Autumn 1	Spring 1	Summer 1
Fire! Fire! The Great Fire of London	**Sir Robert Peel** Local History	**Florence Nightingale** Comparison with Edith Cavell
		Prior learning revision: Y2 Sir Robert Peel.
Lesson 1 - To identify the historical context of the Great Fire of London. Discuss term: 'historical context'. Historical context: the Great Plague of 1665; King Charles II. **Class timeline** Sequence 6 events/inventions on a timeline including Columbus' discovery of America; The Great Fire of London; Amelia Earhart's flight across the Atlantic and the Moon landings.	**Lesson 1 - To identify the historical context of Sir Robert Peel.** Discuss term: 'historical context'. Historical context: was famous during the reign of Queen Victoria (longest serving monarch apart from Elizabeth II); what life was like in Britain and Bury at the time of Sir Robert Peel (visit Bury Transport museum; steam train - East Lancashire Railway; 'Victorians at home' Fusilier Museum session). **Class timeline** As for autumn term but include when Sir Robert Peel became Prime Minister.	**Lesson 1 – To identify the historical context of Florence Nightingale and Edith Cavell.** Discuss term: 'historical context'. Florence Nightingale Historical context: Crimean War 1854-1856 Edith Cavell Historical context: World War I **Class timeline** Sequence 6 events on a timeline: Columbus' discovery of America; The Great Fire of London; Florence Nightingale was a nurse during the Crimean war; Edith Cavell shot; Amelia Earhart's flight across the Atlantic and the Moon landings.
Lesson 2 – To sequence the main events of the Great Fire of London. Sequence the key events leading up to the GFOL; discuss why the fire spread so quickly and the reasons behind why it was so difficult to put out e.g. lack of equipment; the houses all being so close together and made of wood which burns quickly.	**Lesson 2 - To identify the importance of Sir Robert Peel.** **Significance:** Prime Minister 1834-5; 1841-46; Discuss that he established the early police force (known as peelers). Discuss some of the key achievements during his life and place on a timeline	**Lesson 2 - To find out what life was like for nurses before the time of Florence Nightingale.** Discuss what children know already about the conditions in Victorian Britain (Robert Peel topic). Discuss what hospitals were like and the difficulties they faced including lack of hygiene and basic equipment. Discuss the consequences of this e.g. high death rates.
Lesson 3 - To understand the impact of the Great Fire of London. **Significance:** 100,000 made homeless; one of the most well-known disasters in London's history; reduced the impact of the Great Plague by killing rats that spread the disease.	**Lesson 3 – To find out about the early police force that Sir Robert Peel established.** **Significance:** what life was like before the early police force and what the early police force known as 'peelers' looked like.	**Lesson 3 - To identify the improvements Florence Nightingale made to nursing and why this was important.** **Significance:** Founder of modern nursing; improvements in hygiene & reduction in death rates; education for nurses

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Lesson 4 – To compare the fire service in 1666 with the fire service today. Dealing with the fire (17th Century firefighting techniques compared to present day).	**Lesson 4 – To identify what life was like as Sir Robert Peel was growing up.** Briefly put him context in terms of what he achieved and why he was important in his later years. Identify where he was born, what daily life in the pre-Victorian times was like and specifically what life as a child would have been like.	**Lesson 4 -To find out about who Edith Cavell was and why she was important.** **Significance:** was very brave and helped lots of men escape from the Germans during the war. As a result, she was shot by the Germans.
Lesson 5 - To use historical sources to explain how fire safety changed after the Great Fire of London. Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet.	**Lesson 5 - To identify how Sir Robert Peel improved working conditions during the Victoria era.** **Significance:** Discuss what factory life was like before these improvements. The Factory Act 1844 (restricted hours that children & women could work in factory & set standards for machinery safety).	**Lesson 5 - To compare the lives of Florence Nightingale and Edith Cavell.** Nightingale and Cavell comparison in terms of what they achieved and their impact.
Lesson 6 - To identify the improvements that were made as a result of the Great Fire of London. **Legacy:** re-built parts of London still standing today, e.g. St Paul's Cathedral; wider streets to prevent fire spreading in the future; Pudding Lane still exists in London today; creation of insurance schemes; creation of fire service	**Lesson 6 - To identify the legacy of Sir Robert Peel.** Robbie the Bobby" Bury FC Mascot; Peel Avenue, Trafford Centre; search for street names in Bury named after Peel. Visit local memorials. Memorials: statue outside Robert Peel pub Bury; statue in Parliament square, London; Piccadilly Gardens, Manchester; Peel Tower Monument. **Legacy:** Family moved to Drayton Manor, Tamworth (became Drayton Manor theme Park).	**Lesson 6 - To identify the legacy of Florence Nightingale.** **Legacy:** e.g. Nightingale pledge; Nightingale medal; International Nurses Day since 1965; impact on nursing today. Memorials: e.g. statue in Waterloo Place in London Florence Nightingale Museum at St Thomas'.
Begin to identify and use historical sources, e.g. older living people, television, books, internet, all at an accessible level		
Vocabulary past, present, before, after, old, new, young, recently, now, later, plague	**Vocabulary** past, present, before, after, old, new, young, recently, now, later, memorial, monument, peelers	**Vocabulary** past, present, before, after, old, new, young, recently, now, later, memorial