

Note to teachers: This pack is new and we'd love to hear what you think! Please email monumentlearning@cityoflondon.gov.uk with any comments. Thank you.

The Monument Learning: Onsite resources

Thank you for booking a visit to The Monument to study The Great Fire of London, we hope you enjoy your visit. This pack contains information and activity ideas for you to do with your class during your visit. We also recommend that group leaders visit in advance of bringing their school group so they can familiarise themselves with the site.

Background information:

Designed and built by Robert Hooke and Sir Christopher Wren, The Monument stands at 62m (202ft) high with an ascent of 311 steps to the top. Built over six years from Portland Stone, the structure commemorates The Great Fire of London and celebrates the rebuilding of the city.

The Great Fire began in the bakery of Thomas Farriner on Pudding Lane during the early hours of the 2nd September 1666. Over the next four days, the fire would spread to the very edges of the City of London. Six souls are recorded to have perished in the blaze, including eighty five churches, thirteen thousand houses and the Medieval Cathedral of St Pauls. With destruction on this scale, both Parliament and the Crown agreed that the fire should never be forgotten and so the building of 'The Monument to the Great Fire of London' was begun.

At least three alternative designs were proposed for The Monument including a statue of King Charles II at the summit. The structure as it stands today, was built at a cost of £13,450 11s 9d (£1m pounds today) on the site of St Margaret's, the first church destroyed in the fire.

As members of the Royal Society, both Wren and Hooke created The Monument to be used also as a place to conduct scientific experiments. The basement was designed to house an astronomical observatory, with the remaining column completing a 'Zenith Telescope' looking to the movement and positioning of the stars. Whilst destined to fail as an accurate scientific instrument, Robert Hooke continued to develop the wheel barometer utilising the shaft.

Originally located on the main northern approach across London Bridge, The Monument is considered to be one London's first pay entering visitor attractions. Nicholas Olney, the first 'Custodian' described his job as a 'profitable privilege'. He was responsible for providing the city with a modest £50 per annum to cover the maintenance costs – all of the other costs were his profit.

With the repositioning of London Bridge upstream, The Monument has lost the prominent position it once occupied. Today, The Monument is still open all year round as a tourist attraction and welcomes over 230,000 visitors each year.

Activity 1: 'Yes or No'

Purpose:

The purpose of this activity is to get children thinking more about why the Great Fire of London began, the geography of 17th century London and to understand significant individuals related to the period.

Location:

Make your way to 'Pudding Lane' street sign (located on the map below)

Curriculum Links:

English Curriculum – Listen and answer appropriately, students to participate in discussion

Activity explained:

The Teacher should encourage pupils to think about what they already know about the Great Fire of London and ask them to answer 'Yes, No or Maybe' to the following questions. Teachers may also use 'thumbs up', 'down' or 'middle' for responses. For each answer, the teacher should check the reason column as a guide to encourage correct response.

"We are standing close to where the fire started, but what caused the Great Fire of London?"

CAUSE:	YES OR NO:	REASON:
Baker	Yes	Didn't clear coal from his bakery. Therefore started the Great Fire of London.
Wood	Yes	Houses were close together in 17 th century London. Fire jumped from roof to roof.
Wind	Yes	Air is important to keep a fire going. The wind also helped to carry the fire through the cramped streets of London.
Lord Mayor	Yes	Lord Mayor Bloodworth did nothing as the fire spread. He actually ran away
Gunpowder	Maybe	The Tower of London was full of gunpowder. Imagine if the Great Fire had reached it?
The King	No	King Charles II helped fight the fire with his brother James.
Catholics	No	But they still got the blame for the fire in 1667.

Activity 2: 'Frozen statues'

Purpose:

The purpose of this activity is for children to think about the thoughts and feelings of those affected by the Great Fire. It is also to introduce the design and symbols of The Monument.

Location:

'The Ciber Frieze' looking up to the top of The Monument

Activity explained:

As your group make its way around the base of The Monument, they will stand in front of a 'frieze'. Carved in Portland Stone it depicts the Great Fire and the people, skills and emotions of rebuilding a City 'frozen in time'. By making statues, can you create a frieze with your class? Ask pupils to think about the following question and strike a pose expressing how it makes them feel.

