



Enquiry Question		
Was the Great Fire of London a good thing or a bad thing?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Buildings are sometimes built to commemorate the past. (Taj Mahal, Y1)</p> <p>We can find out about the past from things that are left behind. (Fossils, Y1)</p>	<p>In London in the 1660s life was different. Samuel Pepys wrote a diary about the fire and this has helped us to understand what London was like at the time. The Great Fire of London started accidentally in a bakery in Pudding Lane in 1666 CE/AD. The Great Fire of London spread quickly because many houses were made from wood and were built close together with much overcrowding. It raged for 5 days. There was no fire service to put out the fire so people used buckets of water from the river Thames. Building regulations were introduced after the fire and a Fire service was created. Christopher Wren was a great architect and designer. He designed the new St Paul's cathedral. Houses were built of stone and brick.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.
Cause & Consequence	With support, explain how we learned about the past.	Explain the causes of the Great Fire of London and what the consequences were.
Change & Continuity	With support, describe changes and historical events.	Describe what changed after the Great Fire of London and why we still remember it today.
Similarity & Difference	With support, compare some of the different ways the past has been represented.	Identify some of the different ways the past has been represented.
Historical Significance	With support, describe and begin to talk about the key events in the life of significant people.	Describe significant people and events from the past and explain why they are important.

Big Idea Knowledge

- **Community:** Better quality housing makes better and safer communities.
- **Human Rights:** The safety of people is very important and laws need to protect this.
- **Stewardship:** We must think carefully about using the Earth's natural resources.
- **Resilience:** Londoners had to be resilient whilst their town was rebuilt after the Great Fire.
- **Health:** Better and safer housing leads to better health.
- **Wonder:** New buildings such as cathedrals filled people with awe and wonder which reflected God.
- **Technology:** Engineers and architects were able to create amazing buildings that filled people with wonder.
- **Equality:** The overcrowded housing of the poor makes them more at risk from disasters such as fire.

Vocabulary

diary, Samuel Pepys, past, present, similarities, differences, cause, consequence, change, effect, designed, Thomas Farriner, Samuel Pepys, King Charles II, significant, Christopher Wren, monument, St Paul's Cathedral, London, designed, thatched, monument, artefacts, historical figures, observe, important

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What was London like in 1666?

What happened on 2 September 1666?

What were Tudor houses like?

Who was Samuel Pepys and what did he do?

Who was Christopher Wren and what did he do?

Was the Great Fire of London a good thing or a bad thing?

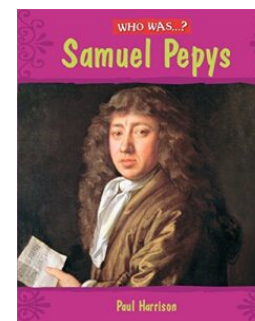
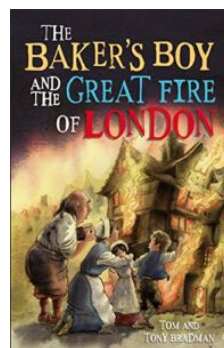
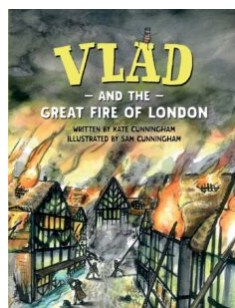
Mastery Key

- Can explain what happened during the Great Fire of London and how there was both negative and positive impact.

Gateway Key

- ❖ Can name 1 thing that has changed since the Great Fire of London

Recommended Reads





Enquiry Question		
Was it better to be a child in Victorian times than now?		
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>Poor quality housing led to people being unsafe and unhealthy. (Great Fire of London, Y2) (Mother Theresa, Y1)</p> <p>People's lives could be very different depending on how much wealth they had (Mother Theresa, Y1)</p>	<p>Queen Victoria was on the throne between 1837 and 1901 CE/AD. She married Prince Albert in 1840 and together they had nine children. This period of history is called the Victorian period.</p> <p>During the Victorian period things were mostly made from wood, iron, clay, cloth, glass and leather. They did not have plastic.</p> <p>Rich Victorian children played with toys such as a hoop and stick, diablo, dolls, tea sets, wooden soldiers and trains. Poor Victorian children had toys made from wooden pegs and rags.</p> <p>Some Victorian children came from very poor families and so they had to work in factories and do dirty and poorly paid work such as working in mines or chimney sweeping. Many Victorian children did not go to school or learn how to read and write. Victorian schools were very strict and children would get punished with a cane. The children sat in rows at individual desks and wrote on blackboards with chalk.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.
Cause & Consequence	Explain how we learned about the past.	Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.
Change & Continuity	Describe changes and historical events.	Describe changes over a period of time.
Similarity & Difference	Compare some of the different ways the past has been represented.	Identify some of the different ways the past has been represented.
Historical Significance	Describe and begin to talk about the key events in the life of significant people.	Describe significant people and events from the past and explain why they are important.



Big Idea Knowledge

- **Community:** Many people lived in very poor conditions during the Victorian period.
- **Human Rights:** Children were often forced to work and not all children were taught to read and write.
- **Stewardship:** The Victorians did not think about the impact that their inventions and innovations were having on the Earth's natural resources.
- **Resilience:** Poor Victorians worked very hard to get enough to eat.
- **Health:** Some Victorians had extremely poor health due to their poor working and living conditions.
- **Wonder:** The Victorians built some incredible feats of engineering.
- **Technology:** The Victorians used limited materials but it was a time of many new inventions and innovations.
- **Equality:** Women and girls were treated very differently to men and boys during the Victorian period.

