



I already know...

Geography is the study of places – both physical things and human features.

Physical features are natural eg tree, plant

Human features are man-made eg street lamp, road.

A **map** is a representation/picture of a place and its features using symbols, colours and words. **Our School is on a street called Ellicks Close, in a town called Bradley Stoke.**

England is split up into 48 parts or **counties**. **South Gloucestershire** and **Bristol** are **counties** in the **South West of England**.

History is the study of the past – what has come before.

We can find out about the past by using photographs, objects and stories. These are called **sources**.

A **timeline** can be used to put different information about the past in order – objects, events, people's lives.



Essential Knowledge and Vocabulary

City	A city is a large human settlement. Bristol is a city and a county.
Capital city	The city that is the head of the country, like a head teacher. Usually the government is based here.
London	The capital city of England and the United Kingdom. It is also the biggest city. Greater London is the county where London is. It has many landmarks .
Government	A government is a group of people that has the power to rule in a country, according to the law .
Houses of parliament	The Palace of Westminster is where the Houses of Parliament meet to discuss law.
Great Fire of London	A fire in London from Sunday, 2 September to Thursday, 6 September 1666 in Medieval times.
How did it start?	In a Thomas Fariner's bakery in Pudding Lane from the embers – glowing wood or coal from a dying fire – in the oven.
Why did it spread?	The city had had a drought so it was very dry. Houses were made from straw and wood. They were very close together. It was windy.
Samuel Peypys	A good source of information is his diary . He was an eye-witness : he saw the fire himself.
King Charles II	The King of England, from 1651 – 1685. Before this, he was the King of Scotland. After the fire, he changed the law, so that houses were built further apart.
How was it stopped?	Firefighters used water from the River Thames . Houses were pulled down to create a gap.
What was the damage?	6 recorded deaths, 13,500 houses were destroyed, £10,000,000, St Paul's Cathedral
Sir Christopher Wren	An architect. Although many of his plans for rebuilding the city were not allowed, he rebuilt St Paul's, many other churches and designed the monument for the fire, which is near Pudding Lane.



Timeline of The Great Fire of London

2 nd Sept 1666: 10am – The fire starts in a bakery in Pudding Lane	7am – 300 houses have already been destroyed.	3 rd Sept 1666: 9pm – Houses are pulled down to prevent the fire reaching the Tower of London	4 th Sept 1666: 8pm – St. Paul's Cathedral catches fire.	5 th Sept 1666: 2am – Buildings along the strand are blown up to prevent the fire spreading.	6 th Sept 1666: 8am – The fire is officially extinguished.	25 th Sept 1666: A committee is set up to look into what caused the fire.	10 th Oct 1666: A day of fasting is held to commemorate the fire.	27 th Oct 1666: Robert Hubert is hanged for starting the fire, but is later found to be innocent.	22 nd Jan 1667: The committee finds that the fire was in fact an accident.	1677 – A monument to the Great Fire of London is finished.
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Geography



Scale and Space



Human features



Physical features

History



Chronology and main events



Interpretation and Perspective



Change and Comparison



Cause and Consequence



Settlements



Location



Coherence – Prior Knowledge

EYFS

- Similarities and differences in relation to places, objects, materials and living things.

KS1

- Geography is the study of places
- Maps, using keys and symbols
- The location of our school in a town and their own house within the local area.
- History is the study of the past
- Timelines in chronological order
- Photographs and objects are a historical sources



Critical thinking and compassion

Why is London our capital city? What was the timeline of the GFOL? How has London changed since this time? Who was to blame for the fire? What must it have been like for people during the fire? Who helped stop the fire?



Creativity

Create a model of a significant landmark in London during the Great Fire



Communicate

Collaborate with peers to create a model.
Explain the Great Fire of London to an audience during burning of the houses event.



Collaborate and connect with the community

Plan and host a Great Fire of London burning event in school for an audience.
Share this with local newspapers.



Coherence – Connections between subjects

Cycle A

Be Safe

Celebrating Difference

Science

Materials

Computing

Impact on Technology

PE

Gymnastics

Games

Art

Paul Klee, London buildings during fire

Spanish

Me and my home vocab

RE Week

Believing



Quality Texts



Enrichment

- <http://www.fireoflondon.org.uk/>
- <https://www.visitlondon.com/>
- <https://www.everyschool.co.uk/history-key-stage-1-fire-of-london-3.html>
- <https://www.avonfire.gov.uk/our-services/educational-services/school-visits>
- <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/the-great-fire/>
- <https://learning.parliament.uk/>
- <https://www.museumoflondon.org.uk/museum-london>
- <https://www.themonument.info/history/introduction.html>