|  |  |  |
| --- | --- | --- |
| **AUTUMN**  | **SPRING**  | **SUMMER** |
| The Great Fire of London | Ormskirk Gingerbread  | Mary Seacole  |
| *What features, a long time ago, might have helped cause The Great Fire of London?*  | *What can we find out about the homemade gingerbread industry in Ormskirk?* | *Why do we remember Mary Seacole?*  |
| **Key Knowledge*** The Great Fire of London started on Pudding Lane in Thomas Farriner’s bakery.
* It started due to the oven not being extinguished properly.
* The fire spread quickly due to the houses/buildings being so close together, being made of wood and straw and the wind carrying the flames.
* The fire lasted for 4 days.
* People used leather buckets and fire hooks to try and extinguish the fire.
* We know so much about the Great Fire of London because Samuel Pepys wrote about it in his diary.

  | **Key Knowledge*** Around 300 years ago, 5 ladies decided that they wanted to sell gingerbread to people getting on and off the trains.
* They would also board the train and walk up and down the carriages selling their gingerbread to passengers.
* Sarah Fyles and Elizabeth Rawsthorne with 2 of the 5 ladies who would sell it.
* Sarah Fyles opened a bakery in Ormskirk called Fyles Gingerbread.
* Gingerbread became well known in Ormskirk.
* Edward VII used to request that the royal train stopped at Ormskirk to buy stocks of gingerbread on the way to Balmoral.
 | **Key Knowledge*** She wanted to help in the Crimean War, so travelled from Jamaica to London.
* She was turned away because of the colour of her skin.
* She decided to use her own money anyway to go and help in the Crimean War.
* She set up a hospital on the front line called ‘The British Hotel’ using her own money.
* She was known as ‘Mother Seacole’
* When she returned, no one remembered her.
* A news reporter helped to get her story out and she received many awards for her hard work.
 |
| **Skills**  | **Skills**  | **Skills** |
|  **Chronology** | * To sequence objects, pictures or people in chronological order.
* To begin to recognize the differences between ways of life in past and present.
* To describe and order memories of changes in their own lives.
* use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.
 |
| **Knowledge of People/Events** | * Know and recount episodes from stories and significant events in history
* Understand that there are reasons why people in the past acted as they did.
* Describe significant individuals from the past.
 |
| **Historical Enquiry** | * Observe or handle evidence to ask simple questions about the past.
* Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.
* Use evidence to explain the key features of events.
* Sort some objects/artefacts into new and old and then and now
 |
| **Historical Interpretation** | * Start to compare two versions of past events.
* Start to understand that there can be different versions of the same event from the past.
* Observe and use pictures, photographs and artefacts to find out about the past.
* Start to use stories or accounts to distinguish between fact and fiction.
* Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.
 |