

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>In this topic the children will explore what makes London the capital city of England today. They will learn about key landmarks and the history behind them. The children will go on to investigate what London was like in the past and then study in detail the events of the Great Fire of London. They will look at the causes and effects of the Great Fire as well as the different accounts of the events, including that of Samuel Pepys.</p>	<p>From Year 1 the children should be able to name and locate the four countries and capitals of the UK. They will know that London is the capital of England and will recognise some key landmarks.</p> <p>They have also begun to consider how and why places change over time.</p>	<p>In the summer term children will be able to use their comparison skills when looking at the similarities and differences between where they live and Salento.</p> <p>In year 3 children will look further into why people settle where they do.</p> <p>In year 5 children will study rivers including the Thames.</p>	<p>Country City Capital River Thames Landmark Government Flammable Bakery Monument Diary</p>	<p>Evidence Firebreak</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>Events beyond living memory that are significant nationally or globally.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Chronology:</u> Use words and phrases that link to the passing of time such as: decade, century.</p> <p>Order events and people I have studied using a simple timeline.</p> <p>Compare when different events took place in relation to those before.</p> <p>Begin to give reasons for the order of events or people.</p> <p><u>Interpretation:</u> Recount the life of someone famous who lived in the past and what they did.</p> <p>Make comparisons between some aspects of life in different time periods.</p>	<p>Where is the United Kingdom? Know that the United Kingdom is in Europe and that it is made up of England, Scotland, Wales and Northern Ireland and that the Republic of Ireland is not part of the UK.</p> <p>What are the capitals of the countries which make up the United Kingdom? Know that a capital is a town or a city where a country's government is based. Know that the capital of England is London, the capital of Wales is Cardiff, the capital of Scotland is Edinburgh and the capital of Northern Ireland is Belfast.</p> <p>What is London like today? Know some of the key human and physical features of London (Houses of Parliament including Big Ben, Buckingham Palace, The River Thames, St Pauls Cathedral, Tower of London and Tower Bridge, Shard, River Thames)</p> <p>How was London different in the past? Know and be able to explain how London and life was different in the 17th Century including: houses, transport, jobs. Know that the houses were mainly made out of wood and straw which is flammable and that the houses were close together.</p> <p><i>Compare when different events took place in relation to those before (Victorians)</i> <i>Make comparisons between some aspects of life in different time periods.</i></p> <p>What was the Great fire of London and when did it happen? Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire because the oven fire was left burning overnight.</p>		<p>Sunday 2nd September 1666 The fire starts at 1 a.m. Mid-Morning: Samuel Pepys starts to write about the fire in his diary.</p> <p>Monday 3rd September 1666 The fire gets very close to the Tower of London</p> <p>Tuesday 4th September 1666 St Pauls Cathedral is destroyed by the fire.</p> <p>Wednesday 5th Sept 1666 Building along the Strand are blown up to prevent the fire spreading.</p> <p>Thursday 6th Sept 1666 The fire is officially extinguished.</p> <p>25th September 1666 A committee is established to investigate what caused the fire.</p> <p>27th October 1666</p>	

<p>Recall facts about significant people from the past and explain how they've influenced life today.</p> <p>Identify some ways we find out about the past.</p> <p><u>Enquiry:</u> Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</p> <p>Use books to help me find out about the events I am studying.</p> <p>Ask questions to find out about people/events in the past (who, what, when, why, where):</p> <p>Vocabulary: Use key vocabulary for topic.</p>	<p>Know that the Great Fire started on 2nd September 1666 and spread through the city until 6th September 1666. <i>Order events and people I have studied using a simple timeline.</i> <i>Begin to give reasons for the order of events or people.</i></p> <p>How did it start and why did it go on for so long? Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire because the oven fire was left burning overnight. Know that the fire spread easily because it had been a long hot summer, the houses were very close together and made from timber and straw and there was a strong wind. There was also no fire brigade in 1666. Know that the fire burned for 4 days. <i>Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</i></p> <p>How do we know about The Great Fire of London? Know that when we are investigating the past we use different sources of evidence and example what some of these could be (melted pottery found in 1979). Know that Samuel Pepys kept a diary which documents the events of the fire. <i>Recount the life of someone famous who lived in the past and what they did.</i> <i>Identify some ways we find out about the past.</i> <i>Use books to help me find out about the events I am studying.</i></p> <p>How was it stopped? Know that the wind died down, they destroyed houses to create a gap/firebreak so it couldn't spread any further and people filled leather buckets with water from the Thames. <i>Identify some ways we find out about the past.</i></p> <p>What was the effect on the city and the people? Know that the fire destroyed many homes and buildings, including St Paul's Cathedral. Know that record show only six people died but it was probably a lot more. <i>Ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory). Hot seating?</i></p> <p>What happened after the fire? Know that there were new rules for building house were introduced. Know who the King was at the time of the Great Fire and understand why he wanted to rebuild London with wider streets and no overcrowding. <i>Recall facts about significant people from the past and explain how they've influenced life today.</i></p>	<p>Robert Hubert was sentenced to death for causing the fire. 22nd January 1967 The committee finds the fire was in fact an accident. 1677 A monument to the Great Fire of London is completed.</p>
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CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM	BY THE END OF THIS UNIT...
	<p>By the end of this unit most children will know that the capital city of England is London and identify what London is like today. They will be able to explain how London was different in the past, particularly the materials houses were built from. The children will know when the Great Fire of London happened be able to order key events. They will be able to explain how the Great Fire started and the effect it had on the city at the time. They will be able to talk about significant individuals including Samuel Pepys and understand how historical accounts help us understand events in the past.</p>