

The Fire of London

History Enquiry

What happened during The Fire of London?

Text/Case Studies to support learning:



History Strands



Government

- To understand how the country rebuilt after The Great Fire of London.



Society

- To compare living and housing from the 1066 and the current day.
- To evaluate how fire were extinguished compared to the modern day.
- To understand the impact of The Great Fire of London on people.

Focus – British History

Term Spring

Year 1

How to be a Historian in Year 1:

Chronological Understanding

- I know what a timeline is
- I can think about how places are similar and different
- I can order events from furthest away to the nearest.

Historical Knowledge

- I can remember the key events that I have studied.
- I can understand why the key events are important.
- I know that I can find information about history in books.

Historical Enquiry

- I can ask simple questions when I am unsure
- I can talk about places I have studied by answering questions about them

National Curriculum Statements:

- Pupils should be taught about events beyond their living memory that are significant, nationally or globally.
- Pupils should be taught about 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.
- Significant historical events, people and places in history.

Prior Learning/Retrieval:

Children have learnt about fire in EYFS

Launch Day

Act out a sensory story - use various items to create sensory experiences that mirrored what was happening in the story.

Core Learning:

- Look at similarities and differences in houses and daily life between 1666 and now.
- Order events of The Great Fire of London.
- Learn how they tried to stop the fire and the equipment that was used. Compare this to what is used now.
- Research diary entries of people who were in London at the time of the fire.
- Learn about what happened after The Great Fire of London.

Additional Ideas

- To write a diary entry for Samuel Pepys.
- Local fire department to come with fire engine

<u>Key words</u>	<u>Definition</u>
Long hook	Giant hooks used to pull houses down
Fire squirter	Used as a pump to suck up water and then squirt it at the fire
Leather bucket	Fire bucket made from leather
Oven	A container used to bake food
Tar paper	A heavy paper coated with tar used to build houses
Bakery	A shop where bread is made
smoke	The grey cloud that floats in the air when something burns
Diary	A personal record of thoughts, feelings and events
burning	To be on or in flames.

Cross - Curriculum Links

English – Recount of The Great Fire of London

WCR – Great Fire of London

Significant Person:

Samuel Pepys

Samuel Pepys (born February 23, 1633, London, England—died May 26, 1703, London) was an English diarist and naval administrator, celebrated for his Diary (first published in 1825), which gives a fascinating picture of the official and upper-class life of Restoration London from Jan. 1, 1660, to May 31, 1669



Explorers

History Enquiry

What different things did people explore?

Text/Case
Studies to
support
learning:



History Strands



Society

- To look at different individuals and their achievements.
- To look at different significant individuals and how they have impacted on the society we live today.

Focus – British History

Term Autumn

Year 2

How to be a Historian in Year 2:

Chronological Understanding

- I can accurately order events I have learnt about from furthest away to most recent.
- I can draw a timeline and place the events I have studied on them
- I can compare areas I have studied and think about they are similar and different

Historical Knowledge

- I can remember key events and dates about areas that we have studied
- I can identify how we know about the past
- I can begin to identify different representations of history such as books, pictures, letter and videos

Historical Enquiry

- I can ask questions to help me understand more
- I can confidently answer increasingly difficult questions about the areas that we have studied
- I can use stories or other sources to explain my answers and thoughts

National Curriculum Statements:

- Pupils should be taught about events beyond their living memory that are significant, national or globally.
- Pupils should be taught about 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.
- Significant historical events, people and places in history.

Prior Learning/Retrieval:

We are Explorers (EYFS)

Launch Day

Blast off to the moon!

Core Learning:

- Investigate what makes an explorer and what explorers do
- Look at Neil Armstrong and the moon landing
- Look at Columbus and his main voyage
- Look at Amy Johnson and her flight to Australia.
- Compare the three different explorers, the time period and the transport used and what they accomplished.

Additional Ideas

Homework task

Where in the world would you choose to explore?

Making and launching rockets.

Key words

Definition

Explorer

a person who travels in search of new geographical or scientific information

Discovery

Finding something new

Transport

A way of moving from one place to another

Compass

A device for finding directions.

Expedition

A journey taken for a specific reason.

Pioneer

Someone who does things not completed before.

Voyage

A journey to other countries, often by sea.

