

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<p>Y1 T2 – The History of Flight (an understanding that there are significant events in the past that have changed the way things are now).</p> <p>Knowledge/experience of what a controlled fire is from stories/home and how we have a fire brigade today to help if there is a fire that needs putting out.</p>	<p><b>St Pauls Cathedral</b> - a very large church in London.  <b>Firebreak</b> – a gap that stops fires spreading to nearby buildings.  <b>Architect</b> – someone who designs and is in charge of making buildings.</p> <p>In <b>1666</b>, there was a huge <b>fire in London</b> that started at a bakery in <b>Pudding Lane</b>. The fire spread quickly because the <b>buildings</b> were very close together and made of wood and straw. The <b>weather</b> also helped the flames to spread. People tried to put the fire out and buildings were pulled down to try and stop the spread. After <b>5 days</b>, the fire was put out. The diary of <b>Samuel Pepys</b> tells us a version of what happened.</p>	<p>Y3 T3 – architectural achievements of the Ancient Egyptians (links to the exploration of why the houses burned so quickly during the Great Fire of London due to their structure/building materials).                      Y3 T1 – how people lived in the Stone Age, Bronze Age and Iron Age (links to how people lived in London in 1666).</p>
Disciplinary knowledge	<p>DM - Begin to make sense of their own life-story and family's history; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past.</p> <p>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  <b>TBC when YR SofW are completed.</b></p>	<p><b>How much has London changed over time?</b>  <u>Change &amp; continuity:</u> Some changes happen more quickly than others. The world is changing more quickly in more recent history.  <b>How do we know what London was like in 1666?</b>  <u>Handling evidence:</u> Primary sources are sources that were created by someone who experienced the event first hand. Secondary sources are about primary sources.  <u>Chronology:</u> Represent historical periods on a timeline, to begin to understand the scale of human history  <u>Chronology:</u> Use dates and terms related to the study unit and passing of time  <b>What was firefighting like in 1666?</b>  <u>Similarity &amp; difference:</u> Similarities and differences exist between two individuals who lived in the past.  <b>Why did the fire start and why did it spread so quickly?</b>  <u>Cause and consequence:</u> Things happen as a result of causes. Some things have lots of causes.  <b>How did the Great Fire of London change London?</b>  <u>Change &amp; continuity:</u> Some changes happen more quickly than others. The world is changing more quickly in more recent history.  <b>How and why is the Great Fire of London remembered?</b>  <u>Historical interpretations:</u> Identify and give reasons for different ways in which the past is represented.  <u>Historical interpretations:</u> Discuss reliability of different sources of evidence (e.g. photos, eye witness testimony, paintings, cartoons, museums, newspaper reports, monuments, artefacts depicting an event).  <u>Historical significance:</u> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</p>	<p>Y3 T1</p> <ul style="list-style-type: none"> <li>- Use chronological skills to demonstrate an understanding of the context of time in a timeline</li> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- Make comparisons and see trends within and across eras, understand the impact of these changes on early humans, and make connections with our lives today</li> </ul> <p>Y3 T3</p> <ul style="list-style-type: none"> <li>- Place Ancient Egypt on a timeline alongside other early civilisations</li> <li>- Use different research methods to find out about the past</li> </ul>
Key Drivers	<p><b>Culture and Diversity</b> - which helps pupils to develop enquiring minds about the wider world                      Books – The Great Fire of London by Emma Adams, Vlad and the Great Fire of London by Kate Cunningham.  <b>Environment and Community</b> - which helps to instil in our pupils a respect for our environment and for our local and wider communities                      Environment – an understanding of how quickly things can be destroyed and how we, as humans, need to learn from our mistakes to improve things for the future.                      Community – invite local fire brigade into school to demonstrate modern firefighting equipment and methods.  <b>Creative arts and physical development</b> - which helps our pupils to express themselves and excel as holistic learners.                      Ideas for choice and challenge – re-enact the Great Fire of London by burning Tudor style houses made by the children from cardboard boxes. Co-Jo Great fire of London team building.  <b>Learning to learn</b> - which helps pupils to concentrate and focus and build resilience as learners                      The idea that people learn from disasters/events in the past and make improvements for the future can be applied on a smaller scale to children's own lives.</p>		