels using marks.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Imagine you are looking at London from the top of the bus. What can you see? Record what you can see through drawing/mark making. **Spring Term** N/R – Introduce the children to the text and explain that this is a book of short poems. Talk about the meaning of a poem and discuss rhyme.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 2 (cont.)				R – Identify the rhyming words and record these. Highlight the spelling patterns that form the rhyme e.g. late and gate. R – Explain that we are going to be imaginative thinkers this week and we are going to imagine we are aboard the big, red bus. Imagine we are riding around on the big, red bus. What can we see? Record an 'I can see…' sentence(s).			

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Week 2 (cont.)				R – Through imaginative play, board the big, red bus and travel around the classroom. Look at different sights of London. Record key words linked to each sight (this will help the children with their fictional recount).			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 (cont.)				R – Think of the different things you might see on your journey. Write a fictional recount' of your visit to London. Include feelings and what they would see e.g. *I felt scared,* *London was big.* *The bus was big and red. I saw the London Eye.* *It was up high.* *It made me feel sick!*			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 **Why did The Great Fire of London happen?** Text – Master Bun the Bakers' Boy by Allan Ahlberg	N/R – Sing Five Currant Buns in a Baker's Shop. N/R – Talk about the role of a baker. Visit a local bakery.	N/R – Talk about safety when cooking. Discuss how we stay safe in school and how we can keep each other safe.	N/R – Add enhancements to the home corner so that children can re-create the Baker's Shop. N/R – Place flour, water and yeast in a tuff tray so that children can 'make their own bread'.	**Autumn Term** N/R – Read the text and discuss the meaning of a **baker.** R/N - Carry out pretend play to be a baker. N – Create a box of different items that a baker would use. Talk about the items and identify the initial sounds of these. N – Draw a baker. N – Sequence instructions for making bread (simplistic form).		N – Using different playdough and malleable materials, re-create different bakery goods. R – Use basic salt dough to create toy bread. Encourage the children to make different shapes and sizes. Decorate and glaze the salt dough.	N/R – Children to make bread.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Draw a baker and add the initial sound /b/ for baker. Orally discuss what a baker does and what their role entails. R – Draw pictures of the ingredients that a baker needs to make bread. Add marks for meaning/initial sounds. R – Sequence instructions on how to make bread using pictures. Orally describe each stage to their peer/an adult.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 3 (cont.)				R – Use a photograph of the bread they made. Add initial sound labels e.g. y for yummy or s for soft. **Spring Term** N/R – Read the text and discuss the meaning of a baker. What does a baker do? Explain that we will be bakers this week by making bread! N – Create a box of different items that a baker would use. Match the items to their initial sound (use the grapheme card).			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 3 (cont.)				N – Draw a baker and add an initial sound for baker /b/. N – Sequence instructions for making bread. Tell an adult what is happening at each stage. R – Draw a baker and write what they do. R – Write a list of things we'd need to make bread. R – Sequence making the bread and add labels. R – Write simple instructions for making the bread.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4	N/R – Learn and perform 'London's Burning'.	N/R – Talk about how the people would have felt	N/R – Provide the children with buckets of different	**Autumn Term**		N – Experiment with colour mixing	N – Children to re-enact being a firefighter from

What happened during The Great Fire of London? Text – The Little Red Hen	N/R – Talk about the dangers of fire and the impact that fire can have. R – Talk about fire safety plans – what would we do if a fire was in our house?	during the fire. Discuss different emotions – relate these to colour. N/R – Talk about how people helped one another. Discuss how we can help our friends.	sizes and allow them to practise putting out fires. N/R – Add red, orange, yellow, white and black paint to the creative area. Invite the children to take part in mixing colours. Add different sized brushes for the children to create paintings.	N/R - Listen and join in with the story. N – Make The Little Red Hen using craft materials and describe her orally. N – Retell the story using props/puppets. N – Think of another animal that could join the story. Make an animal mask.		to create fire pictures. R – Make Tudor houses from cereal boxes.	the past. How is this different to firefighters that we have now? R – Talk about firefighters in the past and now. Make comparisons and explain how they have changed. R – Create a timeline of The Great Fire of London to record the key events.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)			N/R – The Little Red Hen enhancements such as playdough mat or an investigation table based on wheat/flour.	R – Map the story using pictures. Discuss what is happening in the beginning, middle and end (spoken language). R – Draw The Little Red Hen and describe her adding labels. R – Create a new animal that could join the story. Draw them and add descriptive labels. **Spring Term** N/R - Listen and join in with the story.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 4 (cont.)				N – Make The Little Red Hen using craft materials. Write 'hen' and 'red' using marks or recognisable letters. N – Retell the story using props/puppets. Include the key refrains from the story. Perform this to an audience. N – Think of another animal that could join the story. Make an animal mask and describe the animal using spoken language.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 4 (cont.)				HAPS – create a speech bubble with the key refrain from the story. R – Map the story using pictures and record key phrases for the beginning, middle and end. R – Draw The Little Red Hen and describe her adding labels. R – Draw the characters from the story and add speech bubbles of the key refrains "Who will help me?", said Little Red. "Not I", said the dog.			
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 4 (cont.)				R – Create a new animal character that could join the story. Draw them			

				and add descriptive labels. R – Retell the story including a beginning, middle and end. **Include the new character.**			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 **What happened after The Great Fire of London?** Text – Toby and The Great Fire of London	N/R – Talk about the meaning of a king. What is a king and why are they important? R – Introduce the children to the famous person, Samuel Pepys. What did he do during the fire? R – Talk about parliament. Link this to modern day. Show the children a picture of the Houses of Parliament in London. Discuss what parliament is and the role of MPs.	N/R – Talk about what it means to be brave. How were the people brave during the fire? N/R – Add a wig and costume to the home corner so that children can dress up as Samuel Pepys or an MP.	N/R – Add different sized chalks to the outdoor area. Encourage the children to draw flames. N/R – Provide the children with crown templates and creative materials to decorate their own crowns.	**Autumn Term** N/R – Read text and discuss the key events. R – Orally compose questions based on how people felt at the time. N/R – Use stick puppets to re-enact the fire. What did the people do during this time? N/R – As a group, create a story map to retell the story with actions and key phrases.		N – Create a large fire using different collage materials. Tear different coloured tissue paper to create flames. R – Create fire scenes using wax crayons or chalks. Teach the children blending techniques.	N/R – Discover how London houses were rebuilt after the fire to prevent it from happening again. N – Make houses similar to those that were rebuilt by using building blocks/Duplo. How are they stronger than wood? R – Draw a house made from brick and add a sentence to reflect the change in London.
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements***	**Literacy** **Autumn Term** **Spring Term**	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**

Week 5 (cont.)				N – Make a fire from props or craft materials and collate describing words orally. R – Draw Toby and add a speech bubble using marks or recognisable sounds. **Spring Term** N/R – Read text and discuss the key events. N – Retell the events of the fire using stick puppets.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				N – Imagine you were alive during the fire. Draw a picture of yourself and add a speech bubble using recognisable marks or letters. N – Individually create story maps using drawing. Orally retell this to an adult. N – Make a fire from props or craft materials and add describing labels using recognisable marks/letters.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 5 (cont.)				R – Roleplay the fire and create a story map independently using drawing and key phrases. R – Sequence the story independently. R - Recall each event orally. Add key sentences. R – Hot seating as Toby. Discuss his feelings using spoken language. Draw Toby and add a written speech bubble. R – Write a simple diary entry as Toby. *Dear Diary,* *I feel scared. My house is on fire.* *Toby.*			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 **How has London developed since the fire?** Text – Non-fiction books based on The Great Fire of London	N/R – Look at photographs of London now and then. Talk about how it has changed. What is the key difference? N/R – If we visited London now, what would we see? Reflect on this question after watching a video stimulus. R – Introduce the children to the famous person, Christopher Wren through non-fiction texts. Who was he and why was he important in 1666?	N/R – Talk about our own houses. If we had to rebuild it, what would we change and why?	N/R – Set up the craft area with different media and materials so that children can create their own London buses. R – Provide the children with different types of sketching pencils and pictures of famous London landmarks. Can the children draw the other half of the landmark? N/R – Provide the children with different sized sticks to make fires outside. N/R – Create collage fires using tissue paper.	**Autumn Term** N/R – Share a range of non-fiction books with the children. N – Think about a fire and what it is like. Collate describing words linked together. N – Use different resources that link to the fire. Show these to the children. Explore them first hand and verbally describe them using the senses. N – Make bonfire biscuits/cakes. Recall step-by-step instructions on how they were made.		N – Provide the children with different coloured paints (related to fire) and create marble paintings. R – Show the children a basic sketch of St. Paul's Cathedral. Discuss the use of line and shape. Encourage the children to create a replica sketch.	N – Paint/create London buses. Use these to travel around the classroom and look at different photographs of London now. How has it changed? R – Look at how London developed after the fire in more detail and complete a comparison.

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)	Discuss the role of an architect.			N – Sequence events from the fire using a cut and stick activity. R – Create a group mind-map of adjectives to describe the fire. R – Think of the five senses. Use our senses to describe the fire/fire pictures. Next to sense pictures, record labels. R – Use our senses to make bonfire cakes/biscuits. R – Sequence how the cakes were made.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy **Autumn Term** **Spring Term**	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				R – Write simple instructions. **Spring Term** N/R – Share a range of non-fiction books with the children. N – Create a senses mind-map as a group. N – Make bonfire biscuits/cakes. Recall step-by-step instructions on how they were made. N – Sequence events from the fire using a cut and stick activity. Add key marks or recognisable letters.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements*	Literacy Autumn Term Spring Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 6 (cont.)				R – Mind-map adjectives to describe the fire. Record these independently. R – Focus on the fire senses. Write sentences beginning with the sentence stem 'I can…' R – Learn a verse from the poem 'The Great Fire of London' by Paul Perro. Perform this to an audience. R – Create acrostic poems based on the fire.			

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Week 7 **What are some famous London landmarks?** Text – Paddington's Guide to London	N/R – Make marmalade sandwiches. Follow the instructions and talk about each stage. N/R – Read famous Paddington stories. Which is their favourite and why? N/R – Look at Paddington's Guide to London. Which is their favourite place and why? How is this different to where we live?	N/R - Provide children with different teddy bears so that they can recreate scenes from Paddington stories. How would they take care of the bear? Talk about travelling to London. How would they feel in a city? Discuss how to stay safe in a busy place. N/R – Bring in their favourite teddy. Talk about why they are their favourite.	N/R – Provide playdough and other creative materials so that children can make Paddington. R – Add postcards to the learning environment to send to Paddington.	**Autumn Term** N/R – Take time sharing the book. Look carefully at the different landmarks and explore these together. N – Think about Paddington Bear. Make Paddington and describe what he is like. N – Make marmalade sandwiches. N – Recall the steps made to make these. N – Sequence instructions and orally discuss each stage.		N – Take part in imaginative play and imagine that they are at the top of the London Eye. What does it feel like to be high up? What can they see from the top? N – Create Big Ben or Tower Bridge using building blocks. R – Use lines and shapes to draw one of the London landmarks. Use different shades and tones for effect.	N – Create a tuff tray based on London and the key landmarks. Use toy vehicles to visit the different landmarks. Discuss what they are like. R – Look at different London landmarks. What are they like? Create a map of London and add the landmarks to the map. Can the children add labels?
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Week 7 (cont.)				R – Use pictures of the landmarks and orally record facts based on these as a group. R – Think about the landmark they would like to visit and why. Record this through drawing and add marks for reference. R – Make a tourist information leaflet and add key words/labels to the landmarks.			