Cross - Curriculum Links

Geography – the 7 continents and 5 oceans

PSHE – Black History Month

Class Name - Mae Jemison

English – Amy Johnson's flight to Australia

Significant Person:

Neil Armstrong

(August 5, 1930 – August 25, 2012)

He was an American astronaut and aeronaut engineer who in 1969 became the first man to walk on the moon. He was also a naval aviator, test pilot and university professor.



The Railway Revolution

History Enquiry

How has life changed due to the growth of the railway?

Text/Case Studies to support learning:



History Strands



Trade

- To explain prior to the railways how trade was transported.
- To explain the impact of the railway revolution on trade.



Society

- To discuss the impact of the railways on society – home life and jobs.
- To discuss the impact of the railway revolution on York.



Government

- To explain how the railway was nationalised.

Focus – Local History

Term Spring

Year 3

How to be a Historian in Year 3:

Chronological Understanding

- I can place the time period I am learning about on a timeline
- I can use dates and terms related to the topic and the passing of time
- I can sequence events or artefacts

Historical Knowledge

- I can find out about the everyday lives of the people at the time I am learning about
- I can compare our lives today with the lives of the people in the time I'm learning about
- I can identify reasons for, and results of, people's actions
- I understand why people may have wanted to do something

Historical Enquiry

- I can use a range of sources to find out about a time period.
- I can observe small details such as artefacts or pictures
- I can select and record information relevant to my learning
- I am starting to begin to use the library and internet for research

Historical Understanding

- Identify and give reasons for the different ways the past is represented
- Compare different versions of the same story
- Look at different representations of the time period (eg. Visiting museums and watching tv shows)

National Curriculum Statements:

- To learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- To learn about a significant turning point in British history, for example, the first railways.

Prior Learning/Retrieval:

Year 2 – learnt about how transport has changed over time

Year 3 – Learnt about what transport the Vikings used

Launch Day

- Children to simulate different railway roles/plan a mock railway journey in role (ticket collectors, passengers, drivers, engineers)

Core Learning:

- Identify what life was like before the railways and how people and good were transported around the country.
- Identify and order the first trains and railways and when they were developed on a timeline.
- Explain what steam locomotives are and compare them with another, explaining the adaptations and changes over time. Examples: Rocket, Flying Scotsman, Mallard, Evening Star.
- Discuss how the railways in Britain grew and changed over time.
- Discuss how the railway revolution in York grew and the impact it had on York and its society.

Additional Ideas

Trip to York transport museum

<u>Key words</u>	<u>Definition</u>
locomotive	A rail transport vehicle that provides the motive power for a train.
nationalised	Transfer from private to state ownership or control.
privatized	Transfer from public to private ownership.
passenger	A person who is travelling in a vehicle but is not driving it, flying it or working on it.
railroad	A type of land transportation.
transport	The act of carrying or moving something.
York	A city in north-east England.

Cross - Curriculum Links

WCR – based on novel linked to History – Train to Impossible Places

English – Non-chronological report on trains and transport

Significant Person:

George Stephenson

George Stephenson was a pioneering engineer and inventor who rose from a humble background to play the key role in the development and building of Britain's railways. His most famous invention was the locomotive engine called the 'Rocket'.

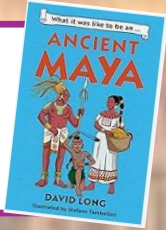


Ancient Maya

History Enquiry

How do Maya people exist in the modern day?

Text/Case Studies to support learning:



History Strands



Monarchy

- To learn about Pakal, the greatest leader.



Society

- To understand how their society began.
- To understand how society communicated (writing and numbers)
- To understand Maya life.



Religion

- To understand the beliefs of Maya people, their religion and the importance of the gods.

Focus – Ancient Civilisation

Term Spring

Year 4

How to be a Historian in Year 4:

Chronological Understanding

- I can place the time period I am learning about on a time line
- I can use terms related to your topic and begin to date events

Historical Knowledge

- I can use evidence to reconstruct life in the time period I'm learning about
- I can identify key features and events of the time period I am learning about
- I can look for cause and effect in the time period I am learning about
- I can offer a reasonable explanation for some events

Historical Enquiry

- I can use evidence to build up a picture of a past event
- I can choose relevant materials to present a picture of one aspect of life in time past
- I can ask a variety of questions
- I can use the library and internet for research

