

IS THERE ALWAYS A HAPPY ENDING?

Fire, Gunpowder, Treason and Plot: fear, change, community

YEAR 1/2: Autumn 2

COVERAGE: To explore two significant events in the history of our country: - The Gunpowder Plot - The Great Fire of London We will explore how these changed life for the people living during each event. We will also explore how life has changed since each event. We will learn about the different people who were involved in the events.	KEY LANGUAGE AND VOCABULARY: London City Pudding Lane Fire Bakery River Thames Samuel Pepys Diary Destroyed Sir Christopher Wren Leather buckets Guy Fawkes Treason Bonfire Night	KNOWLEDGE AND FACT SHEET KEY QUESTIONS: 1. What was London like in the past? 2. When did the Gunpowder plot take place? 3. What started the plot? 4. What stopped the plot? 5. Who was involved? 6. When did the Great Fire take place? 7. How did the fire start? 8. How did it spread? 9. What stopped it? 10. How has life changed since these events?
KEY SKILLS AND KNOWLEDGE (HISTORY): Year 1: I can identify and define a source. I can classify artefacts into 'then' and 'now'. I can analyse a source to find out about an element of the past. I can question the past. I can question sources and artefacts to deepen my understanding about the past. I can prove or disprove a given hypothesis using 1 source. I can describe the past, using key words and phrases to refer to chronology, including: past, before, now, then and now. I can sequence events, within living memory, into chronological order. I can describe features of the past, using evidence gathered from sources. I can identify significant people and explain what they did in the past. I can explain why people did the things they did. I can reflect on how a significant person has changed life for me. I can reflect on how life has changed since a period studied to now. I can identify the different ways the past is represented. I can compare and contrast photographs of people or events to identify differences in the ways of life. Year 2: I can identify and explore a range of sources to find out about the past. I can analyse a source to find out about an element of the past. I can question the past, suggesting ways to find answers to my question. I can use artefacts, online sources and databases to explain significant events of the past. I can prove or disprove a given hypothesis using 1 source. I can evaluate the effectiveness of a source. I can describe the past, using key words and phrases to refer to chronology, including: before, after, past, present, then, older, newer. I can sequence events, artefacts and photographs beyond living memory in chronological order. I can describe the differences between then and now. I can explain why people did the things they did. I can explain and sequence the main events from a significant event in history. I can explain why events happened. I can reflect on how life has changed since a period studied to now. I can evaluate the impact of a significant person and the change they instigated. I can identify and describe the different ways the past is represented. I can compare and contrast photographs of people or events and other sources to identify differences in the ways of life. I can argue that change over time was good or bad thing.		
ENRICHMENT: We will go on local walks to see how our village has been built. We will invite the fire service into school.	PUPIL LEADERSHIP: Children will have opportunities to reflect on how events in history have shaped the way we live today.	

