



Pudding Lane

Recommended year group: Year 8

Subject focus: History, Science, Art and Design

Driving Question: How can positive changes come from negative events?

Introduction

This is a theme that mixes History and Science with Art and Design based around one main event in 1666.

The Fire of London is a major historical event, which signalled the end of the Great Plague of 1665 and the beginning of a new confidence in early modern Britain as well as physical changes to London.

We look at these historical themes but also address the issue of plague and fire, the science around them as well as the impact that they can have on society. Something that is important today more than ever.

This shows how we use history to see that there will be an end to the impact of COVID 19 and that positive things can emerge from difficult times.



Learning Checks

1 Early Modern Britain - The Great Plague killed thousands of people in the 17th Century. Explain why conditions in early modern Britain made the plague worse?

3. Big Read – Seven Ages of Man - How does Shakespeare use language to illustrate the seven stages of life?

7. Dealing with disaster Natural factors are the main reason why the UK is affected by wildfires. Do you agree with this view? Give reasons for your decision

Key vocabulary

Alliteration, Aristocracy, Capitalist, Cartography, Cause, Connotation, Consequence, Constable, Declaration, Economic, Enslaved labour, Environmental, Fire Triangle, Glorious Revolution, Imagery, Immigration, Industrialisation, Infection, Infrastructure, interpretation, Long term, Metaphor, Microbe, Modernisation, Monarchy, nature, Operator, origin, Pain, Paramedic, Pathogen, Plantations, Population density, Positive, Problem of Evil, Progression, Protestant, provenance, Puns, Puritans, purpose, Redevelopment, Reformation, Restoration, Sacrifice, Short term, Simile, Social, source, Suffering, Training, Transmission, Urbanisation, Vaccination, Wildfire

Reading connected to the theme

The Baker's Boy and the Great Fire of London – *Tom and Tony Bradman*

When the Great Fire breaks out in Pudding Lane in 1666, a young apprentice baker finds himself caught up in one of the most famous disasters in British history. A fast-paced story that brings the sights, sounds and dangers of the fire to life.

The Great Fire of London – *Emma Adams*

A gripping historical novel that follows ordinary Londoners as they struggle to survive the devastating fire. It highlights how the city changed and rebuilt after disaster.

Plague: A Cross on the Door – *Ann Turnbull*

Set during the Great Plague of 1665, this novel explores fear, loss and courage as a family tries to survive one of the deadliest disease outbreaks in English history.

Children of Winter – *Berlie Doherty*

A moving story about a village affected by plague. It explores the impact of disease on communities and the resilience people show during difficult times.

Street Child – *Berlie Doherty*

The story of Jim Jarvis, a Victorian orphan who faces poverty and hardship in London. Themes of resilience, social change and improving society link strongly to the theme's driving question.

The Silver Sword – *Ian Serraillier*

After the devastation of World War II, a family must rebuild their lives. The novel demonstrates how hope and positive change can emerge from catastrophe.

Wonder – *R.J. Palacio*

Auggie faces prejudice because of his facial difference but discovers friendship, kindness and acceptance. It links directly to the theme's focus on positive outcomes arising from challenging circumstances.

A Place Called Perfect – *Helena Duggan*

When Violet moves to a town where everything seems too perfect, she uncovers dark secrets and must help bring about change. A story about questioning society and improving the world around us.

Phoenix – *S.F. Said*

Set in a future world facing environmental destruction and conflict, this adventure follows a young hero who discovers that hope and renewal can arise from disaster.



People, Place and Time

The 'People', 'Place' and 'Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** provides a visual representation of the world at the start of the early modern era.
- **Time:** highlights of the history of catastrophic fires throughout history and their impact on the people they affected.

Family learning opportunities

- Create a family fire safety checklist for the home. [Video - Test it Tuesday, test your smoke alarm \(cheshirefire.gov.uk\)](#)
- Research how the Great Fire of London changed building materials and city design.
- Visit a local town or city centre and look for evidence of old and new buildings.
- Explore online maps and identify how your local area has changed over time. [Ordnance Survey Maps Six-inch England and Wales, 1842-1952 - Map Images - National Library of Scotland](#)
- Discuss a difficult event in history and identify any positive changes that resulted from it.
- Research a career linked to mapping, architecture, emergency services or public health. [Use geography: careers in mapping, GI and data science | RGS](#)

Places to Visit

The Monument, London Built to commemorate the Great Fire of London, visitors can climb to the top for views across the city and learn about the fire's impact.

Museum of London Docklands – Great Fire of London Gallery Explore interactive exhibits about life in seventeenth-century London, the fire itself and how the city was rebuilt.

