Tudor Court Primary

Curriculum Map – Cycle 3
10th February 2025 – 9th May 2025
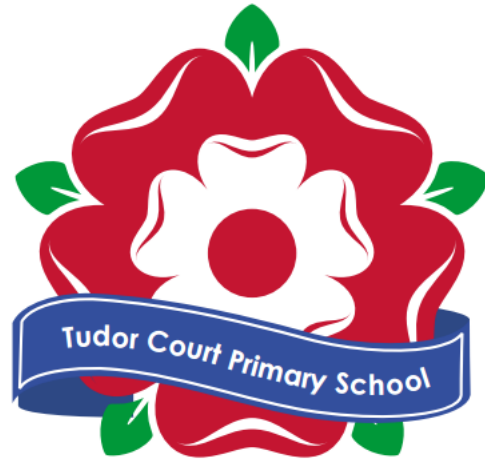
Key Knowledge

- The Great Fire of London started in Thomas Farriner's bakery in Pudding Lane on 2 September 1666.

- The fire spread for several reasons. It hadn't rained for months so the city was very dry. Houses were made of wood, which is very flammable, and they were built close together. There was no fire brigade.

- People fought the fire using leather buckets of water and fire squirts. They used gunpowder and fire hooks to make fire breaks.

- The fire burned for four days. The fire was finally put out when the wind died down and changed direction.

- Six people died in the fire. St Paul's Cathedral, eighty-seven churches and 13, 200 houses were destroyed the fire. Seventy thousand people were left homeless.

- After the fire, an organised fire brigade was established. Houses were rebuilt of stone. They were built further apart. Insurance was invented.

- One of the ways we know about the fire is because people, like Samuel Pepys, wrote about it in their personal diaries.

Overall Outcome:
Why do we call the fire of 1666, the 'Great Fire of London?' In a piece of writing, pupils explain why London needed to be rebuilt and why choices were made when rebuilding London. Pupils will also describe the lasting impacts of the fire of 1666 (i.e. why it is still remembered today).

Key Vocabulary:

Materials, bakery, king, **mayor, eye-witness, diary, flammable, gunpowder, fire hook, fire squirt, fire break, embers, architect**

Topic: The Great Fire of London – event of national significance

Enquiry Question: What was "great" about the Great Fire of London?

Key Concepts: Change, continuity, cause and consequence, evidence, perspective

Significant individuals and events:

- Tudor Week: 10th –14th February 2025 **(Who was the most significant Tudor Explorer and why?)**

- World Book: 6th March 2025

- International Women's Day: 8th March 2025

- British Science Week: 10th – 14th March 2025 **(Change and Adapt: Animal Adaptations – How do insects adapt to survive in their environments?**

Coherence

Links to prior history knowledge:
- Y2 Cycle 1 (Local History): changes in places over time

Links to future history knowledge:
- Evidence – we don't make things up but rely on sources of evidence.

- Perspective – there can be different versions of the same event; history is about fact, bias and point of view.

Community and Local Links:

- Museum of London – War, Plague and Fire and expanding City galleries

- Visit to key sites, e.g. Pudding Lane, St Paul's Cathedral, River Thames, Monument etc.

- Visit local buildings dating from 1600s.

- Consider fire safety measures in their own homes/public buildings (e.g. supermarket, library) and/or around school.

Writing:

Non-Fiction

The Great Fire of London

Big Cats

Reading:

Phonics: Read Write Inc.

Comprehension: Various texts

Art:

• Printing

PE:

• Dance, Gym, Athletics

Computing:

• Coding

Topic: The Great Fire of London – event of national significance

Enquiry Question: What was "great" about the Great Fire of London?

Key Concepts: Change, continuity, cause and consequence, evidence, perspective

Maths:

• Unit 6: Introduction to division (Multiplication and division)

• Unit 7: Shape (Geometry)

• Unit 8: Addition and Subtraction of two-digit numbers (2) (Addition and subtraction)

• Unit 9: Money

• Unit 10 Fractions (Fractions)

RE:

• Believing: Who is a Christian and what do they believe?

PSHE:

• Healthy Me

• Relationships

Music:

• **Inventing a Musical Story:** How does music teach us about our neighbourhood?

• First Part: **Music that Makes you Dance:** How does music make us happy?

Science:

Use of everyday materials

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, brick, rock, paper and cardboard for particular uses.

• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching