

History – Year 1 – Spring 1 – Was the Great Fire of London actually ‘Great’? - MTP

National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage One</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">What was Stuart London like?</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</p>	<p>To say a few similarities and differences between ways of life at different times.</p> <p>To identify similarities and differences in different times.</p> <p>To ask questions about the past after observing or handling evidence.</p>	<p>I know that Stuart London had houses close together, dirty streets, rats, smoky air, lots of carts and horses.</p>	<p>Introduce - watch a video of 3D London (Pudding Lane Productions) – explain that the Stuart time was many centuries ago, perhaps show where it fits on the timeline.</p> <p>What did they notice/see? (maybe provide a checklist?)</p> <p>Watch a video of London today. What did they notice/see?</p> <p>How are they similar/different?</p> <p>What would the children like to know/find out about life in Stuart London?</p> <p>Key vocab:</p> <p>London Stuart London modern churches dirty clean</p>

<p>out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally (The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) 	<p style="text-align: center;">2</p> <p style="text-align: center;">What happened on the night of 2nd September 1666?</p>	<p>They should know where the people and events they study fit within a chronological framework</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</p>	<p>To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.</p> <p>To put artefacts, pictures in sequence.</p> <p>To choose and use parts of stories and other sources of information to show they know and understand key features of events or people's lives studied.</p> <p>To give more than one cause of an event and</p>	<p>I know that the Great Fire of London took place over 5 days.</p> <p>I know that it began in a bakers in Pudding Lane in London.</p> <p>I know that the fire spread.</p>	<p>Pre-teach task: order the events of the fire before teaching.</p> <p>Watch https://www.youtube.com/watch?v=weEveQ4nz4g.</p> <p>How right/wrong were the children? Can they correct the timeline and say why or how it was wrong?</p> <p>Using the video – what impressions did they get from the fire? Who do they think is responsible for the spread of the fire (Samuel Pepys, Thomas Farrinor, King Charles II, the wind, Thomas Bloodwell)? Use other sources such as letters/pictures/accounts from the event to back up their ideas.</p> <p>This could be done through drama and role-play but does not have to be.</p> <p>Key vocab:</p> <p>The Great Fire of London Pudding Lane Samuel Pepys Thomas Farrinor King Charles II Thomas Bloodwell</p>
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<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). Significant historical events, people and places in their own locality. 			give a reason why people acted as they did.		
	<p>3</p> <p>What did people do first?</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>To give more than one cause of an event and give a reason why people acted as they did.</p>	<p>I know that the events of the fire are recorded in Samuel Pepys' diary.</p>	<p>Play a game of 'I-Spy' using the picture resource. What can they see happening? Can they say why the people might be doing this?</p> <p>Compare this to Samuel Pepys' account. Are they the same or are they different? Does it make it trustworthy?</p> <p>Activity: Write in speech bubbles how different people affected might be feeling i.e. The King, the baker etc.</p> <p>Key vocab:</p> <p>Samuel Pepys diary The Great Fire of London</p>
	<p>4</p> <p>What was it like at the height of the fire?</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To give more than one cause</p>	<p>I know that people put all their belongings on a cart and carried them to the river.</p>	<p>Activity 1: Start by building up a painting of the fire piece of piece – what does it show? Who painted it? Can it be trusted?</p> <p>Extracts from John Evelyn and Samuel Pepys to be read out. Can we trust them? Are they useful?</p> <p>Look at another painting from the time – can it be trusted?</p>

		<p>key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>of an event and give a reason why people acted as they did.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p> <p>To explain a few ways how the past has been presented or described through stories and accounts.</p> <p>To choose and use parts of stories and other sources of information to show they know and understand key features of</p>		<p>Activity 2: Analysing activity – pick out the key information from an extract of Evelyn’s or Samuel’s. Can they write a simple one of their own? Could be an account or could be a poem.</p> <p>Key vocab:</p> <p>John Evelyn Samuel Pepys diary compare painting</p>
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			events or people's lives studied.		
<p>5</p> <p>What did the King do to make London better?</p> 	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p>To give more than one cause of an event and give a reason why people acted as they did.</p> <p>To develop the skills of raising an idea and asking questions about the past.</p>	<p>I know that King Charles II made improvements to London after the fire.</p> <p>I know that the streets were made wider, houses were made of bricks and that it was cleaner.</p>	<p>Monarchy and Democracy</p> <p>Discuss: how could the fire have been prevented?</p> <p>Look at solutions proposed by King Charles II – would they work in a city? How?</p> <p>Groups/class/individual activity: look at different proposals and create their own plan of action. Ask questions on each-others. Would it work?</p> <p>Whole class: what actually happened and why?</p> <p>Key vocab:</p> <p>King Charles II improve change plans</p>	
<p>6</p> <p>Was the Great Fire</p>	<p>They should use a wide vocabulary of everyday historical terms.</p>	<p>To reflect on the significance of what they have</p>	-	<p>Discussion: children to argue both sides of the argument and take a vote on what they think.</p> <p>Make sure they can explain why.</p>	

