

Autumn Two

Topic title:

Fire

Enquiry question:

Which event is most significant: The Gunpowder plot of The Great fire of London?

Prior learning:

- Significant people within History – continuing on from Explorers topic. Beginning to compare significant figures.

Future learning:

- Turrets and Tiaras topic (Year 2 History)
- Prehistoric Britain (Year 3 History)
- Exploring Mary Anning (Year 3 History – significant figures)

Knowledge:

- To know that events in history may last different amounts of time.
- To begin to understand that power is exercised in different ways in different cultures, times and groups e.g. monarchy.
- To know the legacy and contribution of inventions.
- To be aware of the achievements of significant individuals.
- To know that some events are more significant than others.
- To know the impact of a historical event on society.
- To know that ‘historically significant’ people are

Skills:

- Sequencing up to six photographs, focusing on the intervals between events.
- Placing events on a timeline, building on times studied in Year 1.
- Beginning to recognise how long each event lasted.
- Knowing where people/events studied fit into a chronological framework.
- Identifying simple reasons for changes.
- Asking questions about why people did things, why events happened and what happened as a result.

Vocabulary:

**Chronological order
diary
encounter
evidence
expert
museum
significant
treason
gunpowder
plot
London**

	<p>those who changed many people's lives.</p> <ul style="list-style-type: none">• To know that we can find out about how places have changed by looking at maps.• To know that historians use evidence from sources to find out more about the past.	<ul style="list-style-type: none">• Finding out about people, events and beliefs in society.• Discussing who was important in a historical event.• Using artefacts, photographs and historical visits to ask and answer questions about the past.• Making simple observations about a source or artefact.• Using sources to show an understanding of historical concepts (as above).• Identifying a primary source.• Recognising different ways in which the past is represented (including eye witness accounts).• Comparing pictures or photographs of people or events in the past.• Understand the importance of historically valid questions• Use a source to answer questions about the past.• Evaluate the usefulness of sources to a historical enquiry.	
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		<ul style="list-style-type: none"> • Select information from a source to answer a question. • Make links and connections across a unit of study. • Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describe past events and people by drawing or writing. • Express a personal response to a historical story or event through discussion, drawing or writing. 	
<p>Critical Content Statements:</p> <ul style="list-style-type: none"> • The Gunpowder Plot was a plot to kill James I and his government by blowing up the Houses of Parliament. • Thomas Catesby, Guy Fawkes, Thomas Percy and five of their friends were involved in the plot. • Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholics and wanted King James removed from the throne. • A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and the gunpowder. 		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • The Gunpowder Plot was successful. • The plotters just didn't like James I, there was no other reason for their plotting. • The King was not warned of the plot taking place. • Children may not understand the order of events from the periods of History studied. • The 5th November (Bonfire Night) just happens, not for any reason. • The fire lasted a day. • There were no consequences of the Great Fire of London. 	

- King James ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw) to celebrate.
- The Great Fire of London started in Thomas Farriner's bakery on Pudding Lane in 1666 and lasted 5 days.
- The fire spread because houses were very dry, close packed and made of wood and straw (thatch), and there was a strong wind.
- The disaster made London a better and safer city: streets were widened and buildings made stronger, more fireproof and out of brick instead of wood.
- The fire would be different if it happened today because we have firefighters who have protective equipment, fire engines and powerful hoses.

**Year Two
Spring One**

Topic title:
Kings and Queens

Enquiry question:
What is a monarch?

Prior learning:

- The children have learnt about the Gunpowder Plot and The Great Fire of London

Knowledge:

- To know that beyond living memory is more than 100 years ago.
- To know that events in history may

Skills:

- Sequencing up to six photographs, focusing on the intervals between events.
- Knowing where people/events studied fit into a chronological framework.

