



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



How did the Great Fire affect London?

Year 1 Spring Term

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: Y1	Enquiry Question: How did the Great Fire affect London?	Term: Spring
Context: A key event in history that ties in extremely well with the geography work on a study of London that is driven by the POR text 'Katie in London'. It allows the children to start to look at key events beyond living memory and through the use of various different sources of evidence such as old maps and diaries; it really develops the procedural knowledge of historians and how we know about the past. The topic introduces the children to history beyond living memory, covering the events of 1666 and introducing them to the impact of historical events. It also develops the procedural knowledge as geographers, understanding place, location and developing mapping skills.		
Prior Learning (Direct Pathway) History – <ul style="list-style-type: none">• Past and present (ELG) – Children will build upon the principles learned during reception, applying their knowledge of their own life and that of their family to begin extending their thinking to events beyond living memory.• Children will begin to relate their learning to their own experiences and the lives of their family members.• Children will explore the similarities and differences between things in the past and now, drawing on their own experiences and the experiences of others. Geography – <ul style="list-style-type: none">• Know what a settlement is and know that settlements can be town, villages and cities• Know that the United Kingdom is made up of the four countries of England, Scotland, Wales and Northern Ireland• Know that they live in Coulby Newham, which is in the town of Middlesbrough• Know what a human and a physical feature is Science - Knowledge of materials and their properties - From their science investigations about the properties of materials, the children will build on this knowledge to understand the properties of the materials used to build houses and infrastructure in the past and in the present in London.		

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(Content outside of the direct pathway)

Geography - we will develop our knowledge of compass directions and learn about the different countries of the UK and their capital cities.

Art – Mixed media print

Science - Materials

Enquiry Question

How did the Great Fire affect London?

Content on Direct Pathway

As historians we will investigate the Great Fire of London. We will look at a range of evidence sources to discover what happened, why and the impact it had. We will use the diary of Samuel Pepys to inform us.

We will develop our science skills by investigating which materials are the most flammable. We will compare and contrast old and new houses.

As geographers we will develop our map skills. We will understand the difference between human and physical features. We will use our knowledge to compare London and Middlesbrough and create our own before and after maps.

(English content)

Our topic book is 'Katie in London' by James Mayhew. We will use this book to develop our sentence and descriptive skills.

We will write instructions using the text 'The Adventures of the Eggbox Dragon' as inspiration.

Learning Showcase

Pictorial account of how the Great Fire affected London.

Parents will be welcomed into school to see our exhibition of work.

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Knowledge Narrative

'On September ^{2nd} 1666 a fire started on Pudding Lane in London. The fire spread quickly across most of the city because the houses were very close together and made from flammable materials such as wood and straw. As a result, the materials used to build houses changed and bigger gaps were left between streets. We know a lot of this information from a diary kept by Samuel Pepys.'

Rose Wood Academy: Enquiry Driven Learning Overview

<u>Year Group:</u> Year 1	<u>Term:</u> Spring
<u>Title:</u> How did the Great Fire affect London?	<u>Key Focus:</u> History
Project Enhancements: <ul style="list-style-type: none">• Visit to the local fire station.	
<u>How can parents/carers help at home?</u> <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Complete your maths knowledge organiser.• Learn any spellings sent home. <p>You could also</p> <ul style="list-style-type: none">• Use different materials to create your own London landmark.• Write a postcard from a place in the UK, that you have visited before. Describe what the place looked like.• Draw a picture of a landmark and label it.• Write a recount of somewhere you have visited in the UK.• Make a Union Jack flag.• Use Google Earth to locate London. Describe what you have seen.• Make a model of a landmark in London. Here are some photos of children's work from last year.	

Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: How did the Great Fire Affect London?

Y1
Spring 1
Spring 2

End Point - The aim of this unit is for pupils to:

- Know the four countries of the UK and their capital cities
- Know that London is the capital city of the UK and understand where it is located (including in relation to Middlesbrough)
- Know and be able to identify important landmarks in London and know whether they are physical or human features.

