

Mantle of the Expert:

Fire Marshals

Step 1: Theme History: The Great Fire of London	Step 2: Overview of learning <ul style="list-style-type: none">• Knowledge: Key timeline events of TGFoL; conditions that caused TGFoL, changes as a result of TGFoL• Skills: Asking and finding answers to questions, working as a team• Understanding: Simple understanding of chronology. That changes happened as a result of TGFoL. Why TGFoL happened.	Step 3: List of things that make the theme interesting <ul style="list-style-type: none">• London in 1666• The event – a big fire• Fire brigades/fighting fires• How life was different in 1666• Differences between now and then• Investigating/ using clues to solve problems• King Charles II and Samuel Pepys	Step 4: Generate questions for inquiry <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i> How was life different 300-400 years ago? Why did TGFoL start? How did TGFoL change London? How did TGFoL spread? Was there any help for people after TGFoL? Should any one person get the blame for TGFoL?
Step 5: Invent a narrative – include tension, location and time It is 1666 and a fire has just raged through London. No one knows how the fire began but it occurred around Pudding Lane. It has destroyed thousands of homes and killed at least 5 people (probably many more). King Charles II is concerned for his city; he needs a team of highly trained volunteer Fire Marshals who will be on hand to ensure such a disaster never happens again. Tensions: The fire, City destroyed, people homeless, someone wrongly blamed for starting the fire, potential threat of another fire, Time: September 1666 Location: London, Pudding Lane, St. Paul’s cathedral	Step 6: Select the expert team and list powers, responsibilities and values Team: Fire Marshals Powers: Asking questions, interviewing people, entering people’s homes, observe closely. Responsibilities: Reporting to the King, helping people, finding out why the fire started and ensuring it doesn’t happen again. Values: Determined to find the answers, good work ethic, sympathy and empathy for people who have lost things, want to compensate for this disaster, bravery,	Step 7: Decide on the client and their role, purpose and authority King Charles II Very high authority, expects work to be done to a high standard, will punish poor work ethic. Children must report back to him and answer his questions.	Step 8: Devise the commission To train as elite fire marshals, ready to put out any future fires (including training needed and equipment).To investigate what started the fire and why it was so vicious. To advise King Charles II on how to ensure it doesn’t happen again. To make recommendations on rebuilding the city.
Step 9: Other points of view <ul style="list-style-type: none">• King Charles II• Samuel Pepys• Jane the maid• Thomas Farrinor• Peoples whose homes have been destroyed• Someone with a lucky escape (possibly escaping by swimming across the river)• Someone who has been wrongly accused	Step 10: Possible team tasks and classroom activities <ul style="list-style-type: none">• Art collage depicting the fire to recreate TGFoL for future generations.• Investigating materials – grouping and naming materials to put out the fire (which is the best?) and for redesigning houses.• Enacting the fire, bucket brigade etc.• Interviewing people (Samuel Pepys, Thomas Farrinor) and writing reports on these significant individuals.• Sequencing of events to report back to the King.• Writing letters to the King to feedback knowledge (Creating content on computers).• Comparing London now and then – overarching theme.• News reports on The Fire.	Step 11: National Curriculum Links <i>Subject to change as the mantle develops</i> <ul style="list-style-type: none">• Events beyond living memory that are significant nationally or globally.• the lives of significant individuals in the past (Samuel Pepys, King Charles II)• Materials: what will we use to make fire-fighting equipment?• Art work: using a range of materials• Art work: studying paintings of the fire from the time.	Step 12: Sequence of steps into the fiction See below.

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Steps in: becoming the expert team.

Step 1:

Invite children on a journey into the past: London, 1666. Wonder aloud what we might see and give children time to share their ideas. Use video of 1666 London (<https://www.youtube.com/watch?v=SPY-hr-8-Mo>) to give children an image of how different London would have been in 1666.

Step 2:

Together, notice differences between London now and then. Use charcoal and a long piece of paper to create a shared representation of Pudding Lane.

Step 3:

Teacher narrates The Great Fire of London through storytelling. Use the children's representation of Pudding Lane as a visual stimulus: use red, yellow and orange oil pastels to represent each house being set alight. Pause at one point: *The fire was out of control.*

Step 4:

Invite children to represent citizens of London at this point: what will you do? Use convention to pause the action and ask children to share what they are doing.

Step 5:

Putting out the fire: use the narrative voice to include subject knowledge of key events, with children representing Londoners putting out the fire.

Step 6:

Convention of effigy: an adult with an easel with a note: 'Mum, I'm going back to London to start my life again.' Children invited to speculate and then talk to the effigy: they are invited to return to London with him/her

Step 7:

Children invited to help rebuild London business: what will your business be? Out of the fiction, teach children about the sort of businesses that would have been in London at the time. Also teach them about the need for written by also pictorial signs as many people would not have been able to read. Children create a sign for their shop door and choose a space in the room to set up their business. They sign where their business is on a 1666 map of London after the fire.

Step 8:

Children go about their daily lives in London. At one point, use easel or paper to sign a space in the room as visits shops and spreads the message: CITIZENS OF LONDON, you are summoned to the Court of King Charles II IMMEDIATELY.

Step 9:

AIR as the King's Advisor reading a declaration from King Charles II: he is seeking brave volunteers to train as an elite band of Fire Marshals, willing to be on hand at any moment to detect and put out any future fires. A fire such as The Great Fire of London must never happen again.

Willing citizens sign up to the band of Fire Marshals on a pre-prepared scroll.

Possible steps forward:

- Preparing to be fire marshals – equipment and materials from 1666 (e.g. the bucket brigade)
- Learning about why the fire spread so quickly and taking steps to ensure it can't happen again
- Identifying and putting out further fires in London
- Investigating who started TGFoL
- Meeting Samuel Pepys and his box of precious items
- Making design recommendations for re-building London (see rebuilding act 1667 <https://www.parliament.uk/about/living-heritage/transformingsociety/towncountry/towns/collections/collections-great-fire-1666/1666-act-to-rebuild-the-city-of-london/>)