

All children – regardless of gender, starting point or background – will have the opportunity to engage with a high-quality history education. They will be equipped with the knowledge, skills and vocabulary to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, to provide an understanding of chronology, knowledge of significant individuals and events. We intend to inspire a sense of enjoyment and curiosity about history.

The Great Fire of London

Autumn 2

Key Vocabulary:

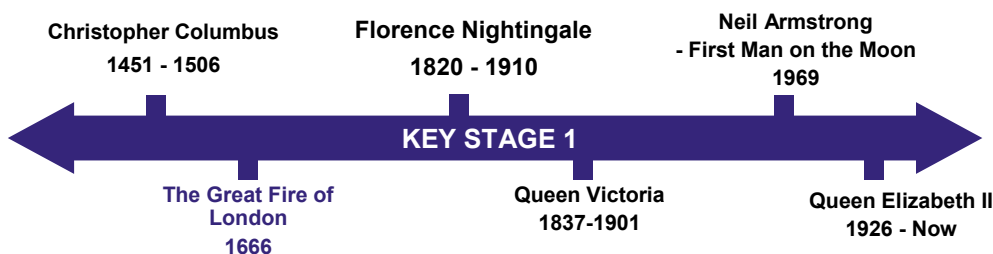
- Beyond living memory
- Eye-witness
- Samuel Pepys
- King Charles II
- Whittle and Daub

New Knowledge:

- We can use a range of sources to find out about the past. (artifacts, photographs, eye witness accounts)
- An eyewitness account is a description by someone who was present at an event
- Eyewitness accounts help us interpret things that have happened in the past
- In 1666, there was a huge fire which burned down many buildings in London
- This is known as The Great Fire of London
- The fire began in a bakery in Pudding Lane
- It spread widely for three main reasons: many houses were built from wood, whittle and daub, which are flammable materials; they were close together; at the time of the fire the weather was hot and it hadn't rained for months
- There were six people who died
- Many escaped London on the River Thames by boat—the fire lasted five days
- Samuel Pepys wrote about the event in his diary and reported the fire to King Charles II
- In 1583, a Nantwich brewer accidentally started a fire, which lasted 20 days, destroying 150 houses, inns and other buildings. This is known as the Great Fire of Nantwich
- Many houses are now made from fire resistant materials, eg brick, this is because of fire regulations



Where does it fit in?



Technological Innovation



Social Change