**Draft Planning Unit**

History: Key Stage 1

**The Great Fire of London: Anniversary Edition**

By Emma Adams

Pupils should be taught about:

* events beyond living memory that are significant nationally or globally for example, the Great Fire of London

*Key question: how does this unit build on prior knowledge and where might it lead?*

This unit build on the Past and Present ELG

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

- Understand the past through settings, characters and events encountered in books read in class and storytelling;

The unit builds on pupils’ awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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| **What is the key vocabulary for this unit?**  Great Plague  Pitch  Building  The Thames  Bakery  Flames  Samuel Pepys  Diary  Ruins | **How will we introduce it?**  By reading the book aloud, repeating and sections and pages. |
| **Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?** | **How are we going to take pupils through this unit?**  Discussions with pupils, giving them the chance to use the vocabulary |
| **How will we know if our children have learnt what we have taught them?**  Through pupils’ talk, their speculations, observations and engagement in the outside areas. | |