Vocabulary:

- absolute monarchy
- anointing
- armed forces
- **Anglo-Saxon**

<p>(British History, chronology, significant figures).</p> <ul style="list-style-type: none"> In Year One, they studied 'past and present', 'toys' and 'explorers'. <p>Future learning:</p> <ul style="list-style-type: none"> Year 2 History (Spring Two) – Local History study on our school, and exploring schools throughout time. Year 3 History – Prehistoric Britain. 	<p>last different amounts of time.</p> <ul style="list-style-type: none"> To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. 	<ul style="list-style-type: none"> Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). 	<ul style="list-style-type: none"> Archbishop of Canterbury attack battle Bayeux Tapestry bailey battlements ceremony constitutional monarchy coronation defend concentric castle conquer crowning earl Edward the Confessor gatehouse Harold Godwinson Head of State investing moat motte nobility fortified manor house
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	<ul style="list-style-type: none"> • To know that in the past monarchs had absolute power. • To be aware of the achievements of significant individuals. 	<ul style="list-style-type: none"> • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount. 	<ul style="list-style-type: none"> • government • Harald Hardrada • invade • keep • monarch • motte-and-bailey • Normandy • Normans • oath • orb • parliament • portcullis • power • procession • rule • sceptre • tower • William of Normandy • walls • stone keep • Witan
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		<ul style="list-style-type: none"> Using relevant vocabulary in answers. Describing past events and people by drawing or writing. 	
Critical Content Statements: <ul style="list-style-type: none"> A battle is a fight between two armies. The term 'conquer' means to take control of a country. To defend is to resist an attack. To invade is to take over an area or country. If you have the power, you have to make important decisions. The ruler is the person in charge of a country. The Bayeux Tapestry is a long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066. Today, our monarch is King Charles III. We have a constitutional monarchy now. A coronation is a special religious ceremony where a new king or queen is crowned. Parts of a castle include a gatehouse, tower, keep, motte and moat. 		Common Misconceptions Pupils May Have: <ul style="list-style-type: none"> Children may become confused when comparing monarchy today to in the past. Children may believe a king or queen is chosen by people. Children may not understand the term 'beyond living memory'. Children may struggle to sequence pictures based on their chronology. 	

Year Two Spring Two
Topic title: Our Past
Enquiry question: How was school different in the past? <i>Enrichment – Bespoke video being provided by the Bradford Museum Services with images of Bradford in the past.</i>

<p>Prior learning:</p> <ul style="list-style-type: none"> • Year 1 History – How am I making History, Toys and Explorers. • Year 2 History – Great Fire of London/Gunpowder Plot, Monarchs. <p>Future learning:</p> <ul style="list-style-type: none"> • Year 3 History – Prehistoric Britain (children need to have developed a good understanding of the past). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • To know a decade is ten years. • To know that beyond living memory is more than 100 years ago. • To know that daily life has changed over time but that there are some similarities to life today. • To know that changes may come about because of improvements in technology. • To know that there are explanations for similarities and differences between children’s lives now and in the past. • To know that we can find out about how places have changed by looking at maps. • To know that historians use evidence from sources to find out more about the past. 	<p>Skills:</p> <ul style="list-style-type: none"> • Sequencing up to six photographs, focusing on the intervals between events. • Knowing where people/events studied fit into a chronological framework. • Recognising some things which have changed/stayed the same as the past. • Identifying simple reasons for changes. • Identifying similarities and difference between ways of life at different times • Finding out about people, events and beliefs in society. • Making comparisons with their own lives. • Using artefacts, photographs and historical visits to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). 	<p>Vocabulary:</p> <p>past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred</p>
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		<ul style="list-style-type: none">• Comparing pictures or photographs of people or events in the past.• Asking a range of questions about stories, events and people.• Understanding the importance of historically-valid questions.• Understanding how we use books and sources to find out about the past.• Using a source to answer questions about the past.• Evaluating the usefulness of sources to a historical enquiry.• Selecting information from a source to answer a question.• Making links and connections across a unit of study.• Making simple conclusions about a question using evidence to support.• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).• Using relevant vocabulary in answers.• Describing past events and people by drawing or writing.	
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		<ul style="list-style-type: none"> Expressing a personal response to a historical story or event through discussion, drawing our writing. 	
<p>Critical Content Statements:</p> <ul style="list-style-type: none"> A decade is 100 years. If something is in the past, it has already happened. Beyond living memory is more than 100 years ago. Daily life has changed over time but some things are similar to my life today. Sometimes, change happens because technology improves. There are reasons for things being similar and different for children in the past to me today. I can find out how places have changed by exploring maps! Historians are people that study the past. Historians use evidence from sources to find out more about events and people in the past. 		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> As History is abstract, children will need lots of modelling and pictures/videos to understand the differences between schools/Bradford in the past and in modern day. Children may struggle to grasp the range of time periods being studied, so will need a timeline/lots of prior knowledge work to connect their understanding to a given timeframe. Children may find it difficult to identify what might have happened in the past. 	