

Plan of Key Learning in History with assessment

Year 1 The Great Fire of London	
Date: spring 1	
Purpose of the unit/National Curriculum	Great Fire of London To ask and answer questions about an event beyond living memory that is significant nationally and the effect it had.
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	If the Great fire of London happened today, would the outcome be different? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about The Great Fire of London?	EYFS look at emergency services
How does this link to future learning?	Queen Elizabeth 1 and Queen Elizabeth II based around London in 16 th Century and 20 th and 21 st Century.
Key points for the start of the topic	Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	- Recognise the distinction between past and present. - Identify similarities and differences between ways of life in different periods, particularly concentrating on buildings and transport. - Recognise where some people and events fit into a chronological framework by using common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago
Learning objectives linked to Events, People and Changes	
Learning objectives linked to Communication	- Understand historical concepts such as now/then and same/different when making simple connections and draw contrasts - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories - Talk about who/what was significant/important in a simple historical account
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Ask and answer questions about the past through observing and handling a range of sources such as objects, pictures, stories, film clips, buildings, museum displays - Suggest some of the reasons why people in the past acted as they did from a range of sources. - Identify some of the basic ways the past can be represented e.g. through pictures, written accounts, songs, museum displays, stories
By the end of this learning the children will know:	
Weekly questions to	When did the fire start and why?
	How has firefighting changed over time?

build up the skills and knowledge over the topic	How did the fire stop?
	What was the impact of the fire?
	What happened as a result of the fire? Why?
	If the Great fire of London happened today, would the outcome be different?
Key vocabulary	History, past, present, time, today, now, then, x years ago, a long time ago, timeline, order, remember, died, change, decade, century, hundred, thousand, AD / CE (Common Era) before / after, monarch / monarchy, kingdom, king, reign, significant, modern, event, Britain, artefact, object, compare, similar / different, when / why? Role, firemen, monument, great fire of London, gunpowder
Key knowledge	IDEAS!! Started 2nd September 1666 in Pudding Lane, London. Thomas Farriner (baker) – an ember from an over ignited some firewood. The fire spread quickly King Charles 2nd was King. Samuel Pepys wrote a diary of what happened. Houses were made of wood. Leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire breaks. It burned for 4 days.
Key Learning for this unit	
Below Expected	Expected

Look at skills above for learning objectives.

Weekly questions build up children's knowledge and provide opportunities to develop historical skills.

Subject Leader to provide ideas of questions and relevant historical vocabulary