KS1 Unit – The Great Fire of London
Understand what happened during this event and how it changed the way that people lived as part of the strand 'Changes within Living Memory'
Knowledge Progression
To understand when the Great Fire happened, why it happened and the key events of the fire To understand life before and after the fire To understand how homes were before and after the fire To understand the significant people involved in the event To understand how the event changed life today To understand how and why their life is different to that of those in the past To identify who Samuel Pepys, Thomas Farriner and King Charles II and their roles at the time of the fire
Skill Progression
To sequence events and put the key events of the fire in order To place the event on a timeline alongside other key events from History To ask and answer simple questions about what they have heard To make simple comparisons using now/then and same/different. To use sources to answer simple questions about the past. To identify some similarities and differences between ways of life in different periods.
Key Learning
Children will know that the Great Fire started in a bakery on Pudding Lane in 1666 Children will understand how the fire spread and how the people came together to fight the fire. Children will understand that the buildings of that time were made of wood and that was the main reason that the fire spread as quickly as it did. To understand that Samuel Pepys wrote a diary about the fire and that this became a significant source of evidence. To understand that the fire started in the bakery belonging to Thomas Farriner. King Charles 11 was the king of England at the time of the fire. His baker was Thomas Farriner. He had a significant role in treating the fire in terms of ordering houses and shops to be pulled down to bring the fire under control. To understand why the fire was so tricky to put out because of restrictions in how people lived in those times compared to today.
Vocabulary
Past, Old, Today, Long ago, Era, Pudding Lane, 1666, London, Smoke, Baker, Buildings, Wooden, Homes, Flames, Lord Mayor, River Thames , Samuel Pepys, Burned, Spread, Water, Diary, Timeline, Order, Sequence, Recent, Months, Years, Century, Period, Since
Misconceptions
That London still looks the same as what they see on the pictures The difference in how people lived then compared to now (no fire engines, no phones) Passing of time – just how long ago was it? Understanding how things have changed since then, the difference between then and now
Prior Knowledge
EYFS Understanding of different roles in society and people who help us History of their family and who they live with Then and now Talking about simple changes

Answering simple questions

Year 2

The Victorians and how they lived
Using timelines
Asking and answering questions
Pretoria Pit – how this event changed how people lived and affecting families

Future Learning

Y1/2

Significant people linked to the Victorians
How life changed based on new inventions and events

Following Cycle

Pretoria Pit – significant event changing how families live

Possible Activities/Evidence

Use maps/Google maps to look Westhoughton and London and compare in terms of size, location, town/capital city.
Order events on a numberline (paper strip, chalk line, toilet roll stretched out) using the numbers/ key words such as started in order to establish the events.
Use images and artefacts/objects from the time and infer what they tell us. What can we learn from these sources of evidence?
Consider questions the children could ask and how these could be answered using sources of evidence.
Comparisons about how the fire was fought then and how we fight fire now. What are the actions different (hoses/buckets, transport)? What actions/aspects are the same (water, firefighters)? Why were some things different? If they had had what we have now, what would have happened during this event?
Use images and objects to support learning. The children could re-enact fighting the fire then and fighting the fire today. They could draw outlines of the firefighters/people/mayor and explore thoughts and feelings at the time.
Use research texts to find out specific detail about the fire and how it was fought to answer the children's questions.
Take on the role of the Lord Mayor – what changes would they make and why to make the town safer.
Look at pictures of key objects such as houses, people/dress, fire fighters and equipment, diary and pen, bakery. Have comparison images from then and now and discuss the changes and why these changes have occurred. Which changes happened after the fire.
Present findings using a comparison grid with some children being challenged further in order to explain why the changes were made and the impact of the changes.

KS1 Unit – The Victorians

Understand what happened during this era and how significant Victorians such as Queen Victoria, Charle Dickens and Alexander Graham Bell have influenced our lives today as part of the strand 'Lives of significant individuals'

Knowledge Progression (LE – Lines of enquiry, Ch – chronology, Ch & Con – change and continuity, CC – Cause and consequence, I & S – interpretation and significance, SP – significant people)

To understand when the Victorians lived, when the era started, when it ended and how the era fits with other eras studied. (Ch)
To understand about the daily life of the rich and poor and how these were significantly different LE Why was life different for the rich and poor during the Victorian era? (CC, I & S)
To understand what Victorian homes were like and compare to ours today LE How were Victorian homes different to modern homes? (Ch & Con, CC, I & S)
To understand who Queen Victoria was and how she influenced life today (Ch & Con, CC, I & S, SP)
To understand who Florence Nightngale was and how she influenced life today (Ch & Con, CC, I & S, SP)
To understand who Mary Seacole was and how she influenced life today Black History Link (Ch & Con, CC, I & S, SP)
To understand significant people such as Charles Dickens, Alexander Graham Bell and Dr Joseph Lister was and how they influenced life today (Ch & Con, CC, I & S, SP)