"A lot of people had to leave their homes and possessions quickly as the Great Fire of London approached. How would this make you feel?"

Show your reaction by creating a pose and make a statue standing perfectly still. Who can hold their pose the longest (manikin challenge style!)? Would you grab anything to take with you?"

**you could adapt activity this by first looking at the freeze and recreating the characters*



People of London hiding from the Great Fire of London

Activity 3: 'Dragons Compass/Treasure Hunt'

Purpose:

The purpose of this activity is to get children thinking about what life was like before and after the Great Fire, the political positioning of the city and to further understand The Monument.

Curriculum Links:

History Curriculum – Changes in living Memory and significant individuals

Activity explained:

The following activity is an information hunt around the four panels of The Monument. Teachers should begin by explaining that The Monument was built to remember the Great Fire and celebrate the rebuilding of the City of London.

You could do this activity together as a class or break into smaller groups led by an adult. Prompt pupils to complete the name and activity from the clues.

Clue:	Name:	Activity	Teacher answers:
When we are not breathing fire, we sit on The Monument facing East and West.	Dragons	Take a look at our heads; can you spot the difference?	The Monument was built by the King and the City, four dragons sit on the pedestal of The Monument. Two look West with their heads bowed toward the King and two look East with their heads raised toward the City like a giant compass
We spend a year each looking after the City of London. Can you find our names on The Monument?	Lord Mayors	Count how many of us you can find, this is how many years it took to build The Monument.	The Monument took 6 years to build between 1671 and 1677. The names are depicted on the East front.
People say I look a bit like a Roman Emperor! I was King before and after the Great Fire of London	King Charles II	What do you think I am doing in the freeze?	In the freeze Charles is taking 'centre stage' conducting the rebuilding of the city. He might also be known as 'The Party King' from Horrible Histories.
Can you find me sitting down on the rubble?	City of London is represented by a woman	Why do you think I look so sad?	This character represents the burned down City of London. She has time behind her lifting her up (figure with wings)

Activity 4: 'Testing the Acoustics'

Purpose:

The purpose of this activity is to get children experiencing scientific phenomena, beginning to use simple scientific language and being curious to ask questions.

Location:

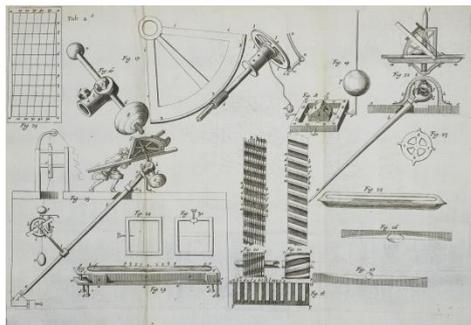
'The Hooke Plaque' is 20 steps front of The Monument entrance

Curriculum Links:

Science Curriculum – Experience of phenomena
 Science Curriculum – Be curious and ask questions
 Science Curriculum – Use simple scientific language

Activity explained:

The teacher should gather children around the Robert Hooke plaque, telling pupils he was the architect who designed and built The Monument. The plaque depicts the different jobs Robert Hooke undertook throughout his career: Working as a group, can you find and describe each one?



Where's Hooke? This is believed to be the only existing image of Robert Hooke. The scientist Isaac Newton destroyed all of his others pictures

As an astronomer, Robert Hooke needed a large telescope and built The Monument to be used as one. Hooke looked up to the night sky by opening a golden hatch at the top. He also carried out other experiments using barometers for pressure and studied gravity using huge pendulums. Can you make a telescope with your hand? Look through your telescopes to the top of The Monument; it is 62m to the top, 311 steps!

We are now going to conduct our own experiment. The teacher should now ask the children to sing a simple song (see pre visit activities). The teacher should then ask pupils do you think it will sound louder or quieter inside. Do you think we will be able to hear an echo inside of The Monument?

As children and teacher make their way in, repeat the song as they make their way up the stairs. Repeat two or three times to notice a difference in the sound.

*This activity can be repeated on the way down.

Activity 5: 'View from the top'

Purpose:

The purpose of this activity is for children to experience and begin to understand how the skyline of London has changed over time.

