

‘Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.’ Deuteronomy 32:7

Term: Y1/2 Year B <u>Aut 2</u>	Topic: The Great Fire of London	
	Key knowledge.	Key vocabulary.
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ○ 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 L.S Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) 	<p>Know that the Great Fire of London happened between the 2nd and the 5th of September 1666</p> <p>Know that the fire started in a bakery in Pudding Lane, London</p> <p>Know that before the fire started there had been a drought in London so the city was very dry.</p> <p>Know that in 1666 the houses were mostly made from wood and straw which burned easily.</p> <p>Know that the houses were built very close together which enabled the fire to spread quickly.</p> <p>Know that Samuel Pepys was there and wrote a diary about what he saw.</p> <p>Know that we can learn about what happened in the past from a variety of sources.</p> <p>Know that artists who were alive in 1666 painted pictures of the fire, so that we know what it would have looked like if we had been there too.</p> <p>Know that the Great Fire of London is thought to have prevented the plague from spreading by killing the rats that carried the disease.</p>	<p>Samuel Pepys – a man who kept a diary during the Great Fire of London.</p> <p>Bakery – a shop that <u>bakes</u> and sells bread.</p> <p>King Charles II – king during the Great Fire of London (1660-1685)</p> <p>Narrow – close together, not much space in between. <u>i.e</u> the streets were narrow</p> <p>Wooden – something that is made from wood.</p> <p>Fire – A scientific reaction that happens when something burns – you may see smoke and flames.</p> <p>Plague – an infectious disease that killed lots of people in 1665.</p> <p>Drought – a long period of time without any rain</p> <p>Thatched – a type of roof made with straw</p> <p>Leather buckets – buckets made from leather (animal skin) were used to carry water to put out the fire.</p> <p>Sewers – A system of underground pipes that carry human waste</p> <p>Diary – a diary is a written record of what has happened that day. (First person, past tense)</p>

Term: Y1/2 Year B Spring 2	Topic: Castles and dungeons	
	Key knowledge.	Key vocabulary.
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Chronological understanding and sequencing the past <ul style="list-style-type: none"> ○ To have an awareness of the past and use words relating to the passing of time. ○ To sequence events from the past and in my lifetime and place them on a timeline. ○ To sequence photographs and name people from different periods of time. ○ To label timelines with words, phrases and dates. • How world history has changed and developed <ul style="list-style-type: none"> ○ To know and recount episodes from events across a number of time periods. ○ To recognise why people did things, why events happened and what happened as a result. • Cause and effect <ul style="list-style-type: none"> ○ To talk about things that have happened or changed over time and make links between periods we have covered • Historical enquiry <ul style="list-style-type: none"> ○ To use a wide range of sources such as artefacts, pictures, stories, books, online sources and databases to answer questions about the past. 	<p>Know the different parts of a castle Know who might have lived there and what they did Know what castles were used for and compare them with modern homes. Know about life in a castle and what it was like to live there Know how people inside the castle defended it against their enemies. Know how to use key vocabulary to describe the past. Know that some objects belong to the past. Know some differences between old and new artefacts. Know how to use different sources of information.</p>	<p>Castle – a large fortified building that was built to withstand enemy attacks Dungeon – a prison in a castle, often underground Turret – a small tower on top of a castle Drawbridge – a wooden door that can be pulled up or let down to allow people to cross a moat. Moat – a deep wide ditch around a castle, usually filled with water to help defend the building Ramparts – the banks or walls built to protect a castle Tower – a tall building or structure Shield – a piece of armour carried in one hand to protect the body Armour – metal clothing worn by soldiers to protect them from injury in battle. Monarch – a king or queen</p>

Term: Y1/2 Year B Summer 1	Topic: Changes – changes in living memory	
	Key knowledge.	Key vocabulary.
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Chronological understanding and sequencing the past <ul style="list-style-type: none"> ○ To have an awareness of the past and use words relating to the passing of time. ○ To sequence events from the past and in my lifetime and place them on a timeline. ○ To sequence photographs and name people from different periods of time. ○ To label timelines with words, phrases and dates. • How world history has changed and developed <ul style="list-style-type: none"> ○ To know and recount episodes from events across a number of time periods. ○ To recognise why people did things, why events happened and what happened as a result. • Historical enquiry <ul style="list-style-type: none"> ○ To use a wide range of sources such as artefacts, pictures, stories, books, online sources and databases to answer questions about the past. 	<p>Know that music from the 1960's is still popular today.</p> <p>Know that it was rare for people to go to a restaurant in the 1960's.</p> <p>Know that there is a greater variety of food today due to importation.</p> <p>Know that fashion changed greatly in the 1960's.</p> <p>Know how the design of toys has changed and developed over time.</p> <p>Know that technology is constantly changing and evolving in our everyday lives.</p> <p>Know that the mini was very popular in the 1960s and is still around today.</p> <p>Know that inventions over time change the way we live today.</p>	<p>The Beatles – a music group from the 1960's</p> <p>Importation – to bring goods from other countries</p> <p>Home grown – food that is produced in our country</p> <p>Fashion – clothes that are popular</p> <p>Decade – ten years</p> <p>Technology – electronic devices</p> <p>Transport – ways of travelling</p> <p>Inventions – a new item or way of doing something that has not been done before</p>