

History in Year 1

Topics: Great Fire of London (T3 & 4)

Great Fire of London

National Curriculum Statement: Pupils should be taught about

- events beyond living memory that are significant nationally or globally
- lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

Knowledge & understanding:

- Origins: Where did the fire start? How did the fire start? Why did it spread so quickly?
- Everyday life: What was life like in London during this time? How different is it to their lives now? Who were the important people during the fire?
- Changes: How did the Great Fire of London affect people?
- Impact: What changes were there as a result of the Great Fire of London?
- Ending: How was the fire put out?

Skills: Learning will be through exploration like a historian

- Chronology:
 - Place known events and objects in chronological order
 - Use common words or phrases relating to passing of time e.g. then, now, first, next and use this to sequence events and recount events within loving memory
- Enquiry:
 - Ask questions about the Great Fire of London (when, where, why)
 - Find answers to some simple questions about the past from simple sources of information
- Interpreting:
 - Draw conclusions from information gathered e.g. what have we learnt about the fire?
 - Make comparisons between Great Fire of London and present day using pictures or photographs e.g. houses, firefighting equipment
 - Begin to identify different ways we find out about the past e.g. photos, stories, adults talking about past
- Communication of ideas:
 - Use simple ways of recording their learning about the past e.g. labelling pictures or photographs, simple writing tasks, drama / role-play
 - Use appropriate historical vocabulary to describe events, life etc

Assessment Questions:

- Can children physically place events / artefacts on a simple timeline
- Can they describe the start, effect and end of Great Fire of London (verbally or written)?
- Were they able to research through at least 2 sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the fire?