Curriculum Links:

- History Curriculum – Changes in living memory/changes to national life
- History Curriculum – Great Fire of London/rebuilding of the City of London
- History Curriculum – Significant individuals
- English Curriculum – Ask relevant questions
- English Curriculum – Listen and answer appropriately

Activity explained:

The teacher should encourage the children to look at the skyline and find different types of buildings: church, skyscraper, bridges, and boats.

The teacher should then ask the children to try and find the following buildings:

Can you find the following:	Teacher prompt:
<i>St Pauls Cathedral</i>	<i>With its iconic, Portland Stone dome: This was rebuilt by Sir Christopher Wren after the Great Fire of London</i>
<i>All Hallows by the Tower</i>	<i>Can you find it by the green steeple? This was where Samuel Pepys climbed up to see the fire after burying his cheese</i>
<i>London Bridge</i>	<i>There has been a London Bridge for over 2000 years, this is where Londoners hid from the Great Fire</i>
<i>St Magnus the Martyr Church</i>	<i>One of the first buildings to burn down in the Great Fire of London and the church attended by the famous Baker.</i>
<i>Tower of London</i>	<i>This is close to the place where the Great Fire of London stopped spreading East. Just beyond St Pauls is where it stopped to the West. Can you imagine the destruction?</i>
<i>The Shard</i>	<i>One of the newest buildings on the London skyline, it is also one of the tallest in Europe. Do you notice what it is built from?</i>
<i>Tower Bridge</i>	<i>Opens to let big ships pass and has stood over the river for almost 123 years.</i>
<i>HMS Belfast</i>	<i>Boats would have been used to flee as the Great Fire spread and also used to bring materials to the rebuild the city. Can you find a modern Naval ship on the river? Do you think this was here during the Great Fire?</i>

Activity 6: 'Shapes of The Monument'

Purpose:

The purpose of this activity is for children to understand or consolidate through shapes that The Monument was built to be used as a telescope.

Curriculum Links:

Science Curriculum – Noticing patterns

Science Curriculum – Begin to use simple scientific language.

Activity explained:

The teacher should encourage the children to look at the shapes on the inside of The Monument as they make their way down.

On exiting The Monument, the teacher should ask the pupils what shapes they found on the inside. Prompts include:

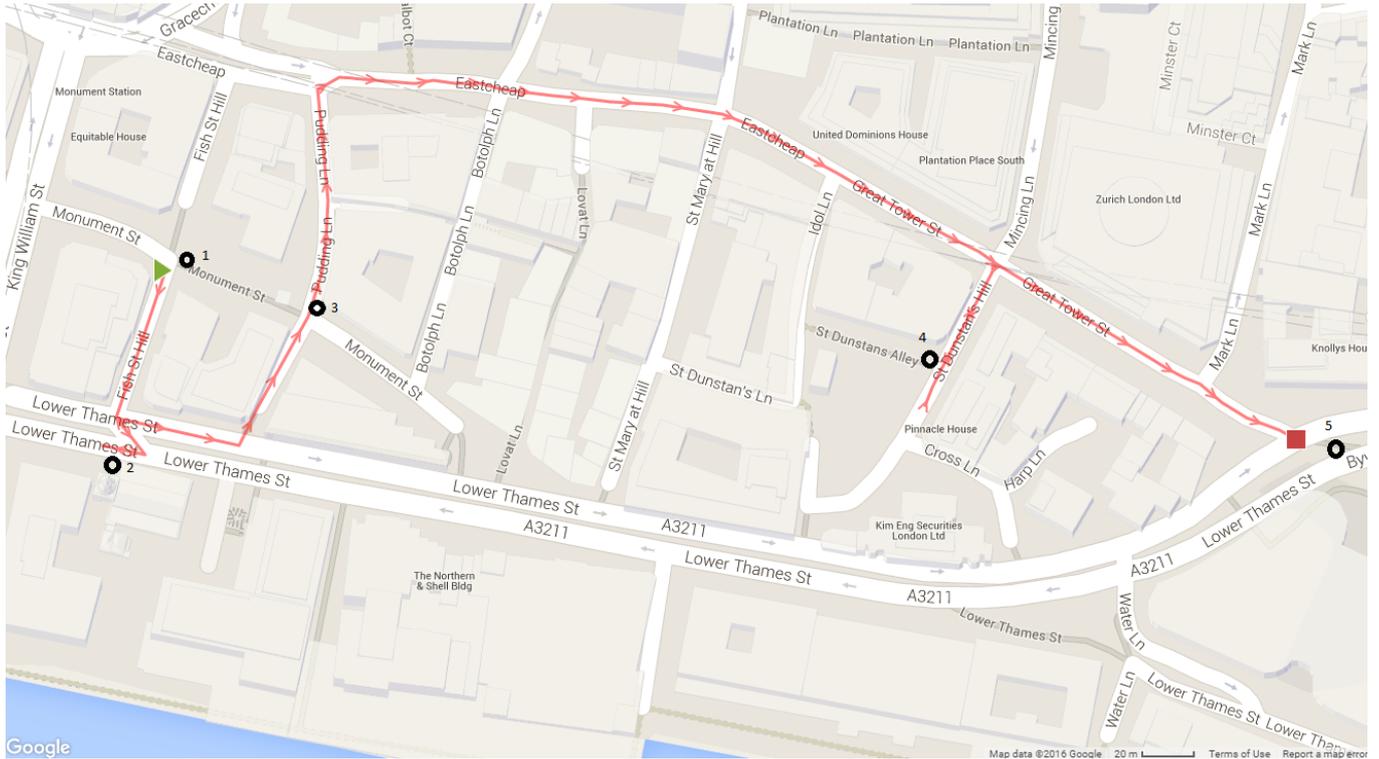
- What shape was the centre of The Monument
- What shape could you see when you look through the middle?

