

History Topic:

EMERGENCY 999

Year 2

Autumn



## Background information for teachers and parents

In this unit of work we will be helping children to develop their knowledge of: events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements.

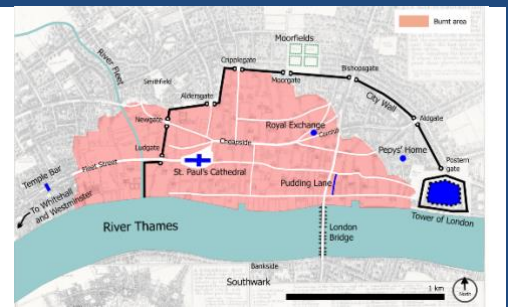
Children will learn that the Fire of London started on 2nd September 1666 and lasted for 5 days. The weather in London was hot and it hadn't rained for 10 months. Houses in London were mainly built from wood and straw which is flammable, especially when it is dry. The houses were also very close together, so the fire could easily spread.

## Timeline of events – September 1666

<b>Sunday 2<sup>nd</sup> September</b> A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path	<b>Monday 3<sup>rd</sup> September</b> Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	<b>Tuesday 4<sup>th</sup> September</b> Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed	<b>Wednesday 5<sup>th</sup> September</b> The fire starts to burn more slowly as the wind dies down.	<b>Thursday 6<sup>th</sup> September</b> The fire is finally under control and put out. People are left homeless
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## Key Questions and Facts

<b>When and where did the fire start?</b>	The fire of London started in a bakery in Pudding Lane on 2 <sup>nd</sup> September 1666.
<b>Why did the fire spread?</b>	It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
<b>How did they fight the fire?</b>	They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
<b>How did the fire stop?</b>	The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.
<b>How many people died?</b>	6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building.
<b>What happened after the fire?</b>	13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.






## Key Vocabulary

<b>bakery</b>	A place where bread or cakes are made and sold
<b>London</b>	The capital city of England and the United Kingdom
<b>River Thames</b>	Many people got a boat on the River Thames to escape the fire
<b>diary</b>	A personal record of life's events
<b>eye-witness</b>	A person who has seen something and can give a description of it
<b>embers</b>	Small pieces of glowing coal or wood in a dying fire
<b>fire-hooks</b>	Giant hooks used to pull down houses
<b>fire-break</b>	When buildings are destroyed to make a gap so the fire can't spread
<b>flammable</b>	When something burns easily
<b>St Paul's Cathedral</b>	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren



## Key People

	An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.		Samuel Pepys  One of the ways we know about the fire is because people wrote about it in their own personal diary.		Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.
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## KEY CONCEPTS

chronology	The order of events in time
monarchy/rule	A nation or government ruled by or in the name of a king or queen Monarchy is from two ancient Greek words that mean “to rule” and “alone”.
technology	Using research into science and industry to help solve problems.
religion	Religion usually involves worship of a god or gods, and the belief in certain ideas about right and wrong behaviour.
education	The act or work of learning or training.
industry/ economics/trade	The activity of process of turning raw materials into finished products, or a particular business that does this. Trade is buying or selling goods.
empire	A group of nations or peoples under one ruler or government.
civilisation	An advanced state of development of a society as judged by such things as having a system of government and laws, using a written language, and keeping written records.
political/government	Politics is the work or study of governments. A government has the power to make laws and important decisions that control or affect all people living in a community, state, or nation
culture/art	The language, customs, ideas, and art of a particular group of people.
social	Living in groups or communities instead of alone. Social comes from <i>socialis</i> , a Latin word that means “united” or “living with others”.

### How to use this knowledge organiser

Set out in this organiser is what your child will be learning about this term.

Each lesson will either use this knowledge- or build upon it. It is important for your child to regularly read this organiser so that when they meet the learning in class, they already have some prior knowledge; this will enable your child to build a good knowledge base and then use this knowledge in different ways.

You could help your child to build this knowledge by reading the organiser yourself and asking your child some questions about it, for example you could ask your child what specific terms mean (including the key concepts above) or you could quiz them about the different facts presented on the organiser.

Children will be reading these in class too, and will regularly complete short quizzes about what is on them.

Thank you for your continued support.