Historical Understanding

- I can look at the evidence available
- I can begin to evaluate the usefulness of different sources

National Curriculum Statements:

- To learn about the achievements of the earliest civilisation.
- To learn about a non-European society that provides contrasts with British history – Maya

Prior Learning/Retrieval:

Year 4 – Ancient Civilisations
Year 4 – Ancient Egypt writing

Launch Day

Discover the chocolate story – create our own chocolate

Core Learning:

- Order key events in ancient Maya timeline. Research one aspect of Maya life in more detail (farming, food, home, play, clothing, inventions)
- Explore the creation story
- Continue to understand Maya beliefs – underworld and the Gods.
- Understand how the Maya number system works.
- Understand the Maya writing system and how words were constructed
- To research whether Maya people still exist today, where they live and how they have adapted from their ancestors.

Additional Ideas

- Research the cocoa bean in more detail.
- Create and learn about the Maya masks and their importance.
- Understand the importance of Pakal the Great – famous ruler of ancient Maya

Key words

Definition

civilisation

Settled and stable communities

glyphs

Signs and symbols used in the writing system

logograms

Represent a whole word

ahua

The day dedicated to the sun god

codex

A manuscript book

astronomy

The study of everything on the universe

archeologists

The study of things made, used and left behind.

Cross - Curriculum Links

- **English** – writing
- **WCR** – Ancient Maya

Significant Person:

K'inich Janaab Pakal

One of the most famous Maya rulers was K'inich Janaab Pakal, whom we know today as Pakal the Great. He was king of Palenque, or Lakamha (in modern Mexico). Pakal ruled for 68 years from **615-683 AD**, the fifth longest of any monarch in history.

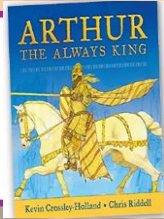


Anglo Saxons

History Enquiry

What did the Anglo Saxon's do for Britain?

Text/Case Studies to support learning:



History Strands



Trade

- To understand the important of trade to survive (laws)



Society

- To learn about the different laws, stories and traditions.



Monarchy

- To learn about the Anglo-Saxon Kings.



Religion

- To learn about the decline of Christianity after the Romans left and the rise of Pagans. How Augustine converted Britain back to Christianity.



Invasion

- To learn about how Anglo-Saxons came to Britain.

Focus – British History

Term Spring

Year 5

How to be a Historian in Year 5:

Chronological Understanding

- I know and sequence key events of the time periods I have learnt about
- I can use relevant terms and labels to discuss the time period I'm learning about
- I can make comparisons between different times in the past

Historical Knowledge

- I can learn about different aspects of different people (eg. differences between men and women)
- I can examine cause and effect of great events and the impact they had on people
- I can compare life in early and late time periods
- I can compare an aspect of life with the same aspect in another time period

Historical Enquiry

- I can begin to identify primary and secondary sources
- I can use evidence to build up a picture of a past event
- I can select relevant information
- I can use the library and internet for research with increasing confidence

Historical Understanding

- I can compare accounts of events from different sources – fact or fiction
- I can offer some reasons from different versions of events.

National Curriculum Statements:

- To learn about Britain's settlement by Anglo-Saxons and Scots.
- To learn about Anglo-Saxon invasions, settlements and kingdoms: place names and village life as well as Anglo-Saxon art and culture.

Prior Learning/Retrieval:

KS1 they learnt...

Year 1 – Castles – who lives in a castle?

Year 2 – Kings and Queens –focusing on King of England

Year 3 – the Vikings – invading and the battle for the land

Launch Day

Mead hall feast/ banquet where the King has just arrived and Beowulf has slayed Grendel the monster that is terrorising the land. Are they brave enough to try to defend the land and become a thane? Have some activities for them to test their bravery.

Core Learning:

- Investigate why the Anglo-Saxon's came to Britian by using a timeline of events.
- Look at a map to identify where they came from. Explain where different tribes (Angles, Saxons and Jutes.) settled in Britain and the important of the settlements (e.g. near water) and what village life was like for them.
- Look at the seven kingdoms that were formed by 800CE and the reasons why power was constantly changing between them (different laws, traditions and stores), but Mercia became to most powerful 796CE.
- Look at the decline of Christianity, once Anglo Saxon's ruled, due to their pagan beliefs. Explain how Augustine was sent to convert the people.
- Investigate the last Anglo-Saxon king and how he shaped Britain today.

