

# KS1

## Cycle B

### Autumn Term

#### Great and Ghastly Events

#### National Curriculum

Events beyond living memory that are significant nationally or globally [for example, the **Great Fire of London**, the first aeroplane flight or events commemorated through festivals or anniversaries].

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, **Mary Seacole and/or Florence Nightingale and Edith Cavell**].






#### What were some of our great and ghastly events in British history?

#### KEY LEARNING –

Children will explore the question, ‘Why are Florence Nightingale and Edith Cavell remembered today?’ Children will be able to explore key facts about the life and achievement of Florence Nightingale and sequence 4 events and place them on a simple timeline. They will know why she went to Crimea and what influenced her. They will know what Florence did to help the soldiers during the Crimean war and explore whether everyone agreed with her changes. They will decide which achievement in Florence’s life was the most significant. They will compare the work of Florence Nightingale with Mary Seacole and understand that Florence was not the only person who made significant changes during the war. They know who Edith Cavell was and the impact that she had on nursing. They will know that she helped during a different war – WW1. They will compare the lives of Florence Nightingale and Edith Cavell and the legacy that they both left behind. [Previous learning – EYFS – World War One and remembrance. KS1 – Cycle A – World War Two. There was a World War One before World War Two. They have explored the significance of other individuals in history in relation to our local area – Captain Edward Smith and Reginald Mitchell.](#)

Children will explore the questions, ‘What caused the Great Fire of London and what consequences still affect us today?’ They will know what life was like in the 17<sup>th</sup> century. They will know how they can work out why the Great Fire of London started. They will know what happened during the Great Fire of London and understand how we can know for sure 350 years later. They will do this by looking at different sources of information. They will sequence at least 5 main events in chronological order. They will know 4 reasons as to why the Great Fire of London burnt down so many buildings. They will explore whether more could have been done to stop the Fire and who was to blame for not saving more houses. They will know the impact of the Great Fire of London and know understand the changes brought about because of the Fire. [KS1 – Cycle A – Explored who was to blame for the sinking of the Titanic. Understanding that some events result in change e.g., the sinking of the Titanic.](#)

#### Substantive Concepts

				
<b>Conflict, invasion, and settlement</b>	<b>Society (social structure, civilisation, politics, role in the empire)</b>	<b>Culture (entertainment, religion, beliefs)</b>	<b>Trade</b>	<b>Achievements and legacy</b>
Know that Florence Nightingale and Mary Seacole helped during the Crimean War and that Edith Cavell helped during the First World War. Know that wars need nurses to help the injured.				The legacy of Florence Nightingale, Mary Seacole, Edith Cavell – how they changed nursing. The changes that occurred because of the Great Fire of London.
<a href="#">Previous learning – Reginald Mitchell’s Spitfire invention which was used in World War Two. (Cycle A)</a>				<a href="#">Previous learning - explored the significance of other individuals in history in relation to our local area – Captain Edward Smith and Reginald Mitchell. (Cycle A). Understand that some events result in changes e.g., the sinking of the Titanic. (Cycle A).</a>

#### Chronological Understanding

- **Sequence 3-5 events and artefacts.** – *The life of Florence Nightingale and the events of the Great Fire of London.*
- **Begin to recognise how long each event lasted.** – *Understand the timeline of the events of the Great Fire of London.*
- **Know where people/events studied fit into a chronological framework.**
- **Describe similarities and differences of artefacts and between ways of life in different periods.** – *Comparing Florence Nightingale’s way of life to Edith Cavell’s.*
- **Place people or events studied on a simple timeline.** – *4 events from Florence Nightingale’s life.*
- **Use common words and phrases for the passing of time (E.g. now, long ago, then, before, after, past, present, before, after, then, now).**

#### Disciplinary Skills

##### Change and continuity

- **Identify similarities and differences between ways of life at different times.** - *Comparing Florence Nightingale’s way of life to Edith Cavell’s.*
- **Describe simple reasons for change.** – *Understand what changes happened because of the Great Fire of London.*

##### Similarity and difference

Make simple observations about different types of people, events, beliefs within a society. – *Beliefs that people had about nursing during Florence Nightingale’s time.*

##### Cause and consequence

- **Ask questions about why people did things, why events happened and what happened as a result** – *Ask questions about when, where and why the Great Fire of London started.*
- **Recognise why people did things, why events happened and what happened as a result** - *Understand what changes happened because of the Great Fire of London.*

##### Historical significance

Discuss who was important in a historical event – *Understand why Florence Nightingale, Mary Seacole and Edith Cavell were significant and understand the changes that they made to nursing.*

##### Historical interpretation

- **Begin to identify different ways to represent the past (photos, stories, adults talking about the past).**
- **Compare two different versions of the past e.g., a diary entry with a newspaper account.**

*Understand what caused the Great Fire of London by looking at different accounts e.g., from eyewitness accounts, diaries, paintings to build up a reliable picture of what happened.*

##### Historical enquiry

- **Sort artefacts from then and now.**
- **Use artefacts, photographs and visits to museums to ask and answer questions about the past.**
- **Make simple observations about a source or artefact.**

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- Use sources to show an understanding of historical concepts. – Ask why, what, who, how and where questions and find answers to them.

*What caused the Great Fire of London?*

### Organisation and communication

- Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Use relevant vocabulary in answers - old, new, long time ago.
- Describe past events and people by drawing or writing.
- Express a personal response to a historical story or event through discussion, drawing or writing.

### Vocabulary

London, diary, rebuilt, Samuel Pepys, Pudding Lane, Thomas Farriner, King Charles II, Crimean War, Florence Nightingale, Mary Seacole, Edith Cavell, World War One, nursing, soldier, hygiene, 'Lady with the Lamp', old, new, long time ago.