

Year 1 History Knowledge

Toys		Great Fire of London and Samuel Pepys	
Changes within living memory Are ipads more fun than grandma and grandad's toys?		Why was the Great Fire of London so devastating?	
		Job Opportunity: Fire fighter. During the topic visit to the fire station or invite a retained firefighter into school to talk to the children about their job.	Learning Behaviour Courageous – aim high be ambitious
- Children to put toys into hoops labelled old and new. - Children to place toys in chronological order from old to new (2-3 toys) - Children to use vocabulary when ordering and give a reason. This is older ...because.... This is younger ... because... - Children to be able to talk about toys they had when they were very little and the ones they play with now. - To be able to find out about toys from the past by talking to an older person. To be able to ask questions about old toys which their grandparents played with. - To be able to spot old and new toys (through artefacts, picture/photo) - To be able to give a plausible explanation as to what the toy was used for. - To be able to ask and answer questions about old and new toys. - To be able to identify the main differences between old and new toys. To say how and	Learning Behaviour Collaborative developing vocabulary Inquisitive-ask questions, enquiring mind Resilient Adaptable	- Timeline. - Materials houses built from. - To sequence photos/pictures of London now and at the Great Fire of London in chronological order. Build on language used in Toys and Transport topic. This is newer than ... because ... - To be able to explain the differences between London now and at the time of the Great Fire of London. - How life for children in London now is different to life for chn at time of the Great Fire of London. - To recount the life of Samuel Pepys. - To order events in the story of the Great Fire of London in chronological order (sequence photos). - To answer questions using pictures of London from the time of the Great Fire and books. - To know what was the impact of the Great Fire of London?	Learning Behaviour Resilient – set challenge Collaborative developing vocabulary Adaptable Resilient Inquisitive

why toys from today are different to the ones their grandparents had. • To be able to say what is the same about some old toys and some new ones. • Have toys always been the same as the ones we use today? • Answer the key question: Are ipads more fun than grandma and grandad's toys? Link back to key concept: culture • Design a toy for the future.	Respect – value difference Collaborative Inquisitive - question	• To be able to recall some of the facts from the Great Fire of London: when, where did it start, why did it start, how did it end? • What is the best material to use to build a house	Collaborative Adaptable Inquisitive Resilient
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