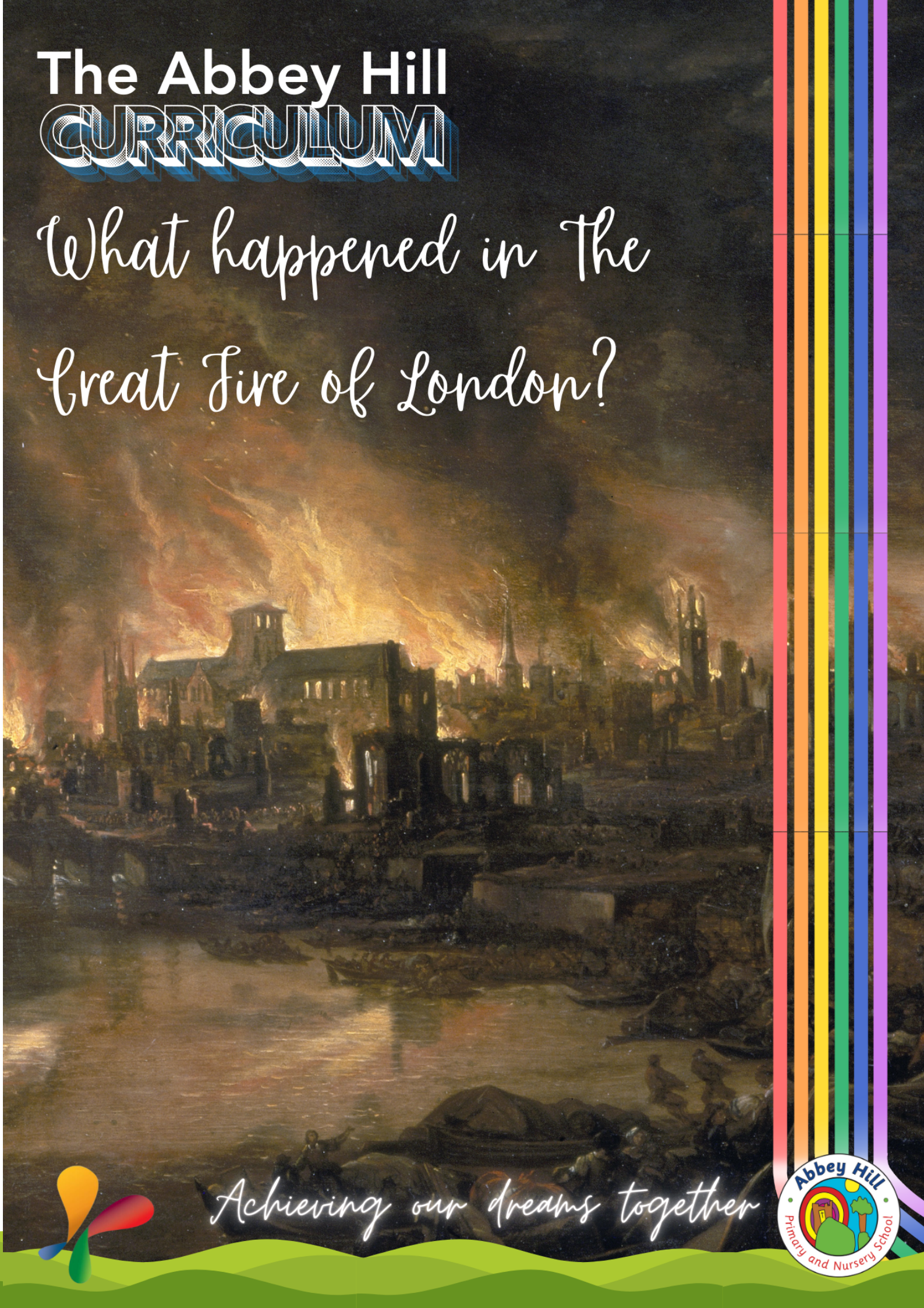


# The Abbey Hill CURRICULUM

What happened in The  
Great Fire of London?



*Achieving our dreams together*





# What happened in the Great Fire of London?

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## Key Idea:



Welcome to the story of the Great Fire of London! Did you know that the fire started on 2nd September 1666 in a bakery on Pudding Lane? It burned for four days, destroying many wooden houses built close together. People tried to stop it with water from the River Thames, but it was too strong. St. Paul's Cathedral was lost, and after the fire, houses were rebuilt with bricks. Ready to learn how this huge event changed London? Let's explore!

## We will:



Reenact the Great Fire of London complete with our very own models. We'll be the Fire Brigade to help us too!

## Core Text:



Vlad and the Great Fire of London  
Kate Cunningham



## Core Knowledge



1. The Great Fire of London started on 2nd September 1666.
2. It began in a bakery on Pudding Lane.
3. The fire lasted for four days and destroyed much of London.
4. Houses were made of wood and built close together, which made the fire spread quickly.
5. People tried to put out the fire using leather buckets and water from the River Thames.
6. St Paul's Cathedral was burned down in the fire.
7. After the fire, houses were rebuilt using bricks instead of wood.
8. A monument to the Great Fire still stands in London today.
9. We know a lot about the fire from Samuel Pepys' diary.

