



History

Skills, Knowledge and Progression

KS1: Significant historical events – Great Fire of London

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Sequence and re-tell main events by ordering pictures of the event</p> <p>Locate the Great Fire of London in time in relation to today and the life of any significant person/event already studied</p>	<p><i>Focus: sources of evidence</i></p> <p>Children can raise valid questions having used clues from images</p> <p>Children study pictures/paintings (from Museum of London) to understand the events of the GFL. Discuss and decide which paintings give evidence</p> <p>Start to recognise and describe likely causes and consequences of GFL from the paintings</p> <p>Understand how eye witnesses (Samuel Pepys) help us know what happened, understand that eyewitness are one of the main sources of information – read extracts from Pepys’ diary, study painting</p> <p>Children examine artefacts to find evidence, what do these artefacts tell us about the person? candlestick, quill pen, dusty wine bottle, diary page written in shorthand, piece of cheese wrapped in cloth, old book inside cover of ‘This belongs to Samuel Pepys 1666’</p> <p>Y2 children give valid reasons for events - identify reasons for events from comparing written descriptions Discuss similarities and differences Start to group reasons</p> <p>Y2 understand the consequences - summarise knowledge of causes to create own solution – how do we stop a fire spreading</p>	<p><i>Key concepts: cause and consequence; significant event; change and progress/continuity</i></p> <p>What questions do we need to answer about the great fire?</p> <p>How did the Great Fire start and what happened during the great fire?</p> <p>Was what happened the same for everyone?</p> <p>How do we know what happened during the great fire?</p> <p>Why did the fire spread so quickly?</p> <p>How should we rebuild London to stop another great fire?</p>	<p>Scorched, great, fire, burning</p> <p>Before; after; later; during; cause; effect’ because</p> <p>evidence: what can we tell which source museum; curator</p>
<p>Learning outcomes Children should be</p> <ul style="list-style-type: none"> • sequence and re-tell main events - use temporal connectives - start to recognise and describe likely causes and consequences - understand how people reacted to the events • understand that eyewitness are one of the main sources of information - work out which sources support statements in books/video • Y2 -give valid reasons for events - identify reasons for events from comparing written descriptions - discuss similarities and differences • Y2 - understand the consequences – summarise knowledge of causes to create own solution 		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • Which will be the easiest/hardest question to answer about an image? Which is a better question? • Difficulty of the image they need to label. • Try to group ideas e.g. to do with the houses themselves, the streets, poor firefighting; - People’s reactions; the all-important weather 	