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| **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. | | |