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Week 7 (cont.)				**Spring Term** N/R – Take time sharing the book. Look carefully at the different landmarks and explore these together. N – Make marmalade sandwiches. N – Recall the steps made to make these. N – Sequence instructions and add marks or recognisable letters underneath each picture.			

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Week 7 (cont.)				R – Look at pictures of the famous landmarks. Record facts about these independently. R – Draw the landmark they would like to visit and why. Record this using a sentence. R – Make a tourist information leaflet. Draw the different landmarks from the book and add key information for each.			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan

Class:		Date:		Topic:	

Area of Learning	Indoor Enhancements	Outdoor Enhancements	Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language				
Personal, Social and Emotional Development				
Physical Development				
Literacy				
Mathematics				
Understanding the World				
Expressive Arts and Design				

KEY STAGE 1

By the end of the piece of learning about **'The Great Fire of London'** children will be able to answer the following questions which cover the basic facts of the event (when, where, what), the immediate causes and consequences (why it spread, how it was stopped, what changed), and introduce early historical thinking skills like cause and effect and understanding the past:

1. **When and where did the Great Fire of London happen?** (Focuses on chronology and location - important historical foundations).
   - *Expected Answer:* It happened a long time ago, in 1666, in London. (Encourage them to understand it was in the past).

2. **What started the Great Fire of London?** (Focuses on cause and effect, a key historical skill).
   - *Expected Answer:* It started in a baker's shop on Pudding Lane. (Simple factual recall of the initial event).

3. **Why did the fire spread so quickly?** (Focuses on understanding the conditions that contributed to the event - early understanding of historical context).
   - *Expected Answer:* The houses were made of wood, they were very close together, and there was a strong wind. (Highlighting key factors).

4. **What did people do to try and stop the fire?** (Focuses on actions and responses to a significant event).
   - *Expected Answer:* They tried to put it out with buckets of water, and they pulled down some houses to make firebreaks. (Simple understanding of attempts to control the fire).

5. **How did the Great Fire of London eventually stop?** (Focuses on the conclusion of the event and the factors involved).
   - *Expected Answer:* The wind died down, and they blew up more houses to make bigger firebreaks, and then it rained. (Understanding the factors that led to the fire ending).

6. **How did the Great Fire of London change London?** (Focuses on the consequences and impact of a historical event).
   - *Expected Answer:* Lots of houses were burnt down, and when they rebuilt London, they made the houses out of brick and stone so it wouldn't happen again. (Understanding the immediate and longer-term impact).

Other questions to consider and information to recall:
Where did the Great Fire of London start? (This tests their recall of a fundamental fact and the origin of the event.)
Can you name one or two reasons why the fire spread so quickly? (This encourages them to think about the conditions that made the fire dangerous, such as wooden houses being close together or the wind.)
What was Samuel Pepys doing when the fire started, and how did he find out about it? (This introduces a key historical figure and how information about the fire began to spread.)
Can you name one way that people tried to stop the fire from spreading? (This explores their understanding of the efforts made to control the disaster, such as pulling down houses or using buckets of water.)
How did the Great Fire of London change the city afterwards? Can you name one thing that was different? (This encourages them to think about the long-term impact of the fire, such as new brick buildings or wider streets.)
Why do we still learn about the Great Fire of London today? (This prompts them to consider the historical significance and what we can learn from past events.)
When did the Great Fire of London happen? 1666
Where did the Great Fire of London start? A bakery in Pudding Lane, London
Why did the Great Fire of London happen? Sparks from the baker's oven set fire to the shop and the fire quickly spread.
Which famous landmark was destroyed in the fire? St Paul's Cathedral
How do we know The Great Fire of London happened? Because a man called Samuel Pepys wrote about it in his diaries.
How can you stop fires from happening in your home?

Key Vocabulary

Pupils should be able to use the following words:

Here is a list of key vocabulary for Key Stage 1 pupils about 'The Great Fire of London', with simple explanations:

Key People and Places:
London: The big city where the fire happened.
Pudding Lane: The street where the fire started in a bakery.
bakery: A shop where bread and cakes are made and sold.
Samuel Pepys: A man who wrote about the fire in his diary.
King Charles II: The King at the time of the fire.
St Paul's Cathedral: A very big church in London that was burnt down and then rebuilt.
River Thames: The river that runs through London. People tried to use water from it to put out the fire.

Words about the Fire:
fire: Burning flames and smoke.
smoke: The grey cloud that comes from something burning.
flames: The hot, bright part of a fire.
burning: When something is on fire.
spread: To move quickly from one place to another. The fire spread quickly.
wooden: Made of wood. Many houses were made of wood, which burned easily.
thatched roof: A roof made of straw or dry grass. These caught fire easily.
narrow streets: Streets that were very close together, which helped the fire spread.
destroyed: When something is broken or ruined completely. Many houses were destroyed.
damaged: When something is harmed, but not completely destroyed.

Actions and Consequences:
diary: A book where someone writes about what happens each day. Samuel Pepys wrote a diary.
escape: To get away from danger. People had to escape from the fire.
firefighters: People who help to put out fires (though there weren't official ones like today).
fire engine: A vehicle used to carry things for putting out fires (these didn't exist in 1666).
water buckets: Buckets used to carry water to try and put out the fire.
pulled down: When buildings were knocked down to try and stop the fire from spreading.
rebuilt: Built again after being destroyed. London was rebuilt after the fire.
homeless: Having nowhere to live because your home has been destroyed. Many people were left homeless.
17th century: The time from 1601 to 1700. The Great Fire happened in 1666, which was in the 17th century.

Art & Design

Art & Design objectives for Key Stage 1 pupils based on 'The Great Fire of London', categorised for clarity:

Overall Aim: To enable pupils to explore and express their understanding of 'The Great Fire of London' through various art and design techniques, developing their creativity, observational skills, and knowledge of historical events.

1. Exploring Materials and Techniques:
Objective: To experiment with a range of materials (e.g., paint, charcoal, pastels, collage materials, found objects) to create different effects related to fire, smoke, and destruction.
Example Activities: Using red, orange, and yellow paints for fire; black charcoal for smoke; ripping and layering paper for charred buildings.

Objective: To develop skills in cutting, sticking, tearing, and joining materials to construct simple 3D models or collages.
Example Activities: Creating simple house structures from cardboard boxes; tearing paper to represent flames; sticking fabric scraps for textures.

Objective: To explore different ways of applying paint (e.g., dabbing, swirling, dragging) to represent movement and texture.
Example Activities: Using sponges to dab paint for brick textures; swirling paint for smoke patterns.

2. Generating Ideas and Making:
Objective: To observe and discuss images and artworks related to fire, historical buildings, and the Great Fire of London, identifying key visual elements.
Example Activities: Looking at historical illustrations of the fire; discussing colours used to depict fire; noticing materials used in old buildings.

Objective: To use their imagination and knowledge of the Great Fire to create their own artistic responses.
Example Activities*:* Drawing what they imagine the fire looked like; designing a 'fireproof' house.

Objective: To plan and create simple artworks, considering the message or feeling they want to convey.
Example Activities*:* Deciding whether their artwork will show the fire starting, spreading, or the aftermath; choosing colours to reflect danger or sadness.
Objective: To develop their fine motor skills through precise cutting, drawing, and manipulating materials.

3. Evaluating and Developing Work:
Objective: To talk about their own artwork and the artwork of others, using simple art vocabulary (e.g., 'bright', 'dark', 'texture', 'shape').
Example Activities: Describing why they chose certain colours; explaining what their picture shows; saying what they like about a friend's artwork.

Objective: To make simple improvements to their work based on suggestions or their own reflection.

Example Activities: Adding more details to their drawing; trying a different way to make smoke; making their building taller.

Objective: To understand that art can be used to tell a story or record events.
Example Activities: Discussing how their artwork tells the story of the Great Fire; understanding that historical paintings can show us what things used to look like.

4. Knowledge and Understanding (Interdisciplinary Link):
Objective: To represent key elements of the Great Fire of London visually (e.g., fire, smoke, narrow streets, timber houses, people evacuating, the Monument).
Example Activities: Drawing or painting buildings from the period; including details like water buckets or baker's shops.

Objective: To understand how art can help us learn about history.
Example Activities: Discussing how images from the past help us understand what happened during the Great Fire.

Art and Design activity ideas for Key Stage 1 pupils linked to The Great Fire of London, focusing on engaging their creativity and understanding of the historical event:

Burning Houses Collage:
Activity: Provide pupils with cardboard strips (to represent timber frames), yellow, orange, and red tissue paper, and black paper for silhouettes of houses. Children can glue the cardboard strips onto a larger piece of paper to create the outline of Tudor-style houses. Then, they can tear and layer the tissue paper within the frames to create the effect of flames. Finally, they can glue black paper cut into simple house shapes behind the flames to create a silhouette effect of the burning buildings.
Design Element: Focuses on layering, colour mixing (through tissue paper), texture, and creating a sense of depth and movement (the flames).

Fire Spread Handprints:
Activity: On a long roll of paper or large sheets joined together, start with a few simple house outlines drawn in pencil. Children can then use yellow, orange, and red paint on their hands to create "flames" spreading from one house to another. Encourage them to think about how the fire jumped from building to building.
Design Element: Emphasizes the concept of spread and scale, using repetition of colour and shape (handprints as flames) to visualize the event.

Tudor House Construction with Straw and Cardboard:
Activity: Using small cardboard boxes or milk cartons as the base, children can use brown or black felt-tip pens to draw the timber frames of Tudor houses. They can then glue small pieces of straw or thin strips of brown paper onto the cardboard to create a textured thatched roof.
Design Element: Explores 3D construction, texture (straw for thatch), and the visual characteristics of Tudor architecture.

"***Night of the Fire" Silhouette Pictures:***
Activity: Children can paint a background wash of dark blues and purples to represent the night sky. Once dry, they can cut out simple silhouettes of Tudor houses (with pointy roofs and timber frames)

from black paper and glue them onto their background. They can then add small flicks of yellow and orange paint to represent the flames against the dark sky.
Design Element: Focuses on silhouette, contrast (dark sky vs. bright flames), and creating a dramatic atmosphere.

Clay or Playdough Fire and Houses:
Activity: Children can use brown or grey clay/playdough to create simple models of Tudor houses. They can then use red, orange, and yellow playdough to sculpt flames licking around the buildings. They can also add details like small windows or roof shapes.
Design Element: Explores 3D form, texture, and using different colours to represent different elements (houses and fire).

