

Turn Back Time History Year 1

What I have already learnt (ELGs)

- I have learnt to use everyday language to talk about time
- I have learnt to find some similarities and differences between things in the past and now
- I have learnt to talk about the lives of the people around me and their roles in society
- I have learnt to understand the past through reading and having stories told to me
- I have learnt to understand some important processes and changes in the natural world around me
- I have learnt to explore the natural world around me and make observations
- I have learnt to express ideas and feelings about experiences using full sentences, including using past, present and future tenses and making use of conjunctions.

What I will have learnt by the end of this unit.

- I will have learnt to talk about an event that has happened in Britain's past.
- I will have learnt to identify events from the past and say the main differences between then and now.
- I will have learnt to use common words and phrases relating to the passing of time.
- I will have learnt to recognise and talk about different ways of finding out about the past.
- I will have learnt to answer simple questions to demonstrate my understanding of key features of events.
- I will have learnt to use everyday language to talk about time
- I will have learnt to find some similarities and differences between things in the past and now
- I will have learnt to talk about the lives of the people around me and their roles in society
- I will have learnt to understand the past through reading and having stories told to me
- I have learnt to express ideas and feelings about experiences using full sentences, including using past, present and future tenses and making use of conjunctions.

What I will have learnt by the end of my Key Stage

- I will have developed an awareness of the past, using common words and phrases relating to the passing of time.
- I will know where the people and events I have studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- I will use a wide vocabulary of everyday historical terms.
- I will ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.
- I will understand some of the ways in which we find out about the past and identify different ways in which it is represented.












The Great Fire of London Monument in London UK.

Key Knowledge

- **When and where did the fire start?**
- The Fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- **Why did the fire start?**
- The fires used for baking were not put out properly.
- **Why did the fire spread so quickly?**
- In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
- **How did people try to put the fire out?**
- People used leather buckets and water squirts to put the fire out, but these did not work. Later in the weeks, Kings Charles II ordered buildings to be pulled down to stop the flames from spreading.
- **How and when was the fire put out?**
- By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

Key People

		
Samuel Pepys	Thomas Farriner	King Charles II
Samuel Pepys lived in London during the Great Fire of London and wrote about it in his diary.	Thomas Farriner is the owner of the bakery on Pudding Lane where the fire started	King Charles II was the King of England in 1666.

<p>Sunday 2nd September 1666</p>  <p>A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.</p>	<p>Monday 3rd September 1666</p>  <p>The fire reached London Bridge, burning down about 300 houses on the way.</p>	<p>Monday 3rd September 1666</p>  <p>The people of London started to run away from the city. They escaped on boats across the River Thames.</p>
<p>Tuesday 4th September 1666</p>  <p>Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.</p>	<p>Tuesday 4th September 1666</p>  <p>The fierce wind meant that the fire was spreading further. St Paul's Cathedral went up in flames too.</p>	<p>Wednesday 5th September 1666</p>  <p>The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.</p>

Key Vocabulary

- Bakery** - A shop where bread is made and sold.
- London** - The capital city of England and the United Kingdom
- Diary** - A book that people write about their lives in.
- Fire engine** - A vehicle that carries things used to put out fires.
- Firefighter** - People who put out fires as their job.
- St Paul's Cathedral** - A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
- Rebuilt** - Building something again after it has been broken or destroyed
- River Thames** - The river that runs through the middle of London.
- 17th Century** - From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.
- Eye witness** - A person who has seen something and can give a description of it
- Embers** - Small pieces of glowing coal or wood in a dying fire
- Fire-hooks** - Giant hooks used to pull down houses
- Fire-break** - When buildings are destroyed to make a gap so the fire can't spread
- Flammable** - When something burns easily
- Architect** - Someone who designs buildings and structures.

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my knowledge of numbers to read and recognise dates and find out how long ago something happened.

