

Great Fire of London Evidence Hunt Colouring Page

KS1 / Year 1 - History

Colour the 1666 scene. Find three clues showing why the fire spread quickly and three clues showing how people responded.



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Parent & Teacher Guidance

Curriculum focus

Topic: Great Fire of London. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: KS1 History: studying an event beyond living memory that is nationally significant, including the Great Fire of London, and using evidence to understand key features and responses..

Before you begin

Review the picture together and ask the learner what they already notice about Great Fire of London. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Great Fire of London. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Great Fire of London can you explain using the picture?

Answers and checking

Spread clues: closely packed timber-framed houses, narrow streets with overhanging upper floors, and wind carrying sparks towards nearby roofs. Response clues: a bucket chain carrying water, adults using fire hooks to pull down a structure to make a firebreak, and people moving possessions away by cart or river boat. Discuss that the fire began in a bakery on Pudding Lane and that many factors affected its spread.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
