

EYFS History Investigation: Unit 2

Great Fire of London

Substantive Knowledge: What the pupils will know

- Recognise that the Great Fire of London occurred in the past.
- Know that Charles II was King of England at the time.
- Recall one way that people helped to put the fire out
- Recall some important events in the Great Fire of London.
- Identify some ways in which life for people at the time of the Great Fire of London was different from what it is now.
- Recognise some important buildings and landmarks in London.
- Begin to develop an awareness of the difference between fact and fiction.
- Know that Samuel Pepys is an important person in history because he saw the Great Fire of London and wrote about it in his diary.
- Know that diaries help us to understand what happened in the past.
- Know that artefacts help us to understand what happened during the Great Fire of London.
- Know the difference between a painting of something that happened in the past and a photograph.
- Understand why there are no photographs of the Great Fire of London.
- Identify and describe things that people are shown doing in famous paintings of the Great Fire of London.
- Order the main events of the Great Fire of London.
- Recognise some important buildings and landmarks in London.
- Know that St Paul’s Cathedral is a place of worship.
- Describe what happened to the old St Paul’s Cathedral during the Great Fire of London.
- Describe some of the features of the modern cathedral that are different from the original.
- Recall some important features of a local place of worship.
- Recognise and describe some of the ways that fire engines and firefighters have changed.

Disciplinary Knowledge: Historical sources the pupils will interpret

- Fiction picture book stories
- Nursery rhymes
- Non-fiction reference books
- Diary extracts
- Paintings
- Terrestrial photographs
- Pictures of artefacts
- Films- modern and *Pathe News*

Disciplinary Knowledge

Critical thinking skills the pupils will use to understand what they know

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

End Points of Learning

Children at the expected level of development will demonstrate their understanding of the past through:

- Recalling some events that occurred in the **Great Fire of London**.
- Sequencing some of these events.
- Knowing why **Samuel Pepys** was an important person in the **Great Fire of London**.
- Talking about a **place of worship**.
- Comparing some of the features of the modern **St Paul’s Cathedral** with the original.
- Knowing what an **artefact** is.
- Describing how some **artefacts** help us to understand what happened in the **Great Fire of London**.
- Identifying some ways in which **fire engines and firefighters** have changed since the **Great Fire of London**.
- Identifying different **fact and fiction books**.

Achievement of these expected levels of development contribute to a summative judgement of the ELG for Past and Present:

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- 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 in encountered books read in class and story telling.