Pop-Up Fire Scene:
Activity: Children can draw simple Tudor houses on one piece of card. On another piece, they can draw and cut out flame shapes in yellow, orange, and red. By making a small fold at the bottom of the flames, they can glue this folded part to the house card so that the flames "pop up" when the card is opened.
Design Element: Introduces the concept of movement and dimension in design, creating an interactive representation of the fire.

It is important to discuss the historical context before and during these activities, explaining why the houses were so flammable and how the fire spread. Encourage children to think about the colours and shapes that represent fire and Tudor buildings.

Computing

Computing objectives for Key Stage 1 pupils about 'The Great Fire of London', focusing on skills and concepts:

Overall Computing Aim: To use technology creatively and purposefully to explore and present information about the Great Fire of London.

Specific Learning Objectives (Pupils Will Be Able To):
1. Understanding and Using Digital Systems:
Log on and off a computer/tablet independently (or with minimal adult support).
Open and close simple applications (e.g., a painting program, a word processor, a presentation app).
Use a mouse or touchscreen to select and move objects.
Understand that computers can help us learn about the past.

2. Creating and Programming:
Use a simple drawing or painting program to create pictures related to the Great Fire of London (e.g., houses, fire, Pudding Lane).

Add text to their drawings to label parts or describe what they have drawn (e.g., 'Fire!', 'Old Houses', 'Pudding Lane').
Create a simple digital story or sequence of events about the Great Fire of London using a presentation tool (e.g., by adding images and short sentences to slides).
Experiment with simple coding concepts to make an object move or change on screen (e.g., using a block-based coding program like Scratch Jr. to animate a fire spreading or a character escaping).

***Scaffolding**:* Pupils could sequence a few simple instructions (e.g., move forward, turn) to make a character travel a short distance, representing an escape route.

3. Handling Data and Information:
Find and select appropriate images or icons from a pre-selected gallery to represent aspects of the Great Fire of London (e.g., a baker, a fire engine, a church).
Begin to understand that information can be found and shared digitally.
Talk about what they have created on the computer and how it helps them understand the Great Fire of London.

4. Digital Literacy and Online Safety (integrated where appropriate):
Understand that it's important to ask an adult before clicking on unknown things.
Recognise that some information on the internet is real, and some is pretend (in the context of stories vs. historical facts).
Share their work respectfully with others.

Examples of Activities that meet these objectives:
Digital Storytelling: Pupils use a simple presentation app to create a sequence of slides illustrating key events of the fire, adding their own drawings and short sentences.
Interactive Scene Creation: Using a drawing program, pupils can design their own street in 1666, adding details like timber-framed houses and then showing the fire spreading.
Simple Animation/Coding: Using Scratch Jr., pupils could animate a fire spreading across a town or a character (like Samuel Pepys) moving through the city.
Digital Timeline: Pupils drag and drop images or icons onto a pre-made digital timeline to show the order of events.
Fire Safety Message: Create a simple digital poster or presentation about what they learned from the fire regarding fire safety, using pictures and simple text.

Assessment:
Observation of pupils' engagement and independent use of technology.
Review of pupils' digital creations (e.g., drawings, presentations, simple coded sequences).
Pupil discussions and explanations of their work.

Computing activity ideas linked to The Great Fire of London suitable for Key Stage 1 pupils, focusing on age-appropriate skills and tools:

Digital Storytelling with Images and Sound:

Activity: Children can use a simple presentation software (like PowerPoint or Google Slides) or a digital storytelling app (like Storybird or Book Creator) to create a short story about the Great Fire of London. They can insert images of old London, houses, fire, and people. They can also record their own voices to narrate parts of the story or add simple sound effects (crackling fire, shouting).
Computing Skills: Using a mouse/touchscreen, inserting images, recording audio, sequencing slides/pages, basic navigation of software.

Creating a Pixel Art Scene:
Activity: Using a simple pixel art editor (many free online tools are available, or even drawing on grid paper), children can create a pixelated image of a scene from the Great Fire of London, such as burning houses, the River Thames, or people escaping.
Computing Skills: Understanding pixels as building blocks of digital images, using digital drawing tools, colour selection, developing fine motor skills with digital input.

Interactive Timeline:
Activity: With teacher support, children can create a simple interactive timeline of the key events of the Great Fire of London using a tool like Timetoast (teacher-led) or a simplified drag-and-drop timeline maker. They can add short text descriptions and relevant images to each event.
Computing Skills: Understanding the concept of a timeline, sequencing events, using drag-and-drop interfaces, associating text and images.

Coding a Simple Fire Animation:
Activity: Using a block-based coding platform like ScratchJr, children can create a simple animation of fire spreading. They can use character sprites (houses, flames), and simple code blocks to make the flames move and grow.
Computing Skills: Introduction to basic coding concepts (sequencing, loops), using visual programming blocks, understanding cause and effect in code.

Digital Drawing and Labelling:
Activity: Children can use a simple drawing program (like Paint or a tablet drawing app) to draw a picture related to the Great Fire of London (e.g., a Tudor house, a fire bucket). They can then use text tools to label different parts of their drawing.
Computing Skills: Using digital drawing tools (brush, shapes, colour palette), using text input, associating labels with parts of an image.

Researching Images and Facts (with supervision):
Activity: With careful teacher guidance and pre-selected websites or image libraries, children can learn to search for age-appropriate images and simple facts about the Great Fire of London. They can then save these images or copy short sentences into a document or presentation.
Computing Skills: Basic internet navigation (with strict boundaries), using search terms, identifying relevant information, saving digital content, understanding online safety (not sharing personal information).

Important Considerations for Key Stage 1:
Adult Support: Many of these activities will require significant adult support and guidance.
Keep it Simple: Focus on basic skills and avoid overly complex software or tasks.
Clear Instructions: Provide clear, step-by-step instructions.

Focus on Learning Outcomes: Ensure the computing activity reinforces their understanding of the Great Fire of London.
Safety First: Emphasise online safety and supervise internet use closely.

Design & Technology

Design & Technology objectives for Key Stage 1 pupils related to 'The Great Fire of London', broken down by the key areas of the D&T curriculum:

Overarching Aim: Understanding how design and technology helped people in the past and how we can learn from it, focusing on the context of the Great Fire of London.

1. Designing

1.1. User & Purpose:

Pupils can identify a user and purpose for a product related to the Great Fire (e.g., a safer house, a tool for firefighting, a baker's oven).

Pupils can describe what makes a Tudor house different from a modern house, considering why these differences might have contributed to the fire.

1.2. Generating Ideas:

Pupils can suggest simple design ideas for a product to prevent or fight fires, drawing on knowledge of the Great Fire.

Pupils can communicate their design ideas through drawing, talking, and making simple models.

1.3. Design Criteria:

Pupils can begin to identify some simple criteria for their design (e.g., "it needs to be strong," "it needs to be safe from fire").

2. Making

2.1. Tools & Equipment:

Pupils can safely use a range of simple tools and equipment to make their products (e.g., scissors, glue, rulers, simple cutting tools for card/paper).

Pupils can explain why certain tools are used for specific tasks (e.g., "I used scissors to cut the paper because it's soft").

2.2. Materials:

Pupils can choose and use a range of materials, including everyday materials and construction materials, to make their products (e.g., cardboard, paper, wood offcuts, fabric, plastic bottles).

Pupils can explain why some materials are more suitable for certain parts of their design (e.g., "I used cardboard for the walls because it's stiff, and paper for the roof because it's lighter").

Pupils can understand that some materials are flammable and others are less so, relating this to Tudor houses (e.g., wood vs. brick/stone).

2.3. Joining & Assembling:
Pupils can join and combine a range of materials and components accurately, using appropriate techniques (e.g., gluing, taping, slotting, folding).

3. Evaluating
3.1. Evaluating Products:
Pupils can evaluate their own products against their initial design criteria (e.g., "Does my house stand up? Is it strong?").
Pupils can suggest simple ways to improve their own products.

3.2. Evaluating Ideas & Products of Others:
Pupils can talk about what they like and dislike about existing products related to the Great Fire (e.g., pictures of Tudor houses, firefighting equipment of the time).
Pupils can offer constructive suggestions for improving the designs of others.

4. Technical Knowledge
4.1. Structures:
Pupils can explore and understand how simple structures work (e.g., how to make a freestanding house model, understanding the importance of a strong base).
Pupils can identify features of existing structures that make them strong and stable (e.g., wide bases, reinforced corners).

4.2. Mechanisms (Optional, depending on project focus):
Pupils can explore simple mechanisms if relevant to their project (e.g., a lever for a simple water pump model, wheels for a fire cart).

4.3. Understanding the Context:
Pupils can explain how design and technology played a role in the Great Fire of London (e.g., the materials used in houses, the lack of effective firefighting equipment).
Pupils can understand how design and technology have changed over time in relation to safety and fire prevention.

Design and Technology activity ideas linked to The Great Fire of London suitable for Key Stage 1 pupils, focusing on simple construction, mechanisms, and understanding materials:

Building Tudor Houses (Simple Structures):
Design Brief: To design and build a model of a Tudor house like the ones that were in London during the Great Fire.
Activity: Children can use cardboard boxes (different sizes), cardstock, straws, and glue to create basic 3D house structures. They can focus on the timber-framed look by drawing or gluing on strips of black paper or card. They can add simple pitched roofs made of card.
DT Skills: Joining materials (gluing), cutting, shaping, understanding basic structures, following instructions.

Creating a "Burning" House Model (Simple Mechanisms/Effects):
Design Brief: To design a Tudor house model that shows how the fire might have spread.
Activity: Build a simple cardboard Tudor house (as above). Then, use red and yellow cellophane or tissue paper to represent flames. Children can poke holes in the roof and sides and poke the "flames" through, or create flaps that can be opened to show the fire inside.
DT Skills: Using materials to represent effects, simple manipulation, understanding cause and effect (fire spreading).

Making Firefighter Buckets (Containers):
Design Brief: To design and make a bucket that could have been used to carry water to put out the fire.
Activity: Children can use small plastic containers or sturdy paper cups. They can decorate them to look like old-fashioned buckets using paint or paper. They can then design and attach a simple handle using string or pipe cleaners.
DT Skills: Shaping and decorating containers, joining materials (attaching handles), understanding the purpose of a tool.

Designing a Firefighting Tool (Simple Tools/Levers):
Design Brief: To design a simple tool that could help firefighters pull down burning buildings.
Activity: Discuss simple levers (like a see-saw). Children can then design a long tool using sturdy cardboard tubes or sticks. They could add a "hook" at the end made from bent card or a pipe cleaner. This is more about the design and understanding the need for such a tool rather than a fully functional lever.
DT Skills: Understanding the purpose of tools, designing for a specific function, joining materials.