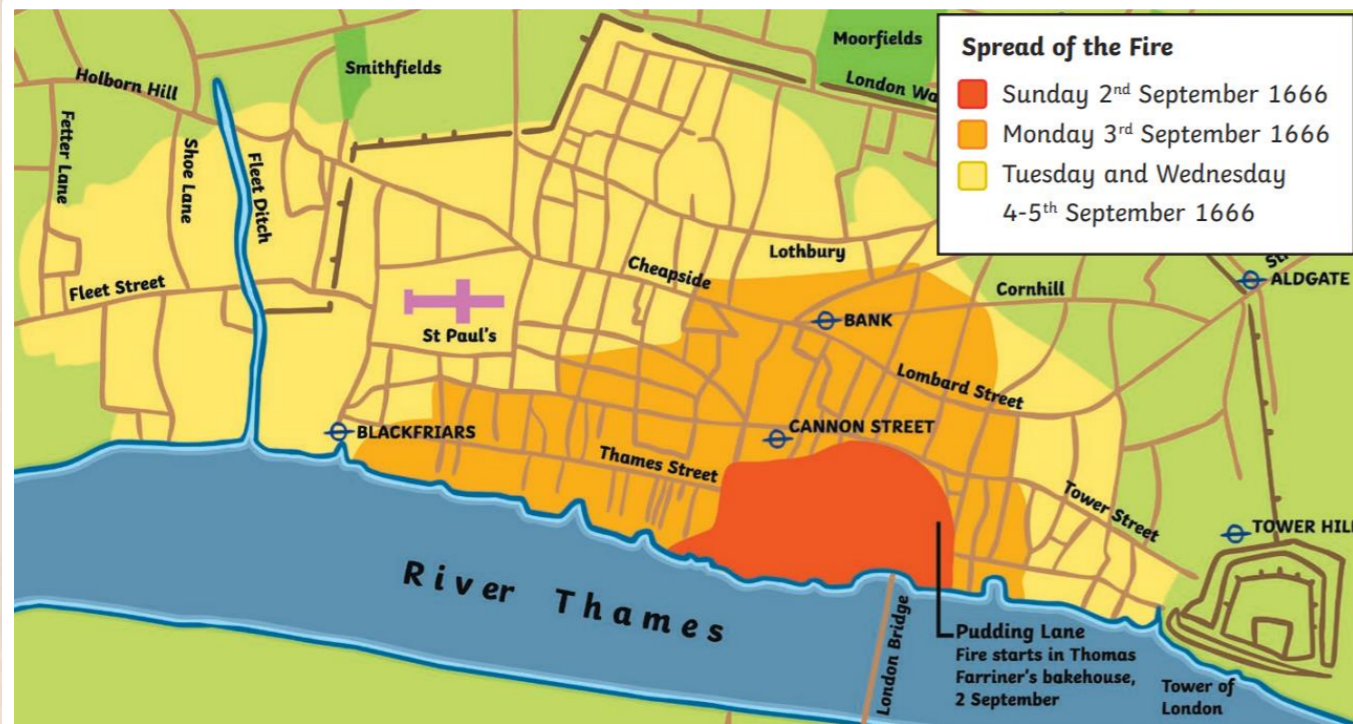
Literacy: I can use my literacy knowledge to write fact files and diaries. I can use my literacy knowledge to punctuate questions correctly.

Reading: I can use my phonic knowledge to decode unfamiliar names and names of places.

Geography: I can use my knowledge of the UK to name and locate our Capital City, London.

Science: I can use my knowledge of materials to know why the houses burnt and how they could have avoided the Great Fire.

D&T: I can use my design knowledge to create a template and model of a 17th century house in London.



Key Skills I will learn/use

Remember - I will be able to remember when Captain Cook was born and when he died.

Remember - I will be able to remember a range of key facts about Captain Cook's life and different voyages.

Recall - I will be able to recall facts about life on the HMS Endeavour.

Name - I will be able to name the different jobs on the HMS Endeavour and the key people on the voyages.

Observe - I will observe changes in life since Captain Cook's day and working conditions.

Notice - I will notice how times have changed and why they have changed.

Recognise - I will be able to recognise some similarities and differences when I compare the past to now.

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Timeline of Events

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.

Thousands of people are left homeless.

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

- Opportunities to compare and contrast life in cities compared to their locality (rural).
- Opportunities to learn about jobs and job roles in the 17th Century compared to modern day.
- Opportunities to look into diversity and cultures that were being introduced around the 17th Century.

Recall and Remember

Can you answer these true or false questions?

1. The Great Fire of London started in bread lane.
2. The bakery was owned by Thomas Farriner.
3. The fire started on 2nd September 1667.
4. The fire spread very quickly because the houses were made of wood and were close together.
5. Many roofs were made of straw.
6. Buckets were made from metal in 1666.
7. A man called Samuel Pepys wrote about what was happening in his diary
8. St Paul's Cathedral was not destroyed in the fire because it was made of stone.
9. There were no fire engines in 1666.
10. The fire burned for five days.



Key Historical Concepts

- o Chronology Empire
- o Civilisation
- o Wider world history
- o Continuity and change
- o Cause and consequence
- o Similarity/difference/significance
- o Local history
- o Culture
- o Economy
- o Governance
- o Vocabulary