End of unit assessment task:

Children will add location of their capital city to a map and add annotations listing its key landmarks

Links:

History – Events beyond living memory

Science – Everyday materials

Text – ‘Katie in London’ by James Mayhew

Prior Learning:

- Know what a settlement is and know that settlements can be town, villages and cities
- Know that the United Kingdom is made up of the four countries of England, Scotland, Wales and Northern Ireland
- Know that they live in Coulby Newham, which is in the town of Middlesbrough
- Know what a human and a physical feature is

Key Aspects of the Unit:



Map and atlas work/Fieldwork and investigation



Location



Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

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Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Key Knowledge:

- Revisit what a settlement is know that settlements can be town, villages and cities and the key differences between them
- Know the four countries of the UK and their capital cities
- Know that London is the capital city of the UK
- Know the four compass points
- Know that Middlesbrough is in the north of England and London is in the south.
- Know that Middlesbrough is a town and London is a city – the largest type of settlement
- Know that the River Thames is the river which runs through London and that it is a physical feature
- Know that London was built around the River Thames as it was useful for people to transport goods along. Know that it is a physical feature
- Know the most famous landmarks in London – Buckingham Palace, Tower Bridge, Trafalgar Square, The Tower of London, The London Eye, St Paul's Cathedral

Geographical Skills:

Mapping:

- Know that maps give information about locations – 'where' and 'what'
- Find information on aerial photographs
- Follow directions (Up, down, left/right, forwards/backwards)
- Recognise N,S,E,W
- Know that symbols mean something on a map
- Make a simple plan by looking down
- Use relative vocabulary (e.g. smaller/bigger)

Fieldwork:

- Begin to use first-hand observation, including the senses, to identify features/patterns including similarities and differences
- Introduce the four compass points (N, S, E, W)
- Begin to use simple locational language (near/far) and directional language to describe features

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Vocabulary	
Sea	A large area of salty water that is part of an ocean.
River	A large, natural stream of fresh water that flows into the lake or a sea
City	A large town. London is an example of a city.
Town	A large group of houses, shops and buildings where people live and work. Towns are larger than villages but smaller than cities.
House	A building where people live
Cathedral	A large church
Direction	A course which something moves along
Settlement	a settlement is where people have come to live and have built their homes
Near	Close by
Far	At a distance
Compass points – North South East West	Any of the main points of a compass: north, south, east and west

Rose Wood Academy: Enquiry Driven Learning Overview

Unit Title: How did the great fire affect London?

History
Y1
Spring 1&2

End Points - The aim of this unit is for pupils to:

Change – Children will identify similarities and differences between ways of life in different periods. They will study changes within living memory.

Cause and effect – Children will choose and use parts of stories and other sources to show that they know and understand key features of events, people and places. They will study the life of significant individuals who contributed to national and international achievements.

Significance – Children will understand some of the ways in which they find out about the past and identify different ways in which it is represented.

End of unit assessment outcome:

- Pictorial account of how the Great Fire affected London.

Links: Text- ‘Lost in the Toy Museum’ by David Lucas
Science- Materials

Prior Learning:

- Past and present (ELG) –

Children will build upon the principles learned during reception, applying their knowledge of their own life and that of their family to begin extending their thinking to events beyond living memory.

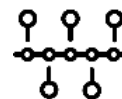
- Children will begin to relate their learning to their own experiences and the lives of their family members.
- Children will explore the similarities and differences between things in the past and now, drawing on their own experiences and the experiences of others.

Key Aspects of the unit:

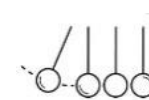
Skills:



Knowledge:



Concepts: (end points)



Rose Wood Academy: Enquiry Driven Learning Overview

Key Historical Knowledge:

- Sunday 2nd September 1666 – The fire begins at Thomas Farriner’s bakery on Pudding Lane. The fire soon spread towards other buildings. Samuel Pepys begins writing his diary of events.
- Monday 3rd September 1666 – Some of the buildings were pulled down. People try to carry their belongings to safety using boats on the River Thames.
- Tuesday 4th September 1666 – St Paul’s Cathedral was destroyed by the fire.
- Wednesday 5th September 1666 – Most of the remaining fires were put out.
- Thursday 6th September 1666 – The final fires are extinguished.
- After the Great Fire of London, London Fire Brigade was set up.

Historical Skills:

Carry out a historical enquiry – Children will ask and answer questions about the Great Fire of London. They will choose and use parts of stories and other sources to show that they know and understand key features of the Great Fire of London and the significant individual Samuel Pepys. Use a wide vocabulary of everyday historical terms.

