

Aims:

- To discuss how the Fire started and what made it spread
- To understand the dangers of fire.
- To identify the feelings when involved in a situation involving fire and feeling unsafe
- To understand the importance of smoke alarms
- To recognise the importance of fire prevention and share knowledge with others.
- To compare fire-fighting and fire safety – 1666 with current day

Additional info:

As per the NFCC Position Statement (attached) we request that schools do not carry out re-enactments of the Great Fire of London.

Supplementary tasks:

Worksheets can be completed during the course of the presentation to support delivery and consolidate understanding and can be used as homework tasks.

Lesson delivery notes:

This presentation has been made to allow the teacher to stop and start to facilitate thinking, discussion and response time. It is to be used alongside other resources used for teaching this topic

Slide	Explanation, key messages and questions	Task/activity
1 2	Introduction outlining aims of lesson	
3	The Great Fire of London 1666 video clip from Guy Fox TV Ltd – giving a brief review of key information	Video clip - click on link
4 5 6 7 8	Revise the info points of where the fire started Could Thomas have done anything to stop the fire starting?	Paired discussion for pupils to answer questions to revise key info of GFoL <u>Worksheets:</u> 1) How did the GFoL – unjumble sentences and answer the questions. 2) Thomas Farriners Kitchen – spot the hazards – compare with modern kitchen Allow pupils to discuss in pairs and then share all the hazards they can spot; these can be fire or anything that could cause injury
9 10 11 12 13	Ask pupils the question on slide 9. Highlight importance of smoke alarms. Have to make sure they work; test regularly (at least once a month). Discuss smoke goes up so smoke alarms should be on the ceiling. Emphasise dangers of smoke – 3 breaths and you pass out, 10 breaths usually means you die.	Pupil discussion and hands up <u>Worksheets:</u> Smoke Alarms – acrostic Smoke Alarm colouring sheet My fire safety notes – homework task
14 15 16 17 18	Look at the reasons why the fire was able to get so big, spread so quickly ie got out of control. Look at what burns and doesn't burn? Looking at the where the fire started and where it spread, why isn't the start in the middle of the fire?	Video clip of the streets of London- children can think of the sounds and smells <u>Worksheets:</u> 1) Why did the fire spread so quickly? - sentence building and writing a paragraph. Pupils can add to it with more descriptive words

	<p>Looking at the video clip look discuss how narrow the streets are, what the houses are made of.</p> <p>How does this link to the fire getting bigger?</p> <p>Raise awareness that this happen with other fires even today – they start small and get bigger and spread very quickly.</p> <p>Discuss with pupils how they might be feeling about a situation that feels unsafe ie a friend playing with matches and what they should do How do they think they would feel seeing the damage caused by fire? Do they think others might feel the same as them?</p>	<p>2) My Diary – pupils can write a diary account of their feelings and sensations with regards to fire and the damage is caused – they can take on the part of character who lived at the time of the fire</p>
19 20 21 22 23	<p>Look at the equipment used.</p> <p>Fire hook</p> <p>Leather buckets</p> <p>Water pumps</p> <p>How effective was this in putting out the fire?</p> <p>What didn't it work?</p> <p>Where did they get the water from? Why was this a problem?</p>	<p><u>Activity:</u> Practise the actions needed for each: reaching up and pulling for fire hook; filling, passing and throwing for leather bucket; in pairs holding and one pushing and pulling pump to squirt water. Children to describe how they are feeling physically as well as thoughts on effectiveness <u>Worksheet:</u> How did they put out the fire?</p>
24 25	<p>Explain that that we now have a professional modern service to fight fires. It was the devastation of fires like the Great Fire that caused the emergence of the modern day fire service and development of new equipment</p>	
26 27 28 29 30	<p>Discuss the role of the modern day fire service.</p> <p>We do more than just put out fires – we are the fire and RESCUE service – often work with the other three emergency service – pupils to names then.</p> <p>We have the equipment needed. We wear the clothing to help protect us. Mention that though firefighter dressed in their kit can look scary they are not and are there to rescue and help</p> <p>Compare what is used now to what was used during 1666 GFoL – are there any similarities in the equipment?</p>	<p>Video clip of FF Max talking about Fire Engines and what we use them for</p> <p><u>Worksheets:</u></p> <p>1) The fire service then and now 2) The equipment firefighters use 3) What firefighters wear</p>
31 32	<p>Discuss the number to call in an emergency. Makes sure pupils are clear this is the only number. Why didn't anyone ring the fire service in 1666? (!)</p> <p>What do we do if our clothing catches fire – link back to the fire safety talk from FRS – Stop Drop and Roll.</p> <p>How would we know a) if there was a fire? Link back to smoke alarms b) what do if there was there was a fire? Link to school fire practice - pupils make a fire escape plan for their home.</p> <p>We are more aware of what to do because we have the fire service and we also practice what to do if there was a fire.</p>	<p>Homework tasks:</p> <p>1) Fire escape plans 2) Making a 999 call & What3words</p>
33 34	<p>Highlight importance of making sure a fire doesn't start (prevention) and that we shouldn't play with fire ie matches and lighters because it can easily get out of control.</p> <p>Knowing what to do to stop a fire starting is really important and as important as what to do in emergency.</p> <p>Pupils should be encouraged to share this information with grown-ups at home.</p>	<p>Pupil discussion of how to "prevent a fire starting.</p> <p><u>Worksheets:</u></p> <p>1) Fire Safety in the home – looks at ways to prevent a fire – pupils can use words to make a fire safety poster</p>

	<p>Having a bedtime routine so that everything is checked and doors closed is important – link back to Thomas Farriner – do you think he had a proper routine before leaving his bakery. What could he have done to make sure a fire didn't start?</p> <p>Link back to the first slides and the worksheet with a picture of what his kitchen may have looked like.</p> <p>We know what to do to stop a fire starting because of the fire service and we now learn about it</p>	<p>2) My bedtime routine – pupils can make a bedtime routine for fire safety – this can be done as a homework task</p>
35	<p>Plenary: Ask pupils to give</p> <ul style="list-style-type: none"> - two difference between how we tackle fires now compared to 1666 - two pieces of safety/prevention advice they would give their grownups when they get home 	<p>Pupil pair and share activity</p> <p>Pupils to go round the class and ask each other the questions – finish with hands up and sharing of answers</p> <p>Homework; My Fire Safety Notes</p>
36	<p>Great Fire of London 1666 a brief history</p> <p>Links to the Fire of London Museum</p> <p>http://www.fireoflondon.org.uk</p> <p>If there are any questions email</p> <p>education@dsfire.gov.uk</p>	