



# Great Fire of London: Lesson Plan

## Lesson details

|              |                                                       |
|--------------|-------------------------------------------------------|
| Lesson title | Events Beyond Living Memory: The Great Fire of London |
| Year group   | KS1 (Year 1/2)                                        |
| Date         | _____                                                 |
| Duration     | 60 minutes                                            |
| Subject      | History                                               |

## Learning objective

- Know that the Great Fire of London happened in **1666**, long ago and beyond living memory.
- Use time words such as **past, before, after, then** and **now**.
- Put the main events in the correct order.
- Describe where the fire started, why it spread and how London changed.
- Use pictures and Samuel Pepys' diary to ask and answer simple questions.

## Success criteria

- ☐ I can place the Great Fire in 1666 and explain that it happened long ago.
- ☐ I can use time words to retell the main events in order.
- ☐ I can describe where the fire started and why it spread.
- ☐ I can explain one difference between London in 1666 and London today.

## Key vocabulary

- **Time words** — past, long ago, before, after, then, now.

- **History words** — London, fire, houses, wooden, river, bakery, Pudding Lane, timeline, diary.
- **People and places** — Samuel Pepys, the King.

### Key facts to keep

The Great Fire happened in 1666. It started in a bakery on Pudding Lane and spread through London because many houses were close together and made of wood.

## Resources

- A child-friendly story about the Great Fire of London.
- A large map or picture of London then and now.
- Sequence cards showing the fire starting, spreading, people escaping and houses being rebuilt.
- A large class timeline labelled **long ago** and **today**.
- Picture cards for sorting into **Then (1666)** and **Now**.
- Paper, crayons and pencils.

## Starter

- Show a picture of modern London and a picture of London during the Great Fire.
- Ask, “What is the same? What is different?”
- Explain that the event happened a long time ago, before anyone alive today was born.

## Main teaching

- Read or tell the story of the Great Fire in simple language.
- Explain that the fire started in a bakery on Pudding Lane.
- Explain that many houses were close together and made of wood, so the fire spread through London.
- Place the events on the class timeline: the fire starts, the fire spreads, houses are pulled down and London is rebuilt.
- Model the words, “First... then... after that... long ago... now...”
- Show how we know about the event through Samuel Pepys’ diary and old pictures.

## Activity 1

- In small groups, pupils put the picture cards in order.
- Pupils retell the story using the time words.

## Activity 2

- Pupils sort picture cards into **Then (1666)** and **Now**.
- Pupils explain one difference: “Then houses were made of wood. Now many houses are made of brick.”

- **Challenge** — Write or dictate one or two sentences about why the fire spread quickly or how London changed.

## Plenary

- Invite pupils to share a sequence or a difference between then and now.
  - Ask, “When did this happen?” and “What is one important fact about the Great Fire?”
  - Add new words and ideas to the class word bank.
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## Assessment

- ☐ Uses time words correctly.
- ☐ Places the Great Fire in 1666, long ago and beyond living memory.
- ☐ Orders the main events correctly.
- ☐ Describes one key fact, such as where the fire started or why it spread.
- ☐ Explains one difference between London in 1666 and London today.
- ☐ Asks or answers a simple question using a picture or story.

## Differentiation

- **Support** — \_\_\_\_\_
- **Adaptation** — \_\_\_\_\_
- **Challenge** — \_\_\_\_\_

## Homework

- Draw one picture of London during the Great Fire and one picture of London today.
- Write or dictate this sentence: “Long ago there was a big fire in London. Now London looks different.”

## Teacher notes

- What worked well? \_\_\_\_\_
- What should be adapted? \_\_\_\_\_
- Further notes: \_\_\_\_\_