Using sources as evidence- Children will understand some of the ways in which they find out about the Great Fire of London and identify different ways in which it is represented.

Constructing the past - Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.

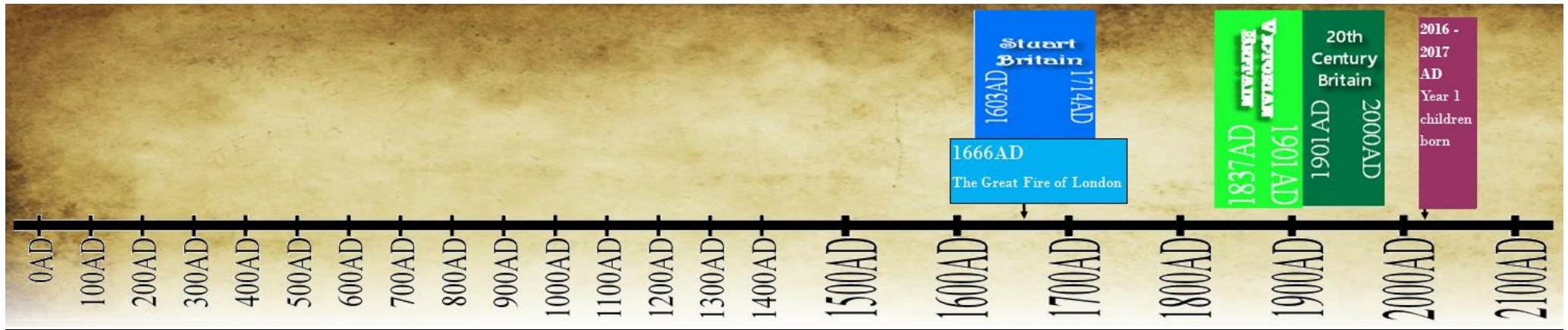
Sequencing the past - Know where the Great Fire of London and the life of Samuel Pepys fit within a chronological framework. The child can depict on a timeline the sequence of a few objects and/or pieces of information.

Vocabulary

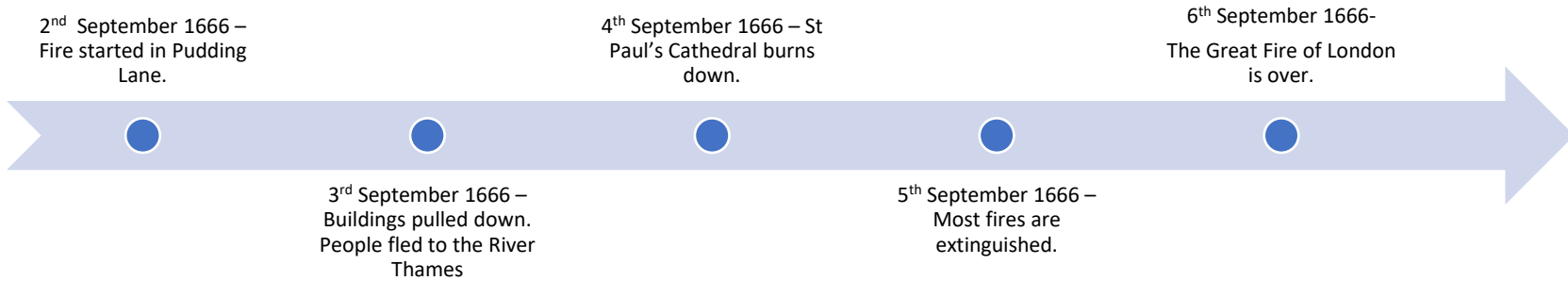
Extinguished	put out / cause (a fire or light) to stop burning or shining
Thatched roof	dried straw tied tightly together and laid on the roof of a building
Wattle and daub	animal waste, straw and mud used to make walls of buildings
Timber frame	wooden frame of a building that made the walls
Fire hook	metal pole with a hooked end that was used for pulling down buildings that were on fire

