

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

<p align="center">Nicky Nook Class Spring 2 Year B</p>	<p>N.C. LINKS: Pupils should be taught about: Events beyond living memory</p>			
<p>Etymology – London – from Latin Londinium meaning ‘a place that floods’.</p>	<p align="center">Vocabulary:</p>			
<p align="center"> The Great fire of London By Emma Adams and James Weston Lewis</p> <p>Key Concept: SIGNIFICANT EVENT <u>The Great Fire of London</u></p> <p>Key Question: Why was the Great Fire of London a significant event in history?</p> <p>Unit Overview: To know what the Great Fire of London was, how it happened, why it spread so quickly and how we know about it. (Samuel Pepys Diary)</p>	<p>Great Fire of London</p> <p>Pudding Lane</p> <p>Samuel Pepys</p> <p>Tudor Lane</p> <p>London</p> <p>17th Century</p>	<p>Century, Before I was born, past, similar, different, era, timeline</p> <p>chronology</p>	<p>Old, new, rule, important figures, Britain important figures earlier, later Samuel Pepys facts events</p>	<p>Artefact, explain, who? Why? What? When? Where? Source, events, newspapers, evidence, historians, experts</p>

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<p>Chronological context:</p> <p>The Gunpowder Plot - 1605</p> <p>The Great Fire of London – 1666</p>	<p>Timbre framed houses</p> <p>Diary cheese</p>			
<p>New Knowledge Progression:</p> <p>To learn about events beyond living memory.</p> <p>To understand how London has changed.</p> <p>To know what the Great Fire of London was, how it happened and why it spread so quickly.</p> <p>To learn about Samuel Pepys and his role in the Great Fire.</p>	<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p> <p>Describe – features of objects, people, places at different times, make comparisons</p> <p>Research – find out about people, places, events, objects, ask questions, use different sources to find answers.</p> <p>Chronology – order simple experiences in relation to themselves and others, including stories, events, experiences.</p>	<p>Building on Prior learning when B follow A:</p> <p>Understand what led to the planning of The Gunpowder Plot</p> <p>Sequence what happened before, during and after this historical event.</p> <p>Explain the significance of Guys Fawkes role in the plot.</p> <p>Explain the impact this historical event has had on our world today.</p> <p>Understand where The Gunpowder Plot fits into the chronology of history.</p>		

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Vocabulary – language of time when talking about past/present events in their own lives.

Key Skills (Disciplinary)

- **Chronology**
 - Order and sequence events and objects.
 - Recognise that their own lives are similar and / or different from the lives of people in the past.
 - Use common words and phrases concerned with the passing of time.
 - Recognise the distinction between past and present.
 - Order and sequence some familiar events and objects.
 - Identify some similarities and differences between ways of life at different times.
- **Interpretation, Enquiry and Using Sources**
 - Describe some changes within their living memory (including aspects of national life where appropriate).
 - Ask and answer simple questions about the past through observing and handling a range of sources.
 - Consider why things may change over time.
 - Recognise some basic reasons why people in the past acted as they did.
 - Make simple observations about different people, events, beliefs and communities.
 - Use sources to answer simple questions about the past.
 - Identify some of the basic ways in which the past can be represented.
- **Communication**
 - Talk about what / who was significant in simple historical accounts.
 - Demonstrate simple historical concepts and events through role-play, drawing and writing.
 - Use a variety of simple historical terms and concepts.
 - Describe special or significant events.
 - Retell simple stories or events from the past.

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- Use simple historical terms.
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Sequence of Lessons:

1. **LO: London: Past and Present**
2. **LO: To understand life in the 17th century.**
3. **LO: To create a timeline of events of the Great Fire.**
4. **LO: To understand how we know about the Great Fire of London.**
5. **LO: To explain how London changed after the Great Fire.**

Enhancements:

DT project – build houses (homework)

End of Unit Outcome:

Diary entry

Oral Assessment:

Why was the Great Fire of London a significant event in history?

What do you know about life in the 17th century?

Can you tell me about the timeline of events of the Great Fire?

How do we know about the Great Fire of London.?

How did London changed after the Great Fire?