Constructing a Simple Water Pump Model (Basic Systems):
Design Brief: To create a model that shows how people might have tried to get water to the fire.
Activity: This can be a very simplified model. Children can use a plastic bottle with a straw inserted. By squeezing the bottle, they can make water (or pretend water) come out of the straw. Discuss how a bigger pump would work to move more water.
DT Skills: Understanding simple systems, cause and effect, manipulating materials to achieve a function.
Creating a Map of Pudding Lane (Representation and Planning):
Design Brief: To design a simple map showing where the fire started on Pudding Lane and how it might have spread.
Activity: Using large paper, children can draw simple shapes to represent houses and the bakery on Pudding Lane. They can use arrows or coloured lines to show the direction the fire travelled. This combines design (layout) with understanding the historical event.
DT Skills: Planning a layout, representing information visually, understanding spatial relationships.

Other Ideas & Resources:
Making a fire engine – exploring wheels and engines this can be in the form of a ‘big build’ group project – creating a fire engine from large boxes.

Making bread (based on where the fire started in the bakery).

Emphasise the "design, make, and evaluate" process throughout these activities. Encourage children to talk about their ideas, choose appropriate materials, build their creations, and then think about what worked well and what could be improved. Safety is also important when using tools and materials.

Geography

Teaching Key Stage 1 pupils about "The Great Fire of London," geography objectives can be integrated into the historical narrative. Here are some key geography objectives, linked to the KS1 National Curriculum, that can be addressed:

Understanding Location and Place:
Locating London: Pupils should be able to locate London on a map of the United Kingdom and understand it as the capital city of England. They can also locate their own town/city in relation to London (e.g., "London is far away from us," or "London is a big city in the south of England").

Identifying Key Features of London (Then and Now):
Past: Identify key geographical features and landmarks of London in 1666, such as the River Thames, Pudding Lane (where the fire started), and prominent buildings of the time (e.g., St Paul's Cathedral before it burnt down, the Tower of London).
Present: Compare and contrast these historical features with modern-day London, recognising how some features (like the River Thames) remain, while others (like the style of buildings) have changed significantly.

Understanding the Physical Environment of London in 1666:
Discuss how the close-packed, wooden buildings of 17th-century London contributed to the spread of the fire.
Recognise the role of the River Thames as a geographical feature used for escape and a source of water (albeit limited for firefighting).
Understand the impact of weather (strong winds) on the fire's spread.

Developing Geographical Skills:
Using Simple Maps and Plans:
Use simple maps or plans of London (then and now) to identify where the fire started and how it spread across the city.
Use pictorial representations or simple symbols to mark key locations related to the fire.

Understanding Scale (Simple Concepts): Begin to grasp the idea of how large an area the fire affected by looking at maps showing the burnt-out areas of London.

Comparing and Contrasting: Identify similarities and differences between London in 1666 and London today in terms of its appearance, buildings, and how people moved around.

Human and Physical Geography:
Human Impact on the Environment: Understand how the Great Fire of London dramatically changed the human landscape of the city, leading to new building regulations (e.g., building with brick and stone) and the development of organised fire services.

Physical Features and Their Influence: Recognise how natural physical features (like the wind and the river) influenced the course of the fire.

<u>Geography activity ideas for teaching Key Stage 1 pupils about The Great Fire of London, focusing on location, change, and understanding the past in a geographical context:</u>

Mapping the Fire (Simple):
Activity: Provide a simple map of modern London with key landmarks (e.g., the River Thames, St. Paul's Cathedral - even if the current one is different). Introduce a basic symbol for the fire. As you tell the story, children can place the fire symbol near where Pudding Lane was (explain it was near the river). Discuss how the fire spread along the river and through the city.
Geography Link: Understanding a simple map, identifying a key location (Pudding Lane), and understanding the concept of spread and direction (along the river, through the city).

Then and Now - Building Materials:
Activity: Discuss the types of houses in 1666 (wooden, thatched roofs, close together) and compare them to houses today (brick, stone, tile). Use pictures. Talk about why the old materials were more likely to catch fire and how the way we build now is safer.
Geography Link: Understanding how human-made environments (buildings) have changed over time and the reasons for those changes (safety). Comparing past and present landscapes.

The River Thames and its Importance:
Activity: Emphasize the River Thames as a key geographical feature of London, both then and now. Discuss how it was used for transport (boats), water supply (though often dirty!), and how the fire spread along the wharves and buildings near the river.
Geography Link: Identifying a significant geographical feature (river) and understanding its importance for people and events in the past.

Where Did People Go? (Simple Migration):
Activity: Discuss how people had to flee their homes as the fire spread. Use simple language to explain that they moved to areas outside the burning city. You could have a large outline of London and have children move toy figures from the "fire zone" to safer areas.
Geography Link: Introducing the basic concept of migration (movement of people) due to a significant event. Understanding the idea of a "safe" and "unsafe" location.

Comparing London to Our Local Area:
Activity: Discuss the differences between London in 1666 and Blakeney/Hindringham/Kelling/Walsingham (or even London today). Consider the size of the settlements, the types of buildings, and how close together they are. This helps children understand that places are different.
Geography Link: Developing a sense of place by comparing and contrasting different locations and understanding that settlements have different characteristics.

Mapping Escape Routes (Imaginative):
Activity: Provide a very simplified map of the area around Pudding Lane and the River Thames. Ask children to draw a safe route that someone might have taken to escape the fire. Discuss why they chose

that route (e.g., away from the river, towards open spaces - even if those spaces aren't explicitly marked).
Geography Link: Developing basic map skills (drawing a route), understanding the concept of direction and safety in a geographical context, and imaginative application of spatial awareness.

Keep the language simple, use lots of visuals, and make the activities interactive for Key Stage 1 pupils. The focus should be on introducing basic geographical concepts through the engaging story of The Great Fire of London.

History

Key Stage 1 pupils studying 'The Great Fire of London', the history objectives should focus on developing a basic understanding of this significant event beyond living memory, as well as introducing key historical skills.

Learning objectives, aligned with the National Curriculum for KS1 History:

Knowledge and Understanding:
Chronology:
To know when the Great Fire of London happened (1666) and place it within a simple timeline.
To use words and phrases relating to the passing of time, such as 'past', 'present', 'before', 'after', 'old', 'new', 'years ago'.
Key Events and People:
To know where the Great Fire of London started (Pudding Lane) and how it spread.
To identify key people involved, such as Samuel Pepys and King Charles II, and understand their roles.
To describe what happened during the Great Fire, including how it affected Londoners and the city itself.
To understand how the fire eventually stopped.
Cause and Consequence:
To identify reasons why the fire spread so quickly (e.g., wooden houses, narrow streets, dry weather, no organised fire service).
To understand some of the effects of the fire on London and its people (e.g., destruction of homes, rebuilding efforts, new building materials).

Similarities and Differences:
To compare and contrast life in London in 1666 with life today (e.g., housing, fire safety, transport, communication).

Historical Skills:
Asking and Answering Questions:
To ask simple questions about the past (e.g., "When did it happen?", "Who was involved?", "What was it like?").
To answer questions using information gathered from stories, pictures, and other sources.

Using Sources:
To understand that we can find out about the past from different sources (e.g., Samuel Pepys' diary, old paintings, artefacts).
To use parts of stories and other sources to show what they know about the Great Fire.

Communication:
To communicate their understanding of the Great Fire through various means (e.g., drawing, writing, role-play, telling a story).

Developing Historical Vocabulary:
To use a wider range of historical vocabulary related to the Great Fire (e.g., Pudding Lane, thatched roofs, diary, baker, fire hook, river, St Paul's Cathedral, monument).

History activity ideas for teaching Key Stage 1 pupils about The Great Fire of London, focusing on engaging activities and age-appropriate understanding:

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Compare what fire men looked like then to today – look at fire engines from past to now.

Timeline of Key Events (Picture-Based):
Activity: Create simple picture cards representing the key events of the fire: the bakery, the spread of the fire, people fleeing, Samuel Pepys burying his cheese and wine, the fireboats, and the rebuilding.
Learning: Introduce the concept of a timeline and the sequence of events. Children can order the pictures and discuss what happened at each stage.

Role-Playing the Fire Spreading:
Activity: Use building blocks or cardboard boxes to represent the wooden houses of 1666. Start a "fire" (perhaps a red cloth) in one "house" (the bakery) and then physically move it to nearby "houses" to demonstrate how quickly the fire spread due to the close proximity of buildings and materials.
Learning: Understand why the fire spread so rapidly and the dangers of wooden buildings close together.

Exploring Tudor and Stuart Houses:
Activity: Show pictures and discuss the features of houses in 1666: wooden frames, thatched roofs, narrow streets. Compare these to modern houses. Children can then draw or build their own model of a Tudor/Stuart house.
Learning: Identify key characteristics of buildings in 1666 and compare them to their own homes, understanding why the fire was so destructive.

Samuel Pepys and Eyewitness Accounts (Simplified):
Activity: Introduce Samuel Pepys as someone who saw the fire and wrote about it. Read short, simplified excerpts from his diary (or create your own based on his writings) focusing on key observations like the flames, smoke, and people's reactions.
Learning: Understand that historical events are recorded by people who were there and introduce the concept of a primary source in an accessible way.

The Role of Firefighters (Then and Now):
Activity: Discuss how people tried to put out the fire in 1666 (bucket brigades, pulling down houses) and compare this to modern firefighters and their equipment. Children can draw pictures of firefighters from both periods.
Learning: Understand the challenges of fighting the fire in the past and appreciate the advancements in firefighting technology.

Rebuilding London (Design Activity):
Activity: Discuss how London was rebuilt after the fire, with some buildings made of brick and wider streets. Provide children with materials (blocks, paper, crayons) to design their own "new" London buildings, thinking about how to make them safer from fire.
Learning: Understand the impact of the fire and how it led to changes in building materials and city planning.

Use visual aids, keep the language simple, and encourage discussion and questions throughout these activities.

Music

See also Charanga Schemes of work.

Music objectives for Key Stage 1 pupils, linked to the Learning Theme of 'The Great Fire of London', categorised by musical element and skill development.

Overall Aim: To use music to explore and express understanding of 'The Great Fire of London', developing fundamental musical skills and concepts.

I. Listening and Appraising:
Objective (Sound Recognition): Pupils will be able to identify and describe different sounds associated with the Great Fire of London (e.g., crackling flames, bells ringing, shouting, water splashing) and discuss how these sounds can be represented musically.
Differentiation*:* Y2 could discuss the *timbre* of instruments that might best represent these sounds.

Objective (Emotional Response): Pupils will be able to express how different pieces of music (or musical excerpts) make them feel, linking these feelings to the events or atmosphere of the Great Fire (e.g., fear, chaos, sadness, hope).

Objective 3 (Dynamics): Pupils will be able to recognise and respond to changes in dynamics (loud/quiet) in music, linking them to events in the story (e.g., quiet build-up, sudden loud fire, quiet after the fire).

Objective (Tempo): Pupils will be able to recognise and respond to changes in tempo (fast/slow) in music, linking them to the pace of events (e.g., slow beginning, fast spread of fire, slow rebuilding).

Objective (Storytelling through Music): Pupils will be able to identify how music can be used to tell a story or create a scene related to the Great Fire of London.

II. Performing:
Objective (Vocal Exploration): Pupils will be able to use their voices to create sound effects (e.g., crackling, whooshing, shouts) and simple vocal patterns inspired by the Great Fire.

