

Year One	History - Great and Ghastly Events	Autumn
<p>As Historians we will study the theme of Great and Ghastly events and explore the History of two key events; moon landings and the Great Fire of London. We will consider how and when these things happened.</p>		
<p style="text-align: center;"><i>What are the causes and consequences of The Great Fire of London?</i></p>		
<p>Children must be able to talk about why the moon landings are so significant. Also, they should be able to explain the similarities and differences between an exploration on Earth and an exploration on the moon.</p>		
<p>Children must be able to talk about the causes and consequences of the Great Fire of London with reference to change and continuity in technology and settlement.</p>		
<p>NC Content</p> <ul style="list-style-type: none"> <li>• develop an awareness of the past using common words and phrases relating to the passing of time.</li> <li>• Know where the people and events fit in within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• They should use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>		



Historical Vocabulary

Historical	Significant	Memory	
Event	Timeline	Celebrate	Opinion
Fact.	Consequence		
Artefact	Recently	Past	Nation
Present	Astronaut		
Future	Exploration	Research	

Autumn 1  
Great Event – Moon Landings  
Procedural Skill

Place past events in order on a timeline, linking events within own history.  
Label these timelines with words or phrases (including: past, present, future, older, newer, before, after, now, recently)  
Use vocabulary linked to time (a long time ago, years, decades and centuries).  
Place past events in order on a timeline, linking to events within own history.  
Use artefacts, pictures, stories and online sources to find out about the past.  
Acknowledge dates and where this fits on a historical timeline.  
Describe historical events including the build-up, the effect and the legacy/impact on modern day.  
Ask questions about the past to find out what happened and when, and how this affected people at that time.  
Describe significant people and why they are remembered.  
Recognise that there are reasons that people in the past acted as they did.

NC links:

Pupils should be taught about:  
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

**The basics of change and continuity throughout history:**

Become familiar with reading dates in preparation for creating a timeline. Order dates linked to own life.

Create a class timeline that links directly to the children's own life / experiences.

Children to create a timeline for their own personal experiences with a focus on understanding chronology and the vocab linked to it.

NC Links:

Pupils should be taught about:  
Events beyond living memory that are significant nationally or globally.  
The lives of significant individuals in the past who have contributed to national and international achievements.

Pre-load: Describe what is meant by an astronaut and what an exploration is.  
Describe what life was like in 1969 - look at photographs of people/buildings etc

**Similarities and differences between modes of transport:**

Describe the mode of transport used to successfully reach the moon. Explore the similarities/differences between traveling in a car and travelling in a rocket.

**The significance of the Moon Landings:**

<p>Use language of chronology to describe your position within the class. E.g. I was born before.....</p> <p>Acknowledge which things happen in the past, which things happened most recently, and which things will happen in the future.</p> <p>Create a timeline of Hull. How has the local area changed? Which buildings have been built most recently? Place themselves or immediate family members on this timeline to further develop understanding of chronology.</p>	<p>Discuss the significance of the first moon landing and how this event happened in 1969. <i>How did this Impact on the rest of the world?</i></p> <p>Place the 1969 event on the class timeline and explain when this happened In relation to themselves/their parents. Place the other moon landings on the timeline.</p> <p><b>Significance of Niel Armstrong:</b></p> <p>Explain what makes Neil Armstrong a significant person.</p> <p>Create a list of questions you would ask him on his return from the moon.</p> <p><b>Similarities and differences between an exploration on the moon and an exploration on the Earth:</b></p> <p>Identify similarities and differences between an exploration on the moon and one on earth.</p>
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<p>Autumn 2 – Ghastly Event Great Fire of London Procedural Skill</p> <p>Use artefacts, pictures, stories and online sources to find out about the past. Describe historical events including the build-up, the effect and the legacy/impact on modern day. Place past events in order on a timeline, linking to events within own history. Label these timelines with words or phrases (including: past, present, future, older, newer, before, after, now, recently). Acknowledge dates and where this fits on a historical timeline. Use vocabulary linked to time (a long time ago, years, decades and centuries). Ask questions about the past to find out what happened and when, and how this affected people at that time. Describe significant people and why they are remembered.</p>
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Recognise that there are reasons that people in the past acted as they did.  
Identify where you can find out about the past.

NC links:

Pupils should be taught about:

Events beyond living memory that are significant nationally or globally.

Hook: Begin with a story linked to the topic. Tell the children that later in the unit they will be acting out the story using drama. *In order to act the story out, what do we need to find out more about?* Pupil voice: how, who, when, why?

**Change and continuity - where the Great Fire of London fits on the class timeline:**

Place the Great Fire of London on a timeline. *Is the Great Fire of London within Living Memory?* Use language of chronology to describe when the Great Fire of London happened compared to other historical events.

**Change and continuity between Stuart period & now:**

What did London look like in 1666? Note that London was very crowded with the poorest people living in the centre and the richest living on the outskirts (easier to escape the fire!)  
Children to acknowledge what the buildings were like and say how they are different from today.  
Children to also talk about changes in technology to link in with causes of fire - ovens, fire engines..

[Visit from the fire service.](#)

**Cause and Consequence of the Great Fire of London:**

Describe the events of the Great Fire of London.  
How did it start? (Link to what children know about technology)  
How did it spread? (link to what children know about settlement).  
How was the fire put out? (link to what children know about fire)

How was London rebuilt? Children to know that King Charles II was King and the role he played in rebuilding the city. Children to acknowledge that buildings were made much stronger as a consequence of the GFL.

NC Links:

Pupils should be taught about:

the lives of significant individuals in the past who have contributed to national and international achievements.

**Significance of Samuel Pepys:**

Look at 2 sources of evidence - a recent painting of London ablaze and an extract from Samuel Pepy's diary. Which is more truthful? Why? Children to acknowledge how important the diary was - without it we would know very little about the Great Fire of London today.

A study into who Samuel Pepy's was and how he has contributed to history.

**Change and continuity:**

Now order and sequence the story of the GFL using historical vocabulary linking to time to describe the order of events.

RP: Act out the story of the GFL.

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