



Year 1			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
<p>Fire! Fire! (Autumn 2)</p>	<p>2. Events from beyond living memory that are significant nationally or globally.</p> <p>Chronology *Recognise the distinction between past and present finding similarities and differences during The Great Fire of London.</p> <p>Events, people, and change *Understand key features of events during The Great Fire of London.</p> <p>Communication *Communicate about during The Great Fire of London.</p> <p>Enquiry *Ask and answer questions about the Great Fire of London (1666)</p> <p>Topic Vocabulary- London, River Thames, source, thatch, timber, urban, hygiene, water, Samuel Pepys, Diary, Tudor, Stuart.</p> <p>Prior Historical Vocabulary- last week, at the weekend, this morning, tonight, last night, after, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, weekend.</p> <p>Historical Vocabulary-past, present, future, now, last week/year/month, x years ago, timeline, order, anniversary, life, death, died, decade, centuries, hundred, thousand, AD/CE, before/after, monarch(y), event, famous, Britain, local, national, compare, similar/different</p>	<ul style="list-style-type: none"> • Children know what year the Great Fire of London happened. • Children can recall where the Great Fire of London started and place event in chronological order. • Children can use vocabulary to describe how the fire started and when it ended. • Children use sources such as books and the internet to explain why we know so much about the fire. • Children know who Samuel Pepys was through research. • Children can identify why the fire caused a lot of damage through primary and secondary sources. • Children can answer questions to explain changes made to houses and London after the fire. <p>End of Unit Outcome: To inspire pupils' curiosity about events in the past beyond living memory.</p>	<ul style="list-style-type: none"> • What year did the Great Fire of London happen? • Where did the Great Fire of London start? • How did the fire spread? • Who is Samuel Pepys, what is he famous for? • What changes were made to houses and London after the fire?

<p>Family Album (Spring 2)</p>	<p>1.Changes within living memory-used where appropriate to reveal changes in national life</p> <p><u>Chronology</u> *Recognising the distinction between past and present in one’s own family, placing a few events and objects in order by using common phrases to show the passing of time and knowing where some people fit into a chronological framework.</p> <p><u>Events people and change</u> *Tell the difference between past and present in your own family’s recent history using simple stories and other sources to show that they know and understand key features of events.</p> <p><u>Communication</u> *Show what they know and understand about their own and their family’s past in different ways and understand historical concepts and use them to make simple connections and draw contrasts.</p> <p><u>Enquiry</u> *Use sources to answer simple questions about their own and their family’s past and ask and answer questions about their own and their family’s past through observing and handling a range of source.</p> <p>Historical Vocabulary- before, after, a long time ago, first, last, adult, very old, in the past old, new, young, baby, children, grown up</p>	<ul style="list-style-type: none"> • Children can describe how they have grown and changed over the years • Children can talk about and order a timeline of growth • Children can answer simple questions about events from their past, such as birthdays, starting school, birth of a sibling, Christmas, Eid. • Children to discuss how they celebrate birthdays • Children to describe birthdays from the past. • Children to describe their own family • Children to understand the different dynamics between their family and other children’s families • Children to compare toys from the past with the present <p>End of Unit Outcome: To inspire pupils’ curiosity about people and events within and beyond living memory.</p>	<ul style="list-style-type: none"> • How have you grown and changed since you was a baby? • Explain the order of a timeline of growth? • What happens at special events such as birthdays, starting school, birth of a sibling, Christmas, Eid? • Tell me about your birthday last year? • How do you celebrate your birthday? • What toys did children play with in the past? • What were toys from the past made from? • What are toys from the present made of?
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