Rose Wood Academy: Enquiry Driven Learning Overview

Constructing the past








Sequencing the past



Year 1: Materials Key Knowledge Document

Subject Specific Vocabulary		Prior Knowledge	
materials	Is what something is made of, e.g. wood or plastic.	EYFS: - Similarities and differences in objects and materials. Common misconceptions: <ul style="list-style-type: none"> Identifying which is an object and which is the material. 	
wood	The material that comes from a tree. It varies in hardness.		
plastic	A 'man-made' material that can be shaped or moulded to any shape.		
metal	A tough and strong material which can be heated and shaped into anything.		
stretch	A stretchy material is one that is like elastic.	Key Knowledge / End Points	
stiff	A stiff material is firm and hard and not flexible.	- An object is made of a material . - Materials have different names such as wood, plastic, glass, metal, water, and rock - Materials have different properties. - Materials can share properties and be the same and have different properties which makes them different.	
bend	A bendy material is one that can be twisted and is flexible.		
shiny	A shiny material is sparkly or glossy and sometimes glittery.		
		Key Scientists	
		Role of scientists in material science	

Comparative tests	Identify and Classify	Observation over time	Pattern Seeking	Research
Which material would make the best house for the 3 little pigs? STEM 3 little pigs 	How could you classify all the different materials? 			

Rose Wood Academy: Enquiry Driven Learning Overview

Science Planning		
Objective	Activities	Resources
Identify the name of everyday materials, including wood, plastic, glass, metal, water and rock	<p>Assessment of children's understanding:</p> <ul style="list-style-type: none"> • Revisit 'material munchers' and which materials children know. • Give chn a range of materials – can you sort them into the correct groups? • Can you be a scientist and label correctly? 	Range of materials
<p>Describe the simple properties of a variety of everyday materials</p> <p>Explore and experiment with a wide range of materials</p>	<p>Introduce physical properties to the children:</p> <ul style="list-style-type: none"> • Create a class word bank – re-visit vocab 'observe' and 'properties'. • Trays on tables including lots of materials – how would we describe them e.g. bumpy, rough, waterproof (see NC pg150). • Explore the idea of materials that would be needed to build houses – compare houses now to during the Great Fire of London and how materials used now are stronger. • Children to create model Great Fire of London houses and explore how to make them stronger using different materials. <p style="text-align: center; color: #00a0e3;">Perform simple tests Explore questions</p>	<p>Range of materials</p> <p>Word cards – properties of materials</p> <p>Houses to compare</p>
<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Explore, name, discuss, raise and answer questions about everyday materials</p>	<p>POP task – which materials would you use to build your own house? How would you ensure that your house was waterproof etc? Are there a range of materials you could use to do the same job?</p>	

Rose Wood Academy: Enquiry Driven Learning Overview

Spiritual

We will learn about our surrounding environment and country and use our imagination and creative skills to develop our understanding of the Great Fire of London. We will also learn how the fire has impacted on modern day London.

Social

We will learn fire safety rules and how people help us in times of need. We will use our social skills to work well in teams.

Be kind and REAP the rewards

We will learn how people helped each other during the Great Fire of London. We will learn to be kind to others and show respect to what is in our environment.

Moral

We will explore 'right' and 'wrong' and understand consequences to actions.

Cultural

We will learn more about our past and appreciate how cultural influences impact us today.

Rose Wood Academy: Enquiry Driven Learning Overview

British Values through EDC

Democracy	<ul style="list-style-type: none">• We will discuss how London has changed as a result of the Great Fire of London, working in groups and allowing each person to have their voice heard. We will then begin to choose a representative within each group to feedback the ideas to the class.
The Rule of Law	<ul style="list-style-type: none">• The rules of law were impacted by the Great Fire of London. Children will understand that new health and safety guidelines have been introduced in order to protect everyone, not just wealthy individuals.
Individual Liberty	<ul style="list-style-type: none">• Children will understand that the people of London acted on their own individual liberty to put out the fire and leave if they wanted to.
Mutual Respect	<ul style="list-style-type: none">• Children will understand that others in the classroom may have different views to them about how the Great Fire of London began. Children will respect the views of their peers and show an understanding that not everybody thinks the same.
Tolerance of those of different faith and beliefs	<ul style="list-style-type: none">• Children will understand that others in the classroom may have different views to them about how the Great Fire of London began. Children will respect the views of their peers and show an understanding that not everybody thinks the same.