Objective (Body Percussion/Movement): Pupils will be able to use body percussion (clapping, stamping, patting) and simple movements to represent elements of the fire (e.g., flames spreading, buckets of water, people running).

Objective (Instrumental Exploration): Pupils will be able to explore and experiment with a range of untuned percussion instruments to create sounds and textures related to the Great Fire (e.g., shakers for crackling, drums for bells or running, woodblocks for footsteps).

Objective (Simple Rhythmic Patterns): Pupils will be able to perform simple rhythmic patterns (e.g., using 'ta' and 'ti-ti') that could represent words or ideas from the story (e.g., "fire, fire," "run, run, run").

Objective (Singing Simple Songs): Pupils will be able to learn and sing simple songs related to the Great Fire of London, focusing on clear diction and following the melody. This could include traditional rhymes or newly composed songs.

Objective (Following a Conductor): Pupils will be able to follow simple instructions from a 'conductor' (teacher or peer) to start, stop, get louder/quieter, or faster/slower, when performing their Great Fire music.

III. Composing:
Objective (Creating Soundscapes): Pupils will be able to contribute ideas to and create a simple soundscape using voices, body percussion, and/or untuned instruments to represent different stages of the Great Fire (e.g., bakery fire, spread of flames, people escaping, aftermath).
Objective (Musical Storytelling): Pupils will be able to choose and sequence sounds to create a short musical sequence that tells a part of the Great Fire story (e.g., a short section of music to show the fire getting bigger).

Objective (Responding to Stimuli): Pupils will be able to create short musical ideas in response to visual stimuli (pictures of the fire, key characters) or spoken words from the story.

Objective (Exploring Elements): Pupils will be able to begin to make simple choices about dynamics and tempo when creating their own musical ideas, linking these choices to the mood or event they are depicting.

IV. Interrelated Dimensions of Music:
Objective (Understanding Dynamics): Pupils will demonstrate understanding of 'loud' and 'quiet' (dynamic) and be able to apply them in their listening, performing, and composing related to the fire.

Objective (Understanding Tempo): Pupils will demonstrate understanding of 'fast' and 'slow' (tempo) and be able to apply them in their listening, performing, and composing related to the fire.

Objective (Understanding Timbre): Pupils will begin to understand that different instruments and voices make different sounds (timbre) and how these can be used to represent different elements of the fire story.

Music activity ideas for Key Stage 1 pupils linked to The Great Fire of London, focusing on engaging them creatively and developing their musical understanding:

Creating "Fire Sounds":
Activity: Explore different ways to make sounds that represent fire. This could involve:

Body Percussion: Clicking fingers for small sparks, clapping for crackling flames, stamping feet for the fire spreading.
Untuned Percussion: Shaking shakers or maracas for the flickering flames, tapping wooden blocks for the wood burning, scraping sandpaper blocks for the rough sound of fire.
Vocal Sounds: Whispering "hiss," making "whoosh" sounds for the wind carrying the fire, and louder "crackle" and "roar" sounds.
Musical Focus: Exploring dynamics (loud/quiet), tempo (fast/slow), and timbre (different sound qualities) to represent the changing nature of the fire.

"The Bakery's Burning" Song:
Activity: Create a simple, repetitive song about the fire starting in Pudding Lane. For example:
"Baker, baker, bread so sweet, / Fire started on the street! / Crackle, crackle, flames so high, / Smoke is rising to the sky!"
Children can sing this song and add their "fire sounds" at appropriate moments.
Musical Focus: Developing a sense of pulse and rhythm through singing, and linking music to a narrative.

"The Wind Blows the Fire" Movement Piece:
Activity: Use music with a sense of movement (perhaps something with a rising and falling dynamic or a flowing melody) to represent the wind carrying the fire. Children can move freely, using scarves or ribbons to show the direction and intensity of the wind and flames.
Musical Focus: Responding to music through movement, interpreting musical dynamics and tempo.

"Water, Water Everywhere!" Soundscape:
Activity: Contrast the sounds of the fire with the sounds of people trying to put it out. This could involve:
Water Sounds: Gentle tapping on drums or triangles for trickling water, swishing sounds with hands or cloths for pouring water.
Exclamations: Simple chanted phrases like "Water, water, quick, quick!"
Combine these sounds to create a soundscape depicting the efforts to extinguish the fire.
Musical Focus: Exploring contrast in music, creating a soundscape to tell a story.

"The Great Escape" Rhythm Game:
Activity: Use simple rhythms to represent people escaping the fire. For example:
Short, quick claps for running.
Longer, slower sounds for carrying belongings.
Children can listen to a rhythmic pattern played on a drum or by clapping and then copy it. This can represent different stages of the escape.
Musical Focus: Developing rhythmic accuracy and memory.

Creating a "Safe New City" Song:
Activity: After learning about how London was rebuilt, create a simple, more positive song about the new city. This could have a calmer, more melodic feel. For example:
"New houses built, strong and tall, / No more fire to burn them all. / Streets are wider, safer now, / A happy city, hear it vow!"
Musical Focus: Exploring contrasting moods in music and linking music to the resolution of a historical event.

Encourage them to explore sounds, express their ideas, and work together creatively. You can also use visual aids and actions to support their understanding.

Physical Education

Linking PE objectives to the Great Fire of London can be a creative way for Key Stage 1 pupils to explore history through movement. Here are some PE objectives, aligned with the KS1 national curriculum for PE, that can be incorporated into a unit on the Great Fire of London:

Overarching PE Aims for KS1 (from the National Curriculum):
Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Be physically active for sustained periods of time.
Lead healthy, active lives.

Specific PE Objectives for 'The Great Fire of London' for Key Stage 1 Pupils:
1. Mastering Basic Movements and Coordination:
Running: Pupils will be able to run at different speeds (e.g., a slow start representing the small fire, then fast, frantic running as the fire spreads) with control and awareness of space, avoiding collisions with others (representing people fleeing).

Jumping: Pupils will be able to jump in different ways (e.g., jumping over "rubble" or "burning embers") demonstrating control and landing safely.

Throwing and Catching: Pupils will be able to throw and catch objects (e.g., beanbags representing buckets of water or possessions being rescued) with increasing accuracy and control, both individually and with a partner.

Balance and Agility: Pupils will be able to maintain balance in different poses (e.g., balancing on one leg like someone carefully moving through a crowded street) and change direction quickly and smoothly (mimicking navigating burning streets).

2. Developing Movement Patterns and Sequences (Dance/Gymnastics):
Creating movement sequences: Pupils will be able to create and perform short movement sequences inspired by the events of the fire, such as:
The baker waking up and discovering the fire (slow, stretching movements).
The fire spreading from house to house (fast, expanding movements).
People carrying their belongings (carrying actions, walking with varying speeds).
Firefighters passing buckets of water (coordinated passing movements).
The wind blowing (swaying, swirling movements).
London being rebuilt (building movements, strong, steady actions).

Responding to music/rhythm: Pupils will be able to respond to different rhythms and tempos with appropriate movements (e.g., slow, creeping music for the start of the fire, fast, urgent music for the spread). They could also perform "London's Burning" through movement.

3. Participating in Team Games and Co-operative Activities:

Working collaboratively: Pupils will be able to work effectively with a partner or in a small group to achieve a common goal (e.g., in a "water bucket chain" relay, or safely evacuating "belongings" from a designated "house").

Developing simple tactics: Pupils will begin to understand and apply simple tactics in small-sided games or challenges related to the fire (e.g., working together to "put out" a designated "fire" area, or strategising how to move through an obstacle course representing the burning city).

Fair play and respect: Pupils will demonstrate fair play, respect for others, and good sportsmanship during all activities, even when engaging in simulated "competitive" scenarios (e.g., racing to "save" items).

4. Understanding Health and Fitness (implicitly through activity):
Sustained physical activity: Pupils will engage in continuous physical activity for a sustained period, building stamina and endurance through movement-based tasks related to the fire.

Understanding the importance of movement: Through active participation, pupils will begin to understand how movement helps them to stay healthy and how it was essential for people during historical events like the Great Fire (e.g., fleeing to safety, carrying items, fighting the fire).

Examples of activities to achieve these objectives:
"Fire Spreading" Game: Children start in a huddle (Pudding Lane) and gradually expand their movements and spread out across the hall as if the fire is spreading, making burning sounds.

"Bucket Chain" Relay: Children work in teams to pass "water" (beanbags or soft balls) in a chain, practising throwing and catching and working cooperatively.

"Evacuation Obstacle Course": Set up an obstacle course with "rubble" (cushions, mats) and "burning buildings" (cones) that children have to navigate safely, carrying a "possession" (small object) to a designated "safe area."

"Rebuilding London" Movement Sequence: Children work in pairs or small groups to create a dance sequence showing people working together to rebuild the city, focusing on strong, balanced movements.

"Samuel Pepys' Journey": Children follow a movement pathway, performing actions to represent different parts of Pepys' diary (e.g., tiptoeing to hide his cheese, running from the fire, jumping over debris).

PE activity ideas for Key Stage 1 pupils linked to The Great Fire of London, focusing on movement, teamwork, and understanding the historical event:

"Spreading Fire" Tag:

Activity: One or two children are designated as the "fire." They chase the other children. When tagged, a child "catches fire" and must hold the tagged body part (e.g., arm, leg). To become "unburnt," they need another untagged child to gently touch their "burnt" spot.
Link to History: Represents how quickly and easily the fire spread from house to house.
PE Skills: Running, chasing, dodging, spatial awareness, cooperation.

"Buckets of Water" Relay Race:
Activity: Divide the children into teams. Set up a "water source" (e.g., a blue hoop or a designated area) and a "fire" (e.g., a red cone or marker) a distance away. Children take turns running with a small beanbag or soft toy ("bucket of water"), carrying it carefully to the "fire," and placing it down before running back to tag their teammate. The first team to "put out" the fire (all team members have taken a turn) wins.
Link to History: Represents the people trying to put out the fire using buckets of water.
PE Skills: Running, carrying, teamwork, coordination, following instructions.

"Falling Buildings" Balance Challenge:
Activity: Use mats or marked areas as "buildings." Children walk along the "buildings" (practicing balance). On a signal (e.g., a whistle or a shout of "Fire!"), they must carefully step off their "building" and find a safe space (a designated area). You can make it more challenging by having them balance in different ways (one leg, tiptoes) before the "fire" signal.
Link to History: Represents the houses collapsing during the fire.
PE Skills: Balance, coordination, reaction time, spatial awareness.

"Escape from Pudding Lane" Obstacle Course:
Activity: Set up a simple obstacle course using cones to weave through (narrow streets), low hurdles to step over (debris), and a tunnel to crawl through (escaping smoke). Children navigate the course as quickly and safely as possible.
Link to History: Represents the people trying to escape the burning city.
PE Skills: Agility, coordination, problem-solving (navigating the course), gross motor skills.