Additional Ideas

Look at the different art and cultures during the Anglo-Saxon period.

Monasteries – illuminated letters and the role of the monks in Anglo-Saxon life

Sutton Hoo – solving and unravelling the mystery of who was buried at Sutton Hoo.

Key words

<u>Key words</u>	<u>Definition</u>
pagan	Religious belies and practices that are different from main religions.
convert	To change someone's religious beliefs to your own.
Mercia	A major Anglo Saxon kingdom in the central part of England.
Monastery	A place where monks live
Illuminated letter	A letter that is enlarged and decorated with colour
Kingdom	A country or area ruled by a king or queen.
settlement	A place where people choose to begin community.

Cross - Curriculum Links

Illuminated letters – link to Art as children can created their own as well as write their own manuscripts.

Significant Person:

Alfred The Great

Alfred the Great was King of the West Saxons from 871 to 886, and King of the Anglo-Saxons from 886 until his death in 899.



Romans

History Enquiry

What made the Romans so powerful?

Text/Case Studies to support learning:



History Strands



Government

- To explain what is meant by government in the Roman period
- Understand the role of Caesar



Society

- To understand the layout of the towns and cities in a grid-like pattern and the straight roads for function.
- To discuss the benefits to health because of the public baths etc
- To explain what they did for entertainment - gladiator fights and chariot racing



Invasion

- To understand the formation of the Roman Army
- To understand the different roles of the army
- To explain and use a timeline to represent the attempts to invade Britain with Julius Caesar and then Emperor Claudius succeeding
- To understand the invasion involving Boudicca and the success of the Romans



Trade

- To understand how the Romans communicated and traded
- To understand why villagers were built near rivers.

Focus – British History

Term Spring

Year 6

How to be a Historian in Year 6:

Chronological Understanding

- I can place the current time period I am learning about on a time line in relation to others I know about
- I can use relevant dates and terms
- I can sequence up to 10 events or more on a time line

Historical Knowledge

- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- I can compare beliefs and behaviour with another time period I have learnt about
- I can write an explanation of a past event, considering cause and effect, using evidence to support and illustrate the explanation
- I know key dates, characters and events of a time period I'm learning about

Historical Enquiry

- I can begin to identify primary and secondary sources
- I can use evidence to build up a picture of a past event
- I can select relevant information
- I can use the library and internet for research with increasing confidence

Historical Understanding

- I can link sources and work out how conclusions were arrived at
- I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- I am aware that all different evidence will lead to different conclusions
- I can bring knowledge gathered from several different sources together in a fluent account

National Curriculum Statements:

- The Roman empire and its impact on Britain

Prior Learning/Retrieval:

Year 4 Ancient Egypt/river Nile – importance of rivers for civilisations.
Year 5- Anglos, Jutes and Saxons invasion.

Launch Day

Wow day to include the timeline showing the attempts to invade Britain.

Core Learning:

- Understand how the Romans lived. To include the importance of trade – villages were near rivers, the health of the Romans (public baths), communication and entertainment (gladiators)
- Understand the term ‘government’ during the Roman period and the role of Julius Caesar and Emperor Claudius.
- Explain the Roman army – roles within it and the formation of it.
- Look at the invasion of Boudicca.
- To research and summarise why the Romans were so powerful.

Additional Ideas

Tasting Roman food.
Creating shields for the Roman Army.
Roman day- looking at how Romans lived in the UK, what changes they made to the UK.

<u>Key words</u>	<u>Definition</u>
empire	A group of territories under one rule.
emperor	A man who rules an empire
conquest	An invasion where the invader is successful
Legion	A group of around 4000 to 6000 Roman soldiers.
Boudicca	Celtic queen who is famous for the rising up against the Roman occupation in AD60 or 61
Aqueduct	A manmade channel used for delivering water to Roman towns.
Dictator	A ruler who has complete power over a government.

Cross - Curriculum Links

Maths- murder mystery of Julius Caesar.

Geography- The invasion of Romans into England with a focus on their journey.

Art work- looking at the monuments, mosaics Romans have left behind.

PE- Roman Army- looking at their movements and strategies.

Reading- Escape from Rome.

Significant Person:

Julius Caesar

Gaius Julius was a Roman statesman and military general who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire. He was also a historian and author of Latin prose.