Vocabulary

Artefact, Queen Victoria, Albert, Kensington Palace, Victorian, dunce hat, punishment, strict, cane, similarities, differences, wealthy, poor, chimney sweep, mines, sources, period, events, historical figures, timeline, observe, evidence, consequences, actions, change, significant, important

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What can be learned from these Victorian artefacts?

Who was Queen Victoria?

What were schools like for Victorian children?

What types of jobs did Victorian children do?

What did Victorian children do on weekends?

Was it better to be a child in Victorian times than now?

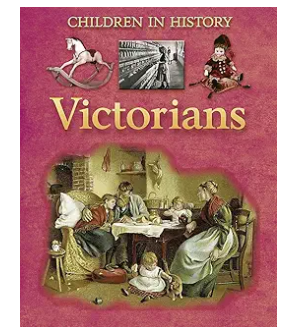
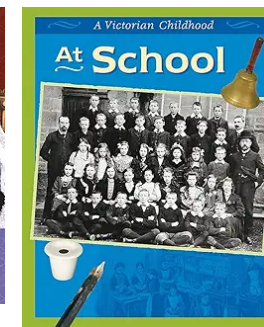
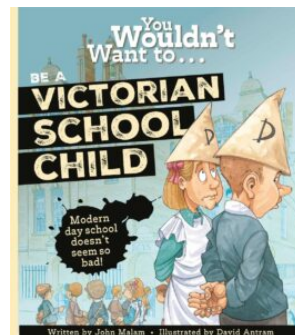
Mastery Key

- Can explain three similarities and differences between life now and life in Victorian times.

Gateway Key

- ❖ Explain one way in which your life is different to a Victorian child.

Recommended Reads





Enquiry Question		What happened to people on board the Titanic?
	Required Prior Knowledge	Knowledge to be taught
Substantive Knowledge	<p>The journey to Australia by sailing ship took one and a half years. (Captain Cook, Y1)</p> <p>Captain Scott sailed to Antarctica in on Terra Nova in 1912 (Explorers, Y1)</p> <p>People's lives could be very different depending on how much wealth they had (Mother Theresa, Y1)</p> <p>The Victorian period started in 1837 and finished in 1901 CE/AD. (The Victorians, Y2)</p>	<p>SS Great Britain was the first passenger iron steamship to cross the Atlantic from Bristol to New York. The voyage took 14 days. RMS Titanic was the biggest ever passenger steam liner. It was built in 1909 CE/AD, just after the end of the Victorian period when King Edward 7th was on the throne, Victoria's eldest son but second child. It sank in the North Atlantic Ocean in 1912 CE/AD after striking an iceberg during her maiden voyage to New York City. More than 1,500 died, which made the sinking possibly one of the deadliest for a single ship up to that time. Poor people and rich people had a very different experience on board the Titanic. Conditions were different depending on whether you had a 1st class, 2nd class or 3rd class ticket. There were not enough lifeboats on board for all the people that needed to be rescued. The wreckage was discovered under the sea in 1985 CE/AD. There are still many undiscovered shipwrecks lying on the bottom of our oceans.</p>
Disciplinary Knowledge		
Chronology	Label timelines with words such as: past, present, older and newer. Place events, people and artefacts on a timeline.	Place events, artefacts and historical figures on a timeline. Refer to the year that some events took place.
Evidence & Interpretation	With support, observe or handle some evidence to ask questions about the past.	Observe or handle evidence to ask questions and find answers to questions about the past. Begin to explain why evidence can be trusted.
Cause & Consequence	Explain how we learned about the past.	Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.
Change & Continuity	Describe changes and historical events.	Describe change and the historical events.
Similarity & Difference	Compare some of the different ways the past has been represented.	Compare some of the different ways the past has been represented.
Historical Significance	Describe and begin to talk about the key events in the life of significant people.	Describe significant people and events from the past and explain why they are important.



Big Idea Knowledge

- **Human Rights:** Everyone has a right to feel safe.
- **Stewardship:** There are many underwater heritage sites that must be protected from people looting.
- **Resilience:** There are many stories of the resilience shown by people who survived the sinking of the Titanic.
- **Health:** HMS Titanic was built with a gymnasium and swimming pool so that people could still exercise on board.
- **Wonder:** Everyone was amazed by the Titanic when it was first launched.
- **Technology:** New technology can be dangerous and cause disasters.
- **Equality:** Everyone has a right to safety whether rich or poor.

Vocabulary

Titanic, cruise ship, passenger, ocean, iceberg, sink, crew, lifeboats, life jackets, 1st class, 2nd class, 3rd class, engineer, rich, poor, shipwreck, Atlantic, voyage, steam liner, disaster, iceburg, experience, wreckage, events, artefacts, timeline, observe, evidence, consequences, change, significant

Teaching Sequence

- Arouse curiosity & raise questions
- Develop understanding of chronology
- Review previous learning
- Specify key vocabulary
- Use a variety of sources and/or artefacts to conduct historical enquiry after teacher modelling
- Interpret & record findings
- Respond to key enquiry question

Learning Questions

What was the Titanic and when was her maiden voyage?

What was life like on board the Titanic for each of the classes?

Why did so many people die onboard the Titanic?

How do we know about the people on board?

Where is the Titanic now?

What happened to the people on board the Titanic?

Mastery Key

- Can explain what happened to the people on board the Titanic.

Gateway Key

- ❖ Can name 1 thing that happened to people on board the Titanic.

Recommended Reads

