

Learning Organiser: How do we know so much about what happened in the Great Fire of London?

Key objective

Use a range of primary and secondary sources to describe and explain the causes and effects of the fire in 1666.

Important things I will know, understand and do

The probable cause of the Great Fire of London in 1666

What living conditions in London were like for most people in 1666

How these conditions enabled the fire to spread so quickly

Some of the main events that occurred during the fire

The main effects of the fire

The distinction between primary and secondary sources of evidence of the fire

Why some sources of evidence of the fire are more reliable and trustworthy than others

Who Samuel Pepys was and why his diary is an important source of primary evidence

The main actions that were taken to control the fire

Why the fire took so long to extinguish

What might have been done to control the fire earlier

Important subject vocabulary I will learn

| | |
|--------------|---|
| Extinguish | put out a fire or light |
| Firebreak | a gap of cleared ground to prevent the spread of a fire |
| Sporadic | something that occurs only occasionally |
| Reconstruct | to rebuild or make again |
| Militia | a group of trained volunteers |
| Reticence | being nervous or anxious about doing something |
| Compensation | money paid to someone for things that has been lost or damaged |
| Lamentable | something very unfortunate or distressing |
| Hovel | a small building such as a hut with no running water or sanitation |
| Inflammable | something that can be set on fire easily |
| Tenement | a large building divided up into many small flats or apartments |
| Debris | the scattered pieces that remain after something has been destroyed |

Important people whose actions I will consider



Samuel Pepys



King Charles II



Sir Christopher Wren

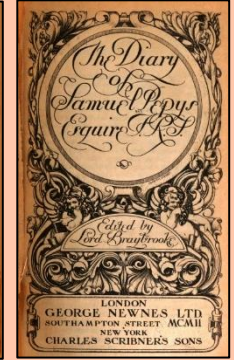
Important historical sources I will use



Etchings



Engravings



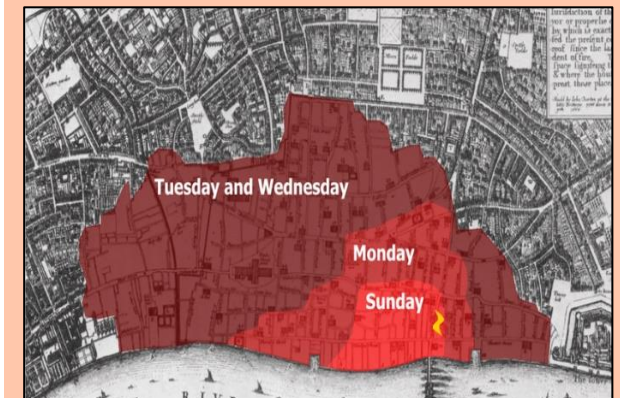
Diaries



Modern graphic novels



Paintings



Maps

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Great Fire of London Timeline

September 2nd 1666

1 am: Fire breaks out in Pudding Lane

7 am: Over 300 houses already destroyed.

10 am: Samuel Pepys tells King Charles II how serious the situation is.

September 3rd 1666

11 am: Thousands of refugees begin leaving the city.

9 pm: Houses are pulled down to stop the fire reaching the Tower of London.

September 4th 1666

6 am: Houses at Cripplegate are blown up to create a fire break.

2 pm: Ludgate and Newgate prisons catch fire.

8 pm: St Paul's Cathedral is gutted.

September 5th 1666

Midday: The fire begins to die out.

3 pm: Thousands of refugees have gathered on open fields at Moorfields.

September 6th 1666

8 am: King Charles II announces that the fire is extinguished.

September 11th 1666

11 am: Christopher Wren presents his first plans for the regeneration of the city.

Important historical concepts I will understand

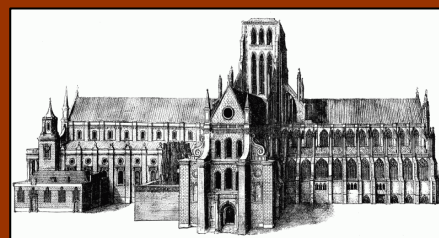
| | |
|--------------------|---|
| Change | the process or actions by which something or someone becomes different |
| Causation | the connections between events where one thing happens as a result of another |
| Significance | identifying events, sources, people, places or ideas which are most important |
| Sources | evidence that is used to gather information and reach judgements |
| Chronology | arranging historical events in their correct time order |
| Empathy | placing yourself in another's position to better understand their actions |
| City | a large and densely populated human settlement |
| Monarchy | a form of government with a king or queen at its head |
| Aristocracy | a small, wealthy and privileged ruling class of people |
| Drought | a very long period of time without rainfall |
| Primary evidence | a source of information that was produced at the time of an historic event. |
| Secondary evidence | information that was gathered later by someone who did not experience the event first hand. |
| Refugee | a displaced person who has been forced to abandon their home as a result of war, persecution or disaster. |
| Regeneration | redeveloping or modernising places which have become run down. |

Important places I will visit



London 1666

Important London landmarks that will change



St Paul's Cathedral

Disciplinary thinking skills I will use to understand what I learn

| | |
|----------------------|---|
| Recognise | Name and point out who or what something is |
| Identify | Distinguish something or someone from others that may be similar |
| Describe | 'Say what you see'. Give an account in words of something or someone |
| Observe | Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others |
| Select | Decide upon and choose that information considered most suitable or relevant |
| Categorise/ Classify | Arrange information into particular groups according to shared qualities or characteristics |
| Sequence | Place a set of related events or things that follow each other into an order |
| Compare and contrast | Find similarities and differences |
| Recall | Remember and recount something learned |
| Reason/ Speculate | Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition |
| Summarise | Outline or sum up briefly the main points about something |
| Empathise | Placing yourself in another's position to better understand their motives, decisions and actions |