

## MORDA CE PRIMARY SCHOOL: History Knowledge Organiser: Year R/1/2 Spring Term 2021 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 and create a personal family timeline. 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.

### Reception

Children talk about past and present events in their own lives and in the lives of family members.

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

Key Skills History: YR Y1 and Y2	Key enquiry questions and links to Values - Compassion, Courage and Fairness
<p><b>Finding Out About the Past (Enquiry)</b>  <b>Year 1</b>            Talk about and share experiences of the past and present.            Talk about and describe artefacts from the past and present.</p> <p><b>Year 2</b>            Compare aspects of the present with the past and describe simple similarities and differences.            Give reasons for and describe changes that have taken place within living memory. (linked to national life)</p>	<p><b>How has Morda changed within living memory?</b>            Talk about new houses. The Workhouse burnt down in 1982. Ask locals for eyewitness accounts - Rose watched the fire.</p> <p><b>Link to Values; Compassion</b>  <b>Why do we feel compassion for people who lived there and were caught up in the fire?</b>            How would we feel if this happened to us or anyone we know?</p> <p><b>Link to Values: Fairness</b>  <b>What was the Workhouse for and why don't we have one now?</b>            Talk about fairness in society and the role of the Workhouse in the past, poverty and support from Social Services today.</p>
<p><b>Finding Out About the Past (Chronology)</b>  <b>Year 1</b>            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><b>Year 2</b>            Talk about events, places and people beyond living memory. (National or Global)            Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.            Place objects, people and events beyond own experiences in time order.</p>	<p><b>When did important events in our lives happen and our family's lives?</b></p> <p>Create a personal timeline with events and artefacts to place in chronological order.            Find out when our parents and grandparents were born. What toys did they play with? Where did they go to school?</p>
<p><b>Historical Events</b>  <b>Year 1</b>            Talk about events in my life and the lives of people I know.</p> <p><b>Year 2</b>            Talk about events and the lives of people beyond living memory. (Own locality)</p>	<p><b>When did significant national events that we know about happen?</b></p> <p>Create a national timeline for display in class, to put events in chronological order and context.            Talk about what events the children know about - World Wars, Queen's reign. When was our school built?</p>

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<p><b>Lifestyles of People in the Past</b></p> <p><b>Year 1</b> 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><b>Year 2</b> Talk about similarities and differences between my life and that of others. Describe similarities and differences between the lives of people.</p>	<p><b>Link to Mantle of the Expert: Fire Marshals.</b> <b>How was life different 350 years ago?</b> 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><b>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.</b> Link to Historical Art - pictures at the time.</p>
<p><b>Significant Historical People</b></p> <p><b>Year 1</b> Talk about important people in my life and those of people I know.</p> <p><b>Year 2</b> Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements)</p>	<p><b>Link to Mantle of the Expert: Fire Marshals.</b> Who were the significant characters in the GFOL? King Charles II Samuel Pepys Thomas Farrinor</p> <p><b>Link to Values: Courage</b> How did the people who were caught up in the fire show courage? What would we do in their place?</p>

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### **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.

