



MORDA CE PRIMARY SCHOOL: History Knowledge Organiser: Year R/Y1 Spring Term 2023 Fire! Fire! (The Great Fire of London)

Key Learning Objectives: To find out about the past, sharing experiences and identifying changes in our village over time. To talk about our own life experiences. To create a national timeline to put known events in chronological order. To learn about the Great Fire of London (GFOL) the events, people, houses and living conditions, fire fighting and how London changed after the fire.

History key skills: YR Y1	Key Concepts : King/ Queen/ Monarch / Settlement/ Poverty/ Wealth Key enquiry questions
<p>Finding Out About the Past (Enquiry) Year R Talk about what they see using wide vocabulary (historical images/artefacts)</p> <p>Year 1 Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present.</p>	<p>Past and present shopping/bakeries (link to role play area) What is new/different/old? What do we use now? What do our shops look? Do we have small shops like this?</p> <p>What are the houses made of? What else do you notice?</p>
<p>Finding Out About the Past (Chronology) Year R Begin to make sense of their own life story and family's history.</p> <p>Year 1 Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. Talk about own life and those of people I know. Place objects and events within experience, in time order.</p>	<p>Timeline - when were we born? Grandparents/ parents What was lifelike then? How has the equipment changed? How has the shops changed? What are they wearing? How did they travel?</p>
<p>Historical Events Year R Comment on images from similar situations in the past? (shopping/bakery) Year 1 Talk about events in my life and the lives of people I know.</p>	<p>Has anyone had experience of a fire? What is it like in forest school? How have things changed for you since you were born?</p>

<p>Lifestyles of People in the Past Year R Compare and contrast characters from stories including figures from the past</p> <p>Year 1 Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Link to Mantle of the Expert: Fire Marshals. How was life different 350 years ago? Compare our houses with those in London in 1666. Link to DT building models of Stuart houses. What was the same? What was different? Link to Science and materials. Compare our family lives, schools and jobs.</p> <p>How did London change after the fire? What buildings survive today? Look at The Tower of London. Look at St Pauls Cathedral before and after. Link to Historical Art - pictures at the time.</p>
<p>Significant Historical People Year R Begin to make sense of their own life story and family's history. Reception age - talk about members of their immediate family and community Compare and contrast characters from stories including figures from the past</p> <p>Year 1 Talk about important people in my life and those of people I know.</p>	<p>Link to Mantle of the Expert: Fire Marshals. Who were the significant characters in the GFOL? King Charles II Samuel Pepys Thomas Farrinor</p> <p>Link to Values: Courage How did the people who were caught up in the fire show courage? What would we do in their place?</p>
<p>Mantle of the Expert: Fire Marshals Commission: It is 1666 and a fire has just raged through London. No one knows how the fire began but it occurred around Pudding Lane. It has destroyed thousands of homes and killed at least 5 people (probably many more). King Charles II is concerned for his city; he needs a team of highly trained volunteer Fire Marshals who will be on hand to ensure such a disaster never happens again. To train as elite fire marshals, ready to put out any future fires (including training needed and equipment) To investigate what started the fire and why it was so vicious. To advise King Charles II on how to ensure it doesn't happen again.</p>	