## Disciplinary Knowledge



### Being a Historian:

Know why people did things, why events happened and what happened as a result of this.

Know that some things happened within living memory but that many things happened beyond this.

Know how to find answers to simple questions about the past from different sources of information.

Know that there are sometimes different versions of the same event

### Being a Geographer:

Know my own opinion about how a place has changed.





## 🧠 Lesson 1: What was the Great Fire of London?

<b>Learning Intention</b>	<b>To understand what the Great Fire of London was and when it happened.</b>
<b>Disciplinary Knowledge</b>	Know that many things happened beyond living memory.
<b>Key Knowledge Focus</b>	The Great Fire of London started on 2nd September 1666. It began in a bakery on Pudding Lane.
<b>What the Teacher Does</b>	Share a clear timeline showing now and 1666. Introduce the story using a video such as BBC Bitesize and storybooks like "Vlad and the Great Fire of London." Ask pupils if they have heard of it before. Use a historic map and images to locate Pudding Lane. Tell the story of the bakery. Ask: "Why might a bakery be dangerous?" Encourage pupils to look for clues in the images. Model how to annotate a map.
<b>What the Pupils Do</b>	Annotate a map with 'Pudding Lane' and other key places. Use images to help sequence key events of the fire's start.
<b>Evidence</b>	Timeline and labelled picture of the fire.
<b>Adaptation</b>	Dual Coding (timeline + story visuals).








## 🔥 Lesson 2: Why did the fire spread so quickly?

<b>Learning Intention</b>	<b>To explore why the fire spread so far and fast.</b>
<b>Disciplinary Knowledge</b>	Know why events happened and what happened as a result.
<b>Key Knowledge Focus</b>	Houses were made of wood and built close together, which made the fire spread quickly.
<b>What the Teacher Does</b>	Set up box buildings close together outside. Discuss with pupils: "What would happen if one caught fire?" Demonstrate spacing vs close-packed homes. Then lead an outdoor water bucket chain challenge: "How long does it take us to fill a water butt?" Let them reflect on how hard firefighting was.
<b>What the Pupils Do</b>	Join in a real water bucket chain outdoors. Predict and time how long it takes to transfer water. Take part in discussion and reflections.
<b>Evidence</b>	Photos of the role-play and pupil reflections.
<b>Adaptation</b>	Environments (active outdoors experience).








## 🏠 Lesson 3: What was damaged in the fire?





 <b>Learning Intention</b>	<b>To learn about key buildings and places lost in the fire.</b>
 Disciplinary Knowledge	Know why people did things, and the results of events.
 Key Knowledge Focus	St Paul's Cathedral was burned down in the fire.
 What the Teacher Does	Display and discuss pictures of St Paul's then and now. Ask: "How might people have felt seeing it burn?" Introduce photos or 3D models. Read a quote from a witness account if appropriate.
 What the Pupils Do	Draw before-and-after pictures of St Paul's. Label them and discuss how buildings looked before/after.
 Evidence	Before/after sketch with simple captions.
 Adaptation	Dual Coding (side-by-side visuals).

#### **Lesson 4: How do we stay safe from fires today?**

 <b>Learning Intention</b>	<b>To learn about modern fire safety.</b>
 Disciplinary Knowledge	Know my opinion about how a place has changed.
 Key Knowledge Focus	Compare fire safety now and then.
 What the Teacher Does	Invite the local Fire Brigade to school. Prepare pupils with questions: "What should we do if there's a fire?" Show modern fire engines and gear. Discuss fire alarms and safety plans.
 What the Pupils Do	Meet firefighters and explore fire safety equipment. Ask questions. Draw something they've learned about fire safety.
 Evidence	Fire safety poster or thank-you letter to Fire Brigade.
 Adaptation	Environments (real-world visitors).





## Lesson 5: Who was Samuel Pepys?

<b>Learning Intention</b>	<b>To learn who Samuel Pepys was and why his diary is important.</b>
Disciplinary Knowledge	Know how to find answers from sources.
Key Knowledge Focus	We know a lot about the fire from Samuel Pepys' diary.
What the Teacher Does	Dress a staff member in role as Samuel Pepys. Model a historical interview. Ask pupils to prepare questions: "What did you see? How did you feel?" Then, read a simplified diary extract aloud.
What the Pupils Do	Write a diary in role as Pepys or a Londoner. Use adjectives and personal feelings. Read entries aloud if confident.
Evidence	Diary entry on brown or aged paper.
Adaptation	Chunking (break into questions and discussion).

## Lesson 6: What does London look like today?

<b>Learning Intention</b>	<b>To compare London now with 1666.</b>
Disciplinary Knowledge	Know my opinion about how a place has changed.
Key Knowledge Focus	A monument to the Great Fire still stands in London today.
What the Teacher Does	Share video walk-throughs and photos of modern London. Show the Monument and compare to paintings of 1666. Ask: "What looks the same? What's changed?"
What the Pupils Do	Create a Then and Now photo chart with captions. Discuss the biggest changes they see.
Evidence	Comparison chart or photo caption board.
Adaptation	Dual Coding (visuals + labels).

