

YEAR GROUP:	Willow Class	TERM :	Summer 1	THEME:	The Great Fire of London									
PRIOR LEARNING			Cross-curricular and visits/visitors											
Children may have: - Begun to understand the concept of past and present in their own lives - Talked about significant events (e.g., birthdays, family celebrations) - Learned about family members and their own timeline (when they were a baby → now) - Looked at old and new objects and noticed differences - Heard stories about people from the past - Recognised that things change over time (e.g., toys, homes, technology)			English Write diary entries inspired by Samuel Pepys Recount the events in order (beginning, middle, end) Role-play interviews with witnesses/firefighters Descriptive writing using senses – <i>What could you see, hear, smell, feel?</i> Science Materials: Why did wood/straw burn quickly? Art and design Silhouette paintings of London burning (warm vs cool colours) Model-making of Tudor houses											
SUBSTANTIVE KNOWLEDGE			DISCIPLINARY KNOWLEDGE											
By the end of the unit, children should know that: - The Great Fire of London happened in London in 1666 - It started in a bakery on Pudding Lane Houses were made of wood and built close together, which helped the fire spread - The fire burned for several days - There were no fire engines like today – people used buckets, water squirts and hooks - The wind made the fire spread quickly Samuel Pepys recorded the events in his diary St Paul’s Cathedral and many homes were destroyed - The fire led to changes in how houses were built (brick instead of wood, wider streets)			Children will: - Use simple timelines to understand past and present - Ask and answer questions using historical sources (diaries, pictures, artefacts) - Compare firefighting then and now - Understand the concept of cause and effect (what caused the fire? What happened because of it?) - Sequence events in the correct order - Use historical vocabulary such as <i>past, present, long ago, now, event, change, timeline</i> - Observe and discuss how we know about the past – especially through Samuel Pepys’ diary and paintings - Identify similarities and differences between buildings and streets in 1666 and today											
KEY VOCABULARY			CHALLENGING VOCABULARY											
<table><tr><td>London</td><td>Houses</td><td>Diary</td></tr><tr><td>Fire</td><td>Wind</td><td>Pudding Lane</td></tr><tr><td>Bakery</td><td>Timeline</td><td>King Charles II</td></tr></table>			London	Houses	Diary	Fire	Wind	Pudding Lane	Bakery	Timeline	King Charles II	 Embers – Small glowing bits of burning wood after a fire  Firebreak – A gap created to stop fire spreading  Catastrophe – A very big disaster that causes lots of damage  Flammable – Something that can catch fire easily		
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