



The BIG Picture

In this unit children will begin to understand that there have been historical events that have happened locally and nationally. These events from beyond living memory have shaped and changed our lives today. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They will compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. Learning in this unit will be brought to life through a visit to the town of Nantwich which also experienced a great fire similar to that of London.

National Curriculum Key Stage 1

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- **events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]**
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past. (Y1)
Children will have studied the significant people Emily Davidson and Rosa Parks. (Y1 – Emily Davidson and Rosa Parks)
Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present. (EYFS)
Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. (Y1 – My History)
They will also understand what artefacts are and that they are often kept in museums. (Y1 – Toys Through Time)

Key vocabulary & understanding:

Stuarts, Puddling Lane, plague, flea, Samuel Pepys, bakery, Thames, Thomas Faynor, drought, wattle, daub, wood, straw, flames, smoke, diary, architect.

Specific unit objectives

- To locate London on a map.
- To know the events that happened in the Great Fire of London.
- To know why the fire spread so quickly and burnt for so long.
- To know who Samuel Pepys was and why he was important.
- To know what a source is and how we can use sources to find out about the past.
- To know how things changed because of the Great Fire of London.
- To know where the people and events studied fit on a basic timeline.
- To remember a few significant names and dates.
- To speak about some of the people or events from their work.
- To say how lifestyles were the same or different in the past.
- To give more than one cause of an event and give a reason why people in the past acted as they did.
- To recount key events from the past in their own words and begin to explain why these events happened.
- To begin to think about the impact that historical events have had on modern life.
- To understand some of the ways in which we find out about the past.

Key Questions

What happened in the Great Fire of London?
What caused the fire?
Why did the fire spread quickly and burn for so long?
How do we know about the fire?
Who was Samuel Pepys and why was he important?
What impact did the Great Fire of London have?
Why was this a significant event?

Key Knowledge

Know about an event that happened long ago, before their grandparents were born.

Know that people's lives today are different to those of people long ago.

Name a famous person from the past and explain why they are famous.

Key Texts

Fire Cat – Pippa Goodhart
Vlad and The Great Fire of London – Kate Cunningham
Toby and the Great Fire of London – Margaret Nash
The Baker's Boy and the Great Fire of London – Tom and Tony Bradman
Range of non-fiction books to be used.



The BIG Picture

In this unit children will learn that there have been significant people who have changed the way we live today. These people have lived in the past, faced challenges of their own and have usually had to overcome adversity to strive for the change. Children will learn that finding out about these famous people can also help us understand how people lived in the past. Children can use what they have learnt to imagine what life would be like if these people and events had not happened. Through learning about these people children will be able to compare ways of life in different times. Children will continue to build up their knowledge of sources to learn about the past and use their historical enquiry skills to interpret information from these sources. This unit will build upon the children's knowledge from their People who Help Us unit in EYFS. It also builds upon the children's study of significant individuals in Year 1.

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- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- **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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, **Mary Seacole and/or Florence Nightingale and Edith Cavell**]
- significant historical events, people and places in their own locality

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past. (Y1)

Children will have studied the significant people Emily Davidson and Rosa Parks. (Y1 – Emily Davidson and Rosa Parks)

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present. (EYFS)

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. (Y1 – My History)

They will also understand what artefacts are and that they are often kept in museums. (Y1 – Toys Through Time)

Children will know that some people in the past were treated differently because of their gender or race. (Y1 – Emily Davidson and Rosa Parks).

Key vocabulary & understanding:

Florence Nightingale, Mary Seacole, Nellie Spindler, Crimea, Crimean War, World War 1, nurse, medicine, racism, wealthy, mission, discrimination.

Specific unit objectives

- To know key details about the life of Florence Nightingale.
- To explain where Florence Nightingale went and what she did.
- To explain the impact of Florence Nightingale's actions on nursing.
- To know key details about the life of Mary Seacole.
- To explain what Mary Seacole did.
- To understand that some people were treated differently because of who they were.
- To know key events from the life of Nellie Spindler.
- To compare these nurses with each other and with modern day nurses.
- To know where the people and events studied fit on a basic timeline.
- To identify some similarities and differences between ways of life at different times.
- To name some people in the past who have contributed to national and international achievements.
- To speak about some of the people or events from their work.
- To begin to think about the impact that historical events have had on modern life.
- To understand why people and events being studied are important.
- To choose and use parts of stories and other sources of information to show they know and understand key features of events or people's lives which they have studied.

Key Questions

Who was Florence Nightingale?

Who was Mary Seacole?

Who was Nellie Spindler?

Why are these women important / remembered?

When were these women alive?

What did these women do?

How did what these women did have an impact on us today?

Key Knowledge

Name a famous person from the past and explain why they are famous.

Know how medicine has changed over time.

Know that some people are treated differently because of their gender or the colour of their skin.

Key Texts

Florence Nightingale – Lucy Lethbridge
Vlad and The Florence Nightingale Adventure – Kate Cunningham

Florence Nightingale – Maria Sanchez Vegara
Hooray For Mary Seacole – Trish Cooke

Who Says Women Can't Be Doctors – Tanya Lee Stone
Range of non-fiction books to be used.



The BIG Picture

In this unit children will learn that there have been significant people who have changed the way we live today. These people have lived in the past, faced challenges of their own and have usually had to overcome adversity to strive for the change. Children will learn about how Runcorn was founded by Ethelfleda and the key achievements of her life. They will also learn about how she is remembered in Runcorn. The children will learn about how England was invaded in 1066 and how the first castles were built by William the Conqueror. They will learn about why castles were built and the features that they have and link this to our castle. This unit builds upon the Castles unit in EYFS. Learning in this topic will be brought to life by a visit to Halton Castle and Norton Priory.

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- **significant historical events, people and places in their own locality**

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Children will have studied the significant people Emily Davidson and Rosa Parks. (Y1 – Emily Davidson and Rosa Parks, Y2 - Medicine)
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They will also understand what artefacts are and that they are often kept in museums. (Y1 – Toys Through Time)
Children will know that some people in the past were treated differently because of their gender or race. (Y1 – Emily Davidson and Rosa Parks).

Key vocabulary & understanding:

Ethelfleda, Saxon, Viking, Norman, William the Conqueror, Hastings, tapestry, motte, bailey, keep, peasants, fort, Danelaw, Halton Castle, Lord, king, ruins, archaeology, local, founding, Mercia, Runcorn.

Specific unit objectives

- To know who Ethelfleda was.
- To understand how Runcorn was started.
- To identify some differences between Runcorn then and now.
- To understand that the Battle of Hastings happened in 1066.
- To know that the first castles were built by William the Conqueror.
- To identify and explain some of the features of the first castles.
- To know some key information about Halton Castle.
- To know where the people and events studied fit on a basic timeline.
- To name some people in the past who have contributed to national and international achievements.
- To remember a few significant names and dates.
- To give more than one cause of an event and give a reason why people in the past acted as they did.
- To recount key events from the past in their own words and begin to explain why these events happened.

Key Questions

Who was Ethelfleda?
Why is Ethelfleda important?
What happened in 1066?
Who built the first castles?
What features do castles have?
How and why did castles change?
What is Halton Castle and why is it significant?

Key Knowledge

Know the name of a famous person and place close to where they live.

Know how the local area is different to the way it used to be a long time ago.

Know about an event or events that happened long ago even before their grandparents were born.

Key Texts

Usborne Castles Series
Cross Sections Castle – Steven Biesty
Range of non-fiction books to be used.