Teacher should then ask pupils what The Monument looks like.

Great Fire Trail – Teacher information

If you are not quite finished visiting, why not complete a 'Great Fire Trail'? This trail starts at The Monument.

The trail ends by All Hallows Church, next to the Tower of London. To the right of the church there is bench space where your group can sit to eat lunch.



Why not print out the worksheet below for each pupil?

Remember to bring pencils!

Great Fire Trail – Answer sheet

1. Outside of The Monument

Start at **The Monument** and look for the information panel (the other side to the entrance)

- How many days did the Great Fire burn for? _____
- How many years did it take to build The Monument? _____

Walk down Fish Street Hill and cross the road at the crossing to get to **St Magnus-the-Martyr church**.

2. St Magnus-the-Martyr Church

St Magnus-the-Martyr was one of the first buildings destroyed in the Great Fire and so the current church is the one which replaced it. It was rebuilt by the same person who built The Monument, Sir Christopher Wren.

Walk through the gates and into the churchyard. To the side of the church you will see some large stones which are from the old London Bridge (which, like the nursery rhyme says, fell down!). This is where old London Bridge used to begin.

- Look up to The Monument, imagine passing it each day. What adjectives would you use to describe it? _____

3. Pudding Lane

Cross back over Thames Street at the pedestrian crossing, turn right and then left up Pudding Lane.

This is the road where the Great Fire started. Can you find the plaque to Thomas Faryner on the corner of Monument Street?

- What job did Thomas Faryner have? _____

4. St Dunstan's Church in the East

Walk up to the end of Pudding Lane and turn right onto East Cheap. Follow the road until you reach **St Dunstan's Hill**, turn right and walk down it until you get to a garden on your right. Go inside the garden.

This church was damaged in the Great Fire but, instead of being completely rebuilt, they just made some repairs. It was then damaged during WWII and so was turned into a garden.

Look up to the top; this is where Christopher Wren's daughter ate lunch with the workmen. Just to make sure the church spire was sturdy.

- *If you could design a new building for London today, what would you want it to look like? Have a go at designing your own building. Can you squeeze it between the buildings?*

5. All Hallows by the Tower

Return to Great Tower Street and turn right and walk towards a church with a green spire. The famous diarist, Samuel Pepys, stood at the top of this spire and watched the Great Fire burning the buildings of London. He said it was "the saddest sight". How do you think you would describe seeing London Burning?

The End!