Skill Progression

To sequence events and put the key events of the fire in order (Ch)
To place the event on a timeline alongside other key events from History (Ch)
To ask and answer simple questions about what they have heard (I&S, CC)
To make simple comparisons using now/then and same/different. (CC, Ch & Con, I & S)
To use sources to answer simple questions about the past. (I & S)
To identify some similarities and differences between ways of life in different periods. (CC, Ch & Con, I & S)

Key Learning

Children will know that the Victorian era ran alongside the reigh of Queen Victoria. Queen Victoria came to the throne in 1837 and the era ended when she died in 1901. She was the Queen for 64 years. The children will understand that Queen Victoria was one of the longest serving monarchs in British History.
Pupils will know that during the Victorian times there was no electricity, instead gas lamps or candles were used for light.There were no cars. People either walked, travelled by boat or train or used coach horses to move from place to place.
To know that during the Victorian era, Britain became one of the most successful countries in the world. During the Victorian era, Britain managed to build a huge empire. It was also a time of tremendous change in the lives of British people. In 1837 most people lived in villages and worked on the land; by 1901, most lived in towns and worked in offices, shops and factories.many factories and machines were built and the industrial revolution transformed the way we live today.
Many inventions happened during the Victorian era such as the telephone (Alexander Graham Bell). The people studied during this unit each played a significant role in our lives today – children will understand what this was and how it changed the World.
Britain became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.Towns and cities got piped water, gas and, by the end of the century, electricityThe number of people living in Britain more than doubled from 16 million to 37 million, causing a huge demand for food, clothes and housing.Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the ways people lived and worked.
Railways, originally built to transport goods, meant people could travel easily around the country for the first time. Railways brought new foods to towns and cities.
Children will understand that wealthy Victorians experienced a very different lifestyle to poorer people of the same era. The children will understand what a Victorian home was like and how they compared to homes today. They will understand that homes in this era had no bathrooms, no central heating and that larger families often lived in a house. The homes of the rich were very different to those of the poor. Many poorer Victorain children would work rather than go to school.

Vocabulary

Past, Old, Today, Long ago, Era, Homes, Timeline, Order, Sequence, Recent, Months, Years, Century, Period, Since, Then, Now, Before, Later, Earlier, At the same time as, Empire, Ancestor, Tradition, Transport, Tin bath, School, Mangle, Steam train, Top hat, Gown, Factory, Mining, Industrial, Washboard, Chimney sweep, Rocking horse, Teddy, Spinning top, poverty, poor, rich, wealthy, Queen Victoria, Prince Albert, Alexander Graham Bell, Telephone, Invention, Charles Dickens, Florence Nightingale, Hospital, Lamp

Misconceptions

That all Victorians were rich
A lack of understanding about how significant the inventions and industry from the Victorian era have been on how we live today.
A lack of understanding that a lot of homes and building from the era are still around today
The difference in how people lived then compared to now (no fire engines, no phones)
Passing of time – just how long ago was it?
Understanding how things have changed since then, the difference between then and now

Prior Knowledge

EYFS

Understanding of different roles in society and people who help us
History of their family and who they live with
Then and now
Talking about simple changes
Answering simple questions

Year 2

Victorian schools
Using timelines
Asking and answering questions
Pretoria Pit – how this event changed how people lived and affecting families

Future Learning

Following Cycle

Pretoria Pit – significant event changing how families live
Victorian schools (Year 1 will experience this is Year 2)

LKS2

Weavers at work – mills and factories
The local area and its history as a textile town

Possible Activities/Evidence

Use a range of pictures, words and numbers related to The Victorians (Queen Victoria, homes, candles, steam train, top hat, rocking horse, school) to explore the link between these and the new topic.
Use images and artefacts/objects from the time and infer what they tell us. What can we learn from these sources of evidence? Consider questions the children could ask and how these could be answered.
Start with images of Victorian people – a wide variety from all walks of life, significant people, children, wealthy etc. Stary by inferring and exploring images, create comparison tables to see similarities and differences. Compare to themselves and also the people from the Great Fire of London. What questions do we have? Use information sources to explore further and to answer our questions.
Create fact sheet/comparison grid/description.
Use research/images/texts to explore homes of then and now.
Make a home from each era from playdough and on the table brainstorm what the home had, the style, how it was made.
Consider and compare similarities and differences and why they are different.
Comparison with homes from Great fire to Victorian to today. Why are the houses from the fire so different to Victorian homes? Why are Victorian homes so similar to homes today? Consider significant events and also passing of time.
Find out more about these people from images, texts, objects and artefacts. Infer and ask questions about the sources of evidence we have. Identify who each person was, what impact they had, how they changed the lives of the Victorians and of our lives today. Take on the role of them and act out what they did. Using outlines consider actions, thoughts, feelings and impact. Interview the significant people and consider questions to ask and response. Investigate historical figures who have shaped Britain. Who had the most impact? Which person made the best changes? How would life be different today if they hadn't done what they did?