

Ashtree Primary School and Nursery Medium Term Plan for History

Year 1/2 Autumn Term – London Disasters – Great Fire of London

Prior Skill Chronology – EYFS

- Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is.
- Pupils can talk about past and present events in their own lives and the lives of others. To be able to order and sequence familiar events e.g. the seasons
- Pupils know that yesterday is in the past and tomorrow is in the future
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Prior Skill – Chronology – Year 1

- Pupils can compare two familiar events, saying which one happened first
- Pupils are beginning to understand timelines,
- Pupils may begin to make simple links between areas of study
- Pupils know that some toys were made before they were born.

Prior Skill - Enquiry – Year 1

Pupils begin to recognise and ask questions about changes over time. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society.

Prior Skill - Enquiry – Year 1

Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

Key Vocabulary - London, Fire, Samuel Pepys, Pudding Lane, Flammable, Change, similarities, differences, blaze, diary, eyewitness, sources, destroyed, damaged, rebuild, Christopher Wren, St Paul's Cathedral, Monument.

Key Knowledge

Step 1 – To know what London was like in 1666.

Step 2 – To know the key events of The Great Fire of London

Step 3 – To understand how we know so much about The Great Fire of London

Step 4 – To know why the fire spread so quickly.

Step 5 – To learn about the damage caused by the fire.

Step 6 – To know and understand how London changed after the fire.

Key Skills Black = Enquiry Red = Chronology

Step 1 – Year 2 - Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study. Pupils can sometimes justify their answers using sources or stories, Year 1 - Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

Step 2 - Year 2 - **Pupils can mostly accurately order events they have learnt about from furthest away to most recent. Pupils can draw timelines,** Year 1 - **Pupils can compare two familiar events, saying which one happened first**

Step 3 - Pupils can sometimes justify their answers using sources or stories.

Step 4 - Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study, Year 1 - Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

Step 5 - Pupils can ask simple questions when they are unsure and accurately answer most simple questions related to an area of study, Year 1 - Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

Step 6 - **Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them,** Year 1 - **Pupils may begin to make simple links between areas of study**

Curriculum Enhancements

- To use tools such as google maps/street views to look at differences of London from the past to today.

Possible Barriers and Misconceptions

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)

Suggested Activities

S1 – Use sources to give ideas of what London was like.

S2 – Timelines.

S4 – To use science materials link to explain why the fire may have spread so quickly.

S6 – To compare London now to back then to show and understand why changes were made. E.g. buildings, fire brigade.

Curriculum Links

- Science - Materials
- DT – Buildings/structures.

This will lead to . . .

Chronology:

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.
- Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.
- Pupils can order the main events of Roman Britain including the invasions that took place

Enquiry

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,
- Pupils are generally able to answer questions accurately related to the area of study,
- Pupils can generally use sources to justify their answers,