"Pulling Down Houses" Team Pull:
Activity: Divide the children into two teams. Give each team one end of a long rope or a large, soft scarf. Place a marker in the middle. On a signal, each team tries to pull the marker over their designated line.
Link to History: Represents the Lord Mayor eventually ordering houses to be pulled down to create firebreaks.
PE Skills: Teamwork, pulling, strength (in a safe way), coordination.

"Wind and Fire" Ribbon Dancing:
Activity: Give each child a ribbon or scarf. Play music that changes tempo. When the music is fast, they move their ribbons quickly and erratically, representing the spreading fire. When the music slows down or stops, they move their ribbons gently or hold them still, representing the wind changing or the fire dying down in areas.
Link to History: Represents how the wind played a significant role in spreading the fire.
PE Skills: Creative movement, coordination, following the rhythm, expressing ideas through movement.

Emphasise safety throughout all activities and explain the historical link to The Great Fire of London before and after each game.

Adapt the activities to the space and resources you have available.

Science

While 'The Great Fire of London' is primarily a history topic for Key Stage 1, there are some opportunities to embed science objectives by exploring the scientific principles related to fire.

Science objectives suitable for Key Stage 1 pupils, linked to 'The Great Fire of London':

Working Scientifically (Enquiry Skills):
Observing and Asking Questions:
To be able to observe and describe different materials and how they change when exposed to heat (e.g., in a controlled experiment with adult supervision, demonstrating how small pieces of paper or wood char).
To ask simple questions about fire, such as "What does fire need to burn?" or "Why did the fire spread so quickly?"

Predicting and Investigating:
To make simple predictions about which materials will burn more easily.
To carry out simple, safe investigations (e.g., looking at different materials and discussing their properties, not actual burning of materials by children).

Recording and Communicating:
To record observations using simple methods (e.g., drawing pictures, ticking boxes, making simple notes).
To communicate their findings to others using simple scientific language.

Science Knowledge and Understanding:
Properties of Materials:
To identify and name a variety of everyday materials, such as wood, stone, brick, glass, and metal.
To describe some observable properties of these materials (e.g., wood is hard, paper is thin, stone is heavy).
To understand that different materials have different properties that make them suitable for different uses (e.g., wood for houses, stone for foundations).
To understand that some materials are **combustible** (burn easily) and some are **non-combustible** (do not burn easily). Link this to the prevalence of wooden houses in 1666 London.

Changes to Materials (Irreversible Change - Burning):
To understand that burning is a **change** to a material.
To recognise that burning is an **irreversible change**, meaning the material cannot easily be changed back to its original form (e.g., wood turns to ash and smoke).

The Fire Triangle (simplified for KS1):
To know that fire needs three things: **fuel** (something to burn, like wood), **heat** (to start and keep it going), and **oxygen** (from the air).

To understand how removing one of these can help stop a fire (e.g., water cools the heat and smothers the oxygen; creating firebreaks removes fuel).

Forces and Movement (Spread of Fire):
To understand that wind (a force) can make fire spread faster.
To discuss how houses being built close together allowed the fire to jump from one building to another.

Examples of Activities to Link Science and the Great Fire of London:
Material Sort: Provide various safe materials (small pieces of wood, fabric, paper, stone, metal, plastic) for children to sort into "burns easily" and "does not burn easily" categories. Discuss their reasoning and link to houses in 1666.

"What does fire need?" demonstration (adult-led, highly controlled): A teacher could demonstrate a small candle flame and then cover it to show it needs oxygen, or discuss how water extinguishes a flame by removing heat and oxygen.

Wind and Fire: Discuss how strong winds would have affected the spread of the fire, perhaps by blowing paper "embers" across a simulated London map.

"London Before and After" Materials: Compare images or models of 1666 London (wooden houses) with modern London (brick, concrete) and discuss why building materials changed.

Science activity ideas linked to The Great Fire of London suitable for Key Stage 1 pupils, focusing on observable phenomena and simple scientific concepts:

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Learning about different materials and the qualities they have.

Understand how materials are used for different purposes based on their qualities. Investigate how materials can be changed and whether these changes can be reversed.
Understand which materials burn easier than others Use our knowledge of materials when we learn about the Great Fire of London.

We will learn about how the building materials of the time helped the fire to spread.

What Makes Things Burn? (Combustion Basics):
Activity: Discuss things that burn (wood, paper, candles) and things that don't (stone, metal, water). Introduce the idea that fire needs fuel (something to burn) and air (oxygen). You can demonstrate this simply by covering a lit candle with a jar – it will go out when the oxygen is used up.
Science Concept: Introduction to the basic requirements for combustion (fuel and air).

How Does Fire Spread? (Heat Transfer - Conduction and Convection):

Activity: Discuss how the fire in London spread quickly from house to house. Explain that when something is hot, it can make the things next to it hot too (conduction). You can demonstrate this by placing a metal spoon in a cup of hot water – the handle will eventually feel warm. Also, discuss how hot air rises (convection) and how the wind helped carry the fire. A simple demonstration could be holding a piece of tissue paper above a warm (but not hot!) lightbulb or radiator to show it moving upwards.
Science Concept: Introduction to basic heat transfer (conduction and convection) and the role of wind.

Materials and Fire Resistance:
Activity: Show children different materials that were used to build houses in 1666 (wood, straw) and materials used now (brick, stone). Discuss which materials they think would burn easily and which would resist fire better. You could do a very simple (and safe, with adult supervision) demonstration of holding small pieces of different materials (like a small wooden block, a piece of fabric, a small stone) near a safe heat source (like a hairdryer on a warm setting – not too hot and not directly touching). Observe which materials heat up quickly or show signs of burning (if any, very carefully).
Science Concept: Understanding that different materials have different properties, including how easily they burn (flammability).

The Importance of Water to Put Out Fire:
Activity: Discuss how people tried to put out the fire using buckets of water. Explain that water cools things down and can stop the fire from having fuel to burn. You can demonstrate this by carefully pouring a small amount of water onto a lit candle (with appropriate safety measures and adult supervision) to show it being extinguished.
Science Concept: Water as a cooling agent and its role in fire suppression.

Observing and Comparing Old and New Buildings:
Activity: Look at pictures or models of the wooden houses in 1666 and compare them to the brick and stone buildings we have today. Discuss the differences in materials and how this might affect the spread of fire. This links to observation skills and understanding changes over time.
Science Concept: Observation, comparison of materials and structures, understanding how design and materials can impact safety.

Air and Fire (The Great Wind):
Activity: Discuss how the strong winds helped the fire spread so quickly. You can demonstrate the effect of wind by blowing on a tissue paper flame (from a safe distance and with adult supervision of the flame) or by using a fan to show how air movement can affect light objects. Explain how the wind carried hot embers to new buildings.
Science Concept: The effect of air movement (wind) on the spread of fire and materials.

Important Safety Note: Any activities involving heat or flames must be conducted with strict adult supervision and safety precautions. Focus on demonstrations rather than allowing children to handle fire themselves. The goal is to introduce basic scientific concepts in a safe and engaging way through the context of The Great Fire of London.

English
Suggested Texts (but not limited to): https://www.booksfortopics.com/fire-of-london **Fiction**: Vlad and the Great Fire of London by Kate Cunningham & Sam Cunningham (picture book) EYFS/KS1 (there are lots of resources for this online) Toby and The Great Fire of London by Margaret Nash & Jane Cope (chapter book) – KS1 Short Stories: The Baker's Boy and the Great Fire of London by Tom Bradman & Tony Bradman (chapter book) – KS1 Raven Boy - Pippa Goodhart Charlie and the Great Fire of London - Sue Finnie, Danièle Bourdais & Yannick Robert The Tower Bridge Cat – Tee Dobinson Daisy and the Trouble with London by Kes Gray (chapter book) – Y2 Katie in London by James Mayhew (picture book) – KS1 Paddington's London Story Treasury by Michael Bond & R.W. Alley (Short Story Collection) – KS1 Katie in Scotland by James Mayhew (picture book) – KS1 Katie Morag: Island Stories by Mairi Hedderwick (short story collection) – KS1 No Such Thing as Nessie! By Chani McBain & Kirsteen Harris-Jones (picture book) – EYFS/KS1 The Tall Tale of the Giant's Causeway by Lari Don & Emilie Gill (picture book) – KS1 **Non-Fiction:** The Great Fire of London: 350th Anniversary of the Great Fire of 1666 by Emma Adams & James Weston Lewis – EYFS/KS1 The Great Fire of London (Usborne Young Reading) by Susanna Davidson & Rick Fairlamb – Y2 The Great Fire of London Unclassified by Nick Hunter – KS1 The Great Fire of London by Liz Gogerly Who Was: Samuel Pepys? By Paul Harrison - KS1 The buildings that Made London by David Long & Josie Shenoy – KS1 Why do we Remember? The Great Fire London by Izzi Howell – KS1 Maps of the United Kingdom by Rachel Dixon & Ms. Livi Gosling – EYFS/KS1 The Big Book of the UK by Imogen Russell Williams & Louise Lockhart – KS1 Rivers of the United Kingdom by Catherine Brereton – KS1 Info Buzz: The United Kingdom by Izzi Howell – KS1 A Street Through Time by DK & Steve Noon – KS1 The Buildings that Made London by David Long & Josie Shenoy – KS1 Coming to England by Floella Benjamin & Diane Ewen (picture book) – KS1 Scotland: The People, The Places, The Stories by Chae Strathie & Lorraine Kelly – KS1 An Amazing Animal Atlas of Scotland by Anders Frang – KS1 Wales by Anita Ganeri – KS1 Belfast by Chris Oxlade & Anita Ganeri – KS1 **Nursery Rhymes:** 5 Currant Buns in a Baker's Shop. Hot Cross Buns. Queen of Hearts.

Pat-A-Cake.
Sing a Song of Six Pence.
Ten Fat Sausages.
The Muffin Man.
Little Miss Muffet.

Drama:
https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-1-ccu3ar

https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-2-c5k34d

Role-playing: Pretend to be a baker, someone escaping the fire, or someone helping to put it out (later in the story, if appropriate for their level).

Here are some English objectives for Key Stage 1 (KS1) pupils, using "The Great Fire of London" as a context. These are broken down into the key areas of English: Reading, Writing, and Spoken Language.

English Objectives for Key Stage 1: The Great Fire of London
Overall Aim: To enable pupils to develop their English skills through engaging with the historical event of The Great Fire of London.

Reading Objectives
1. Word Reading:
To be able to decode words accurately and speedily, including those with common suffixes (e.g., -ing, -ed, -ful, -less) found in texts about the Great Fire (e.g., "burning," "frightened," "careful," "helpless").
To read accurately words of two or more syllables that contain learned GPCs and to read words with common prefixes (e.g., "re-," "un-") when encountering them in texts about the fire (e.g., "rebuild," "unbelievable").
To recognise and read accurately common exception words (tricky words) within the context of the Learning Theme (e.g., "door," "floor," "people," "asked," "where").
2. Comprehension:
To develop an understanding of the key events and chronology of the Great Fire of London through listening to and discussing non-fiction texts and historical accounts.
To identify and explain the main characters and their roles in the narrative (e.g., Samuel Pepys, Thomas Farriner).
To ask and answer questions about the content of texts related to the fire, demonstrating an understanding of "who," "what," "where," "when," "why," and "how."
To make predictions about what might happen next in a story or account about the fire, based on what has been read so far.
To retrieve specific information from a text about the fire (e.g., "Where did the fire start?", "What year did the fire happen?").
To discuss the feelings and emotions of people affected by the fire, drawing inferences from the text and illustrations.
To sequence events from the Great Fire of London in chronological order using time connectives (e.g., "first," "next," "then," "after that," "finally").
To discuss and evaluate vocabulary from texts about the fire, including words like "flames," "embers," "destruction," "panic," "escape," "rebuild."

