



<p>Unit Overview</p>	<p>During this unit the children will learn about The Great Fire of London, how it started and the detrimental effect it had on landscape. The children will study a range of evidence to tell them about what happened during the fire. The children will be able to discuss the impact the fire had on people’s lives at the time and how things changed after the fire so that it would never happen again.</p>	
<p>Prior Learning/ Links</p>	<p>Y1: Chronology/timeline, historical sources and asking questions about a historical period.</p>	
<p>Unit Title: Droylsden Detectives</p>	<p>Substantive Knowledge</p>	<p>Disciplinary Knowledge</p>
<p>Key Questions:</p> <p>Why did the Great Fire of London spread so quickly?</p> <p>What impact did it have on London in 1666?</p> <p>How did London re-build the city to make it safer?</p>	<ul style="list-style-type: none"> • Children know that the key source of information came from Samuel Pepy’s diary. • That the diary tells us London was dirty and busy. • Children know that it started in a bakery on Pudding Lane in the 1666. • The great fire of London spread quickly because the houses were built close together and were built out of materials that could set fire quickly and because there was no fore brigade. • People had to use buckets of Water from the Thames to put out the fire. • After the Great Fire of London things changed. Buildings were built differently, a fire brigade was set up and the city was built with better hygiene. • There is a monument to the Great Fire of London in the city so people can learn and remember it. 	<p>Cause and Consequence: How fire can have a devastating effect on the landscape and human life. Some things have many contributing causes. Consequences can be immediate or take time Consequences can last for different lengths of time.</p> <p>Change and continuity: Events in time can be put into order of when they happened. Events can be explored and recorded in time in relation to other events around the world. Events can have a catastrophic impact but can change the future for the better.</p> <p>Similarity and Difference: The similarities and differences between the construction of buildings and fire safety regulations between 1666 and now.</p> <p>Significance: Some events in history have a significant effect on the landscape and the people. Evidence: We can ask and answer questions about the past using evidence. Evidence can be primary or secondary.</p> <p>Interpretations: Different people can have different opinions about evidence from the past and what it tells us.</p>



Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: Narrow Constructed Demolished Materials Fire hooks Fire break Evacuation River Thames Tower of London Leather buckets Wooden houses Extinguish Gun powder</p> <p>Disciplinary:</p> <p>Day year Month artefact Archaeologist evidence Past present Years ago time Events significant Questions cut Modern old, new, change important, event historical, similar different,</p>	<p>https://www.nationalarchives.gov.uk/education/sessions/great-fire/ https://www.mola.org.uk/blog/discovering-archaeology-great-fire-london https://www.historic-uk.com/HistoryMagazine/DestinationsUK/Survivors-of-the-Great-Fire-of-London/ https://www.bbc.co.uk/programmes/p03xxm98/p03xxnnn</p> <p>Stair Case House in Stockport.</p>	<p>That all of London burnt to the ground leaving nothing behind. Understanding why people evacuated to the river and didn't just get in their car. Why firer-fighters didn't just come and put the fires out.</p>