	<p>of London actually 'Great'?</p>	<p>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</p>	<p>learnt about the past. To recount stories accurately and say why some people and events were important.</p>		<p>Photo/video evidence.</p>
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History – Year 1 – Spring 2 – Is our local area special? - MTP

National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage One</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">How does the area around me look?</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>To identify similarities and differences in different times.</p>	<p>I know that our local area has streets, shops, roads and houses.</p>	<p>Walk around your local area and see what you can spot. How is one street different to another? How does your area let in nature and let you be with the natural world?</p> <p>Use an aerial photograph to spot and name any sites they can see. What questions would they like to ask about how our area used to be?</p> <p>Key vocab:</p> <p>house shop road street nature</p>
	<p style="text-align: center;">2</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>To identify similarities and differences in different times.</p>	<p>I know that our area used to have lots of green.</p>	<p>Use the aerial photograph website and see how the local area has changed over different periods of time (try and show 3</p>

<p>periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally (The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter 	<p>How has the area around me changed?</p>	<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>They should use a wide vocabulary of everyday historical terms</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>To develop the skills of raising an idea and asking questions about the past.</p> <p>To tell you about a time before they were born and compare aspects of life in different periods linked to significant people or people they know in different ways using different historical terms.</p>		<p>different decades i.e. 60's/80's/now)</p> <p>Why do they think that is? What has changed/stayed the same?</p> <p>Can an old newspaper article be found that details these developments?</p> <p>Key vocab:</p> <p>aerial photograph change similar different</p>
	<p>3</p> <p>What is Northcote Farm?</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>To ask questions about the past after observing or handling evidence.</p> <p>To think how they might find out the answers.</p> <p>To develop skills to study History by hypothesising, questioning and investigating.</p>	<p>I can recognise Northcote Farm.</p> <p>I understand the purpose of Northcote Farm today.</p>	<p>Work backwards – split the picture into 6 this time. Can the children piece it together themselves with no adult support?</p> <p>Do they recognise what is in the picture or have a guess? (Northcote Farm House)</p>

<p>Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell).</p>					<p>What is it? What do they find there?</p> <p>Key vocab:</p> <p>Northycote Farm deduce</p>
<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 	<p>4</p> <p>How did Northycote Farm used to look?</p>	<p>They should ask and answer questions,</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>To identify similarities and differences in different times.</p> <p>To develop the skills of raising an idea and asking questions about the past.</p> <p>To develop skills to study History by hypothesising, questioning and investigating.</p>	<p>I know that Northycote Farm has developed over time.</p> <p>I know that it used to be a house.</p>	<p>Use the aerial photograph website and see how Northycote Farm has changed over the last 100-200 years (was built in the 1600s). Look in the 60s, during WWI (kept horses) etc – pick 3/4.</p> <p>Why do they think that is? What has changed/stayed the same?</p> <p>What different things might the farm been used for during those periods? Children to write down their predictions ready for next week.</p> <p>Key vocab:</p> <p>aerial Northycote Farm similar different 60s WWI</p>

	<p style="text-align: center;">5</p> <p style="text-align: center;">Why is Northcote Farm important?</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Significant historical events, people and places in their own locality.</p>	<p>To put artefacts, pictures in sequence.</p> <p>To identify similarities and differences in different times.</p> <p>To develop the skills of raising an idea and asking questions about the past.</p> <p>To think how they might find out the answers.</p> <p>To develop skills to study History by hypothesising, questioning and investigating.</p>	<p style="text-align: center;">-</p>	<p>Children to see pictures of Northcote farm from the Tudor times, Civil War, WWI, 20s and present day – can they be ordered?</p> <p>How close do the photographs reveal what the Farm was used for?</p> <p>What questions do they have about the photographs?</p> <p>Working in mixed ability as close as possible, the children to have small snippets of information given to them, can they find the answers? If they can't, where else could they look?</p> <p>Key vocab:</p> <p>Northcote Farm Civil War Tudor WWI 20s</p>
	<p style="text-align: center;">6</p>	<p>Develop an awareness of the past, using common words and phrases</p>	<p>To reflect on the significance of what they have learnt about the past.</p>	<p style="text-align: center;">-</p>	<p>Debate: Children to try and convince each other whether our local area is</p>

	Is our local area special?	relating to the passing of time Significant historical events, people and places in their own locality.			special or not. Can anyone be persuaded? Children to write a few persuasive lines to back up their argument.
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