Writing Objectives

1. Transcription (Spelling & Handwriting):

To spell accurately words containing the common digraphs and trigraphs relevant to the Learning Theme (e.g., "fire," "smoke," "street," "church").

To spell common exception words encountered in the Learning Theme (e.g., "house," "London," "people," "walk").

To use apostrophes for contraction (e.g., "didn't," "couldn't") and for singular possession (e.g., "Pepys' diary") when appropriate in their writing about the fire.

To form letters correctly and consistently, and to join some letters confidently when writing about the fire.

To write simple sentences and short narratives about aspects of the Great Fire of London, ensuring legible handwriting.

2. Composition:

To plan and write simple recounts of the Great Fire of London, using chronological order.

To write short diary entries from the perspective of someone experiencing the fire (e.g., Samuel Pepys, a Londoner).

To write captions for pictures or diagrams related to the fire (e.g., "Pudding Lane Bakery," "Houses in flames").

To write simple factual sentences about the causes and effects of the Great Fire.

To use a range of conjunctions (e.g., "and," "but," "or," "because") to extend sentences when writing about the fire.

To use capital letters for names of people and places associated with the fire (e.g., "Samuel Pepys," "London," "Pudding Lane").

To use full stops, capital letters, and question marks correctly to demarcate sentences in their writing about the fire.

To begin to use exciting vocabulary (adjectives and verbs) to make their writing about the fire more vivid (e.g., "raging fire," "terrifying smoke," "fleeing people").

Spoken Language Objectives

To listen attentively to stories, poems, and non-fiction texts about the Great Fire of London and respond appropriately.

To participate in discussions about the Great Fire, sharing ideas and opinions respectfully.

To ask relevant questions to deepen their understanding of the event and answer questions clearly.

To retell key events of the Great Fire of London in chronological order.

To express their thoughts, feelings, and understanding about the Great Fire, using increasingly precise vocabulary.

To use role-play or hot-seating to explore the experiences and emotions of people affected by the fire.

To present simple information about the Great Fire of London to a group or the class.

Introducing the Fire (Oral Storytelling/Discussion):

"Imagine a long, long time ago, in a big city called London. The houses were very close together, and many were made of wood. One night, a little spark started in a baker's shop on Pudding Lane. Uh oh! That little spark grew bigger and bigger! Can you show me with your hands how the fire grew?"

(Vocabulary Focus: spark, baker, shop, wood, grew, big, fire, London, Pudding Lane)

Simple Sequencing Activity:

"Let's think about what happened first, next, and last. Can you help me put these pictures in the right order?"
(Present simple pictures or drawings showing: a small fire in a house, many houses on fire, people running away, boats on the river with belongings.)
"First, there was a little **spark** in the **baker's shop**. Next, the **fire grew** very **big** and spread to other houses made of **wood**. Then, people had to run away from the **fire**. Last, some people used boats on the River Thames to save their things."

(Vocabulary Reinforcement: first, next, then, last, river, boats)
Descriptive Language:
"The fire was hot! Can you say 'hot'? The smoke was black and went up high. Can you point up high? People were scared. How do you think they felt?"

(Vocabulary Focus: hot, smoke, black, high, scared)
Simple Comprehension Questions:
Where did the fire start? (In a baker's shop on Pudding Lane)
What were many of the houses made of? (Wood)
Was the fire small or big? (Big)
Where did some people go to escape the fire? (To the river/in boats)

Storytelling and Retelling:
"Hot Seating" Characters: Have children take on the roles of key figures like Samuel Pepys, a baker, or even a scared mouse. Encourage them to answer questions about what they saw, felt, and did during the fire. This builds speaking and listening skills and deepens their understanding of different perspectives.

Retell the Story in Their Own Words: Provide picture cards or a simple story map of the fire's events. Encourage children to retell the story to a partner, focusing on sequencing and key details. This develops their narrative skills and comprehension.

Diary Entries: Inspired by Samuel Pepys, have children write simple diary entries from the perspective of someone living during the fire. They can describe what they saw, heard, and how they felt. This encourages descriptive writing and understanding of historical context.

Creating a Class Story: Start a story together as a class about a family or animal experiencing the fire. Each child can add a sentence or two to build the narrative collaboratively. This fosters teamwork and creative writing.

Descriptive Writing:
Sensory Details: Focus on the sights, sounds, smells, and feelings of the fire. Brainstorm words and phrases related to each sense (e.g., roaring flames, crackling wood, smoky air, hot, scared). Children can then use these words to write descriptive sentences.

"If I Were There..." Poems: Encourage children to write short poems imagining they were present during the fire. What would they see? What sounds would they hear? This combines creative writing with empathy.

Describing the Fire Spread: Use images or videos to show how the fire spread through the wooden houses. Ask children to describe this process using words like "quickly," "leaping," "climbing," and "engulfing" (with appropriate explanation).

Reading and Comprehension:
Simple Information Texts: Provide age-appropriate information books or leaflets about the Great Fire of London. Focus on key facts and discuss the main events as a class.

Picture Book Analysis: Read picture books about the fire and discuss the illustrations. How do the pictures help us understand the story? What emotions do they convey?

Sequencing Activities: Provide jumbled sentences or pictures about the fire and ask children to put them in the correct order. This reinforces their understanding of the timeline of events.

Questioning and Answering: Ask simple "who, what, where, when, why" questions about the fire to check their comprehension.

Creative Expression:
Writing Firework Poems: Connect the idea of fire to fireworks (if appropriate for your class and time of year). Encourage them to use onomatopoeia and descriptive language to write poems about fireworks.

Creating Warning Posters: Imagine they lived in London before the fire. What warnings would they put up about fire safety? This encourages persuasive writing and understanding of consequences.

Writing Thank You Notes: Imagine they were survivors of the fire. Who would they want to thank and why? This fosters empathy and letter-writing skills.

Creative Writing/Drawing Prompt:
"Imagine you saw the Great Fire of London. What would you see? Can you draw a picture of the fire and the smoke? Can you write one word to describe what you saw (e.g., hot, big, scary)?"

Extension Activities:
Matching game: Match pictures of things related to the fire (house, fire, water bucket) with their names.

Sing a simple song: (Tune of "Twinkle Twinkle Little Star")
Fire burning, oh so bright,
In London town, one dark night.
Houses burning, falling down,
Smoke went up all over town.
Fire burning, oh so bright,
In London town, one dark night

Maths
We use White Rose Maths; the list below has suggested activities to enhance provision.

Teaching Key Stage 1 pupils about "The Great Fire of London," you can integrate various mathematics objectives from the National Curriculum. The key is to make the learning engaging by connecting the historical event to practical mathematical concepts.

Maths objectives for Key Stage 1 pupils linked to "The Great Fire of London," categorised by curriculum area:

1. Number and Place Value:
Counting:
Count the number of houses burnt down in different areas of London (e.g., "On Pudding Lane, 5 houses burnt down, then 3 more. How many altogether?").
Count the number of people who fled the fire.
Count in twos, fives, or tens when looking at quantities of objects (e.g., counting sets of "fire buckets" or "bread loaves").

Reading and Writing Numbers:
Read and write numbers up to 100, especially dates related to the fire (e.g., 1666).
Match numerals to words for key numbers (e.g., 'ten' houses, 'five' days).

Comparing and Ordering Numbers:
Compare the number of houses lost in different parts of London.
Order numbers (e.g., from the number of days the fire burned, or the number of people displaced).
Use language like "more than," "less than," "equal to" when comparing quantities related to the fire.
Place Value:
Understand the value of digits in two-digit numbers when discussing years (e.g., in 1666, the '6' in the tens place means 60, and in the ones place means 6). (More applicable for Year 2).

2. Addition and Subtraction:
Number Bonds:
Use number bonds to 10 or 20 to solve simple problems related to the fire (e.g., "There were 10 buckets of water, and 4 were used. How many are left?").

One-Step Problems:
Solve simple addition and subtraction problems using concrete objects or pictorial representations (e.g., "If 7 houses burnt on Monday and 5 on Tuesday, how many altogether?").
Solve problems about the number of people evacuated or rescued.

Adding/Subtracting One-Digit and Two-Digit Numbers:
Add and subtract small numbers relevant to the story (e.g., the number of bakeries in London before and after the fire, or the height of buildings in comparison).

3. Measurement:
Length:
Compare and measure the length of "fire hoses" (strings/ribbons) or the distance the fire spread using non-standard units (e.g., footsteps, blocks).
Compare the height of typical 17th-century houses (e.g., using comparative language like 'taller', 'shorter').

Mass/Weight:
Compare the weight of different "firefighting tools" (e.g., a full bucket vs. an empty bucket).

Capacity and Volume:
Measure the capacity of water buckets using non-standard units (e.g., cups) or standard units (litres if appropriate for Year 2).

Time:
Sequence events of the fire chronologically (e.g., "The fire started on Sunday, then spread on Monday...").
Use language relating to dates, including days of the week, weeks, months, and years (e.g., "The fire lasted for 4 days," "It happened in the year 1666").
Tell the time to the hour and half hour, linking to events during the fire (e.g., "The fire spread quickly by midday").

Money (if simplified):
Recognise and know the value of different denominations of coins if discussing the cost of rebuilding London (more of a stretch, but possible in a simplified way).

4. Geometry (Properties of Shapes):
2-D and 3-D Shapes:
Recognise and name common 2-D shapes (rectangles, squares, triangles, circles) in the context of buildings or fire images.
Recognise and name common 3-D shapes (cuboids, cubes, pyramids) when discussing the structure of buildings or objects found in 1666 London.
Identify shapes within pictures of 17th-century London or fire-damaged buildings.

5. Statistics:
Collecting and Presenting Data:
Interpret and construct simple pictograms, tally charts, or block diagrams to show information about the fire (e.g., "How many houses burnt in each street?").
Ask and answer questions by counting the number of objects in a category and sorting categories by quantity (e.g., "Which type of building was most affected?").
Compare categorical data (e.g., "Were more houses made of wood or brick?").

<u>Maths activity ideas linked to The Great Fire of London suitable for Key Stage 1 pupils:</u>
Counting Houses and Buildings:
Activity: Show pictures or illustrations of the houses in London before and during the fire. Children can count the number of houses in a row (emphasising the close proximity), the number of buildings on fire in a picture, or compare the number of houses before and after (leading to simple subtraction ideas).
Maths Skills: Counting, number recognition, comparing quantities, simple subtraction.