St Paul's Cathedral, London Designed by Sir Christopher Wren after the Great Fire, St Paul's is a symbol of London's recovery and redevelopment.

Pudding Lane, London Visit the street where the Great Fire began in Thomas Farriner's bakery in September 1666.

London Museum (formerly Museum of London) Houses artefacts from the Great Fire, the plague and London's rebuilding, making it an excellent theme link.

Virtual Visits

- [Virtual Tour of London Walks](#)
- [Visit London interactive resources](#)
- [BBC Great Fire of London resources](#)
- [St Paul's Cathedral virtual tour](#)
- [Tower of London virtual tour](#)

Read:

[Grenfell Tower 2017 - A Poem by Ben Okri - Ben Okri Official Site](#)

Okri wrote the poem to fundraise for the relatives of victims of the Grenfell Tower fire disaster and survivors.

Look:

[Grand Designs - On Demand - All 4 \(channel4.com\)](#) Each episode follows different building projects using a variety of different materials for different purposes.

Listen:

[The Great Fire of London - 9. The story of The Great Fire of London - BBC Sounds](#) "Cat Sandion looks back to 1666 and causes and consequences of The Great Fire of London."

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
1. Early Modern Britain	History	- Describe different aspects of life in the 16th and 17th Centuries – early modern period. - Explain the different features of society in the early modern period and why people did as they did. - Assess the impact of society on the Great Plague.	SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary.	KS3 History NC: Development of Church, State and society in Britain 1509 - 1745
2. The Restoration of the monarchy	History	- Identify reasons why Charles II was known as the ‘Merry Monarch’. - Apply knowledge gained from research tasks to consider his effectiveness as king compared to other monarchs. - Construct a Storyboard of some key events which occurred during his reign.	SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance/ importance, similarity and difference)	History: The development of Church, state and society, 1509–1745. Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as significance.
3. Big Read – Seven Ages of Man	English	- Identify language techniques in the set text. - Explain and analyse the purpose and overall effectiveness behind these features. - Identify structural features and their impact in the text.	Identify and interpret language devices, sentence forms, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone	English Students should - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, appreciate our rich and varied literary heritage

4. The Great Plague	History	1. Use sources to describe the impact of the Great Plague 2. Explain how to create suspense and atmosphere in Drama 3. Devise a performance about the Great Plague that creates suspense and atmosphere.	C.OT.02 Express a variety of relevant thoughts and ideas. (Devising/Choreography Discussion) SE.HS.03 Use historical sources	Drama Students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. History: They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims
5. The Spread of Disease	Science	1. Identify key scientific terms when identifying an outbreak 2. Describe how different pathogens causes different disease 3. Explain how pathogens spread across a population 4. Illustrate the transmission of pathogens.	SC.CS.01 Using Scientific Ideas	KS3 Science NC: Present observations and data using appropriate methods, including tables and graphs interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.
6. Samuel Pepys – Big Write	English	1. Identify and evaluate recount writing (diary) techniques. 2. Apply recount text techniques to my own diary.	CL.WP.01: Write imaginative, interesting and developed texts (Ideas).	KS3 English NC: Write accurately, fluently, effectively and at length for pleasure and information. Writing for a wide range of purposes and audiences Plan, draft, edit and proof-read.
7. Dealing with disaster	Science	1. Identify the key elements which make up the ‘Fire Triangle’. 2. Describe and explain the causes and prevention of fire using the Fire Triangle. 3. Apply knowledge of the fire triangle and living conditions to practical situations in the past and present.	SC.CS.01 Using Scientific Ideas	KS3 Science NC: Experimental Skills and investigations – ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. Make predictions using scientific knowledge and understanding

8. Great Fire of London	History	1. Identify causes and consequences of the Great Fire of London. 2. Investigate and group a range of consequences into different categories. 3. Justify your own opinions about why some consequences may be more important than others.	SE.HS.02: Making historical connections (cause and consequence)	History: understand historical concepts such as, cause and consequence, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyse
10. London and how it has changed	English	1. Know what cartography is and why it matters 2. Identify what maps can tell us about the past 3. Use maps to identify evidence of change over time.	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	Geography: Use a range of geographical information, including maps, to investigate places and understand how human and physical landscapes have changed over time.
11. Why does God allow suffering?	RE	1. Describe what suffering is and the different types of suffering 2. Explain suffering and the purpose using the story of the fall and the story of Job Discuss the Christian response to suffering using teachings of Jesus	SE.RE.01 Making sense of religious beliefs	NATRE: Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology
12. Careers Lesson	Careers	1. Describe the attributes of the three main emergency services. 2. Compare different aspects of emergency service jobs 3. Analyse personal attributes that would help someone working with the emergency services.	PD.CA.02: Experiencing the world of work	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.