Measuring the Spread (Figuratively):

Activity: Use blocks or small objects to represent houses. Start with a few close together and then "spread" them out to show how the fire moved from house to house. You can talk about how many houses were affected in each "spread."
Maths Skills: Understanding the concept of spread and distance (in a simplified way), counting, spatial awareness.

Sequencing Events by Time (Simplified):
Activity: Create simple picture cards representing key events of the fire (e.g., the bakery, the fire spreading, people escaping by boat, the fire being put out). Children can sequence these cards in the order they think they happened. You can then introduce the idea of days and nights passing.
Maths Skills: Sequencing, understanding the order of events, introducing the concept of time (days).

Comparing Sizes and Heights of Buildings:
Activity: Show pictures of different types of buildings in London at the time (tall houses, the bakery, St. Paul's Cathedral). Children can compare their relative sizes using words like "bigger," "smaller," "taller," "shorter." You could even use blocks to build representations of different heights.
Maths Skills: Comparing size and height, using comparative language.

Sharing Resources (Food, Water) for People Affected:
Activity: Present simple sharing problems related to helping those who lost their homes. For example: "If 6 people needed bread and you had 12 slices, how many slices could each person have?" (Introduction to division as sharing). You can use counters to represent the items.
Maths Skills: Introduction to division (sharing), counting, problem-solving.

Creating Patterns with Fire Colours and Building Shapes:
Activity: Use coloured paper or crayons (red, orange, yellow for fire; brown, grey for buildings) to create repeating patterns. For example: red, brown, red, brown or square, triangle, square, triangle. This links to the visual aspects of the event.
Maths Skills: Identifying and continuing patterns, creating own patterns, colour and shape recognition.

Keep the maths concepts simple and relate them directly to the historical event way for KS1 learners. Visual aids and hands-on activities will be particularly effective.

Courageous Advocacy

Courageous Advocacy ideas that go beyond the typical retelling of the story and really ignite their imaginations and critical thinking:

Stepping into the Past (Empathy & Perspective):
"If Walls Could Talk" Drama: Instead of just learning the facts, have the children imagine they are a building (a grand house, a bakery, a simple dwelling) during the fire. What would they "see," "hear," and "feel"? They could then act out their building's experience, fostering empathy for those who lost their homes.

Diary of a Survivor (or even a pet!): Encourage children to write a diary entry from the perspective of someone living in London during the fire. To make it extra courageous, challenge them to take on the

voice of a less obvious character – perhaps a child who got separated from their family, a cat trying to escape the flames, or even a piece of furniture being carried out of a burning house.

"What If?" Scenarios: Present the children with "what if" questions that encourage critical thinking. For example: "What if the wind hadn't changed direction?", "What if more people had helped pull down houses sooner?", "What if they had fire hydrants back then?". This pushes them beyond the narrative and into exploring cause and effect.

Investigating the Evidence (Historical Inquiry):
Become Fire Investigators: Provide the children with "clues" (pictures of old London, descriptions of materials used in buildings, eyewitness accounts simplified for their age). Challenge them to work in small groups to analyse the clues and come up with their own theories about why the fire spread so quickly.

Mapping the Disaster (Spatial Reasoning): Using a simplified map of old London, have the children trace the spread of the fire day by day as they learn about it. They could use different coloured markers and discuss why the fire moved in certain directions. This brings in a geographical element and helps them visualize the scale of the disaster.
"Fake News" Alert!: Introduce the concept of how news and information spread differently in the 17th century. Show them a (child-friendly) example of a rumour or exaggerated account of the fire. Discuss why people might have believed it and how we check for reliable information today.

Creative Expression & Problem Solving:
Rebuilding London (Design & Technology): Challenge the children to design and build a "fire-safe" version of a street in London after the fire. They could use different materials and explain why their designs would be more resistant to fire. This links history to DT and encourages problem-solving.

The Sounds of the Fire (Music & Drama): Explore the sounds of the Great Fire – the crackling flames, the shouts of people, the collapsing buildings. Encourage the children to create a soundscape using instruments, their voices, and everyday objects. This adds an artistic dimension to their learning.

Commemorative Artwork with a Twist: Instead of just drawing pictures of the fire, ask the children to create a piece of artwork that commemorates the *changes* that happened after the fire. This could focus on the new building materials, the wider streets, or even a symbol of resilience.

Connecting to Today:
Fire Safety Heroes (Citizenship): Discuss the importance of fire safety today and the roles of firefighters. Invite a local firefighter to talk to the children (if feasible) or research modern fire safety measures. This helps them see the relevance of the historical event to their own lives.
Remember to tailor these ideas to the specific abilities and interests of your Key Stage 1 class. The key is to make the learning active, engaging, and encourage them to think critically and creatively about this significant historical event. Good luck – I'm sure they'll have a blast!

Developing Spirituality

Developing Spirituality few ideas, focusing on wonder, empathy, and reflection:

The Power of Small Beginnings:

The Spark: Begin by talking about how something enormous can start from something tiny, like a single spark. You could light a small candle (safely!) and discuss how even that little flame has the potential to grow. Connect this to the baker's oven and how a small mistake had huge consequences.

Reflection: Ask the children: "Have you ever seen something small that grew into something big? How can small actions have a big impact, both good and bad?" This encourages them to think about their own actions and their ripple effects.

Empathy for Those Affected:
Imagine: Encourage the children to close their eyes and imagine what it might have been like to see their homes burning, to lose their belongings, and to feel scared.

Connecting Feelings: Discuss the emotions people might have felt – fear, sadness, loss, but also perhaps kindness from those who helped. Ask: "How would you feel if this happened to you? How can we show kindness to people who are going through difficult times?"

The Fragility of Life and Possessions:
What Matters Most? Talk about how the fire destroyed houses and things people owned. Ask: "What are the most important things in your life? Are they things you can touch, or are they things like love and friendship?" This helps them consider values beyond material possessions.

Thankfulness: Lead a short moment of thankfulness for their homes, families, and safety.
The Spirit of Resilience and Rebuilding:
Hope After Disaster: Explain how, even after the fire, people didn't give up. They worked together to rebuild London.

Planting Seeds: You could plant some seeds together as a symbol of new beginnings and hope after destruction. Discuss how even after something seems completely gone, new life can emerge.

The Importance of Community:
Helping Hands: Focus on the stories of people helping each other during and after the fire. Discuss how communities come together in times of crisis.

Circle Time: Have a circle time where children can share ways they help each other and how working together can make a difference.

The Wonder of Transformation:
From Ashes to New City: Show pictures of old London before the fire and then modern London. Discuss how something destructive led to something new being built.

Metamorphosis: You could link this to natural transformations they might know, like a caterpillar turning into a butterfly, highlighting the idea that change, even if difficult, can lead to new possibilities.
Other Ideas:
Showing an awareness of what life was like in the past.
Start to develop an awareness of the differences between rich and poor and that there are those less fortunate that will need our support.
Appreciate where food comes from.

Remember to:
Keep the language simple and age-appropriate.
Use visuals and sensory experiences where possible.
Allow time for quiet reflection and sharing.
Focus on the positive messages of hope, resilience, and community.
These ideas aim to move beyond just the facts of the fire and touch upon deeper themes of human experience and the world around us, fostering a sense of wonder and connection.

Other Ideas

Extra-curricular ideas for Key Stage 1 pupils about 'The Great Fire of London' in North Norfolk, keeping in mind the local context and age appropriateness:

1. Museum Visit & Workshop:
Strangers' Hall, Norwich: This museum offers a dedicated KS1 workshop called "Life at the Time of the Great Fire of London." A servant who experienced the fire first-hand leads an object-handling session and uses drama to share their experiences. Pupils can also explore the upstairs rooms, looking for fire hazards and experiencing a room lit by candlelight. This is a fantastic, immersive option for historical understanding.

Museum of Norwich: While not directly about the Great Fire, they offer workshops that can be linked to the time period, such as "Made in Norwich" (examining industrial past, tools, and products) or "Toys in the Past" (exploring historical toys). These could provide context for what life was like in 17th-century towns.

2. Local Connections & Activities:
Norfolk Record Office (The Archive Centre): They offer workshops like "Working as an Historian" where pupils can learn about historical sources and put documents in chronological order. This could be adapted to look at imagined or simplified "evidence" related to the Great Fire, or even general historical skills that link to how we know about the fire (e.g., Samuel Pepys' diary).

"Build a Tudor/17th Century House" Day:
Activity: Provide cardboard boxes, craft sticks, straw, red/orange tissue paper, and glue. Have children design and build their own miniature 17th-century London houses. Emphasize the materials used (wood, straw roofs) and the close-packed nature of the buildings.
Extension: Discuss fire safety and how modern houses are built differently. You could even safely demonstrate how quickly a small paper structure can burn (under strict adult supervision, outdoors, with water readily available) to show the dangers of the old buildings.

Baking Bread (Pudding Lane connection):
Activity: Make simple bread rolls or small loaves, linking back to Thomas Farriner's bakery in Pudding Lane where the fire started.
Discussion: Talk about the importance of bakeries in 17th-century life and how a small spark could lead to such a huge disaster.

"Samuel Pepys" Diary Writing/Drawing:
Activity: Encourage children to imagine they were in London during the fire and to draw or write (with adult help for younger ones) what they saw, heard, and felt. Provide simple prompts like "I saw...", "I heard...", "I felt...".
Resource: The fireoflondon.org.uk website has excellent KS1 resources, including activities about Samuel Pepys and his diary.

Fire Safety Workshop:

Activity: Invite a local fire safety officer to talk about fire safety today. Compare modern firefighting techniques and equipment with those used in 1666.
Relevance: This brings the historical event into a contemporary context, highlighting the progress made in fire safety.

Dramatic Re-enactment/Storytelling:
Activity: Use simple costumes (e.g., aprons for bakers, cloaks) and props to act out key moments of the fire: the start in Pudding Lane, the fire spreading, people escaping by boat on the River Thames, and the rebuilding of London.
Resource: BBC Teach has a "Let's Move! The Great Fire of London" dance session that uses movement to tell the story – perfect for energetic KS1 pupils.

3. Creative and Imaginative Play:
"Rebuilding London" Design Challenge:
Activity: After learning about how London was rebuilt with wider streets and brick houses, provide building blocks, LEGO, or even drawing materials. Challenge the children to design their "new and safer London."
Discussion: Talk about the features that would make their city safer from fire.

Puppet Show or Small World Play:
Activity: Create simple stick puppets or small figures representing key people (Samuel Pepys, King Charles II, ordinary Londoners) and buildings. Children can then retell the story of the Great Fire through play.
Art and Craft - "Fiery Art":
Activity: Use warm colours (reds, oranges, yellows) and different textures (tissue paper, paint, glitter) to create abstract art representing the fire and smoke.
Collage: Create collages of London before and after the fire, using images of old wooden houses and new brick buildings.

Other Ideas:
Visit to a fire station or get firefighters to come to school with their fire engine – could put the fire of London out (if you choose to recreate it!)