

Remember, Remember - Year 1 (Key Knowledge, Skills and Concepts Organiser)



Term:		No. of Weeks	No. of Afternoons
Autumn	1	2	4
WoW Moment:	Parental Enrichment:		
Make a Guy Fawkes / Large Scale Bonfire Art	N/A		
Cross-curricular Reading/Texts: (Include opportunities to read and access reading content domains within lesson)			
Various texts linked to Gunpowder Plot and The Great Fire of London.			

Key People: (Ensure opportunities for children to write/apply sentence level work)	
Guy Fawkes	Born on 13 th April 1570 in New York and died January 1606 in London. Alive during the end of Queen Elizabeth I's reign and the beginning of King James I's reign. He was a Catholic, and did not agree with the Protestant faith of the King.
King James 1	King of England during the time of the Gunpowder Plot.
Samuel Pepys	Kept a diary of the events of The Great Fire of London and preserved them by sending them out of town.
Thomas Farriner	The owner of the bakery in which the fire started – 1666.

History: Learn about the Great Fire of London and children to create a timeline of events – Chronological Understanding			
Sunday morning 2nd Sept 1666	Fire starts in Thomas Farriner's bakery at Pudding Lane. Thomas and his family escapes but his maid dies in the fire.	Monday 3rd Sept 1666	Attention was given to preserving the Tower of London as many people kept valuables there. In addition, gunpowder was stored there.
Sunday morning 1666	The fire spreads and can now be seen from a long distance. The church bells ring to warn the local people. The fire spreads and people try to escape.	Tuesday 4th Sept 1666	St Paul's Cathedral's roof catches fire and is destroyed.
Sunday Morning 1666	People try to put out the fire with water and even milk. The Mayor of London, Thomas Bloodworth, ignored the warnings.	Wednesday 5th Sept 1666	Chains of people continued to pass buckets of water to put out the fire. The fire starts to ease as the wind dies down.
Sunday morning 1666	Samuel Pepys starts to record events in his diary. He wrote that 'people were falling over themselves'.	Thursday 6th Sept 1666	The fire is finally out. 87 churches and 13,200 houses destroyed.
Sunday Evening 1666	As warehouses caught fire, they exploded.	Children to discuss the difference from then and now. Today, we have fire/smoke alarms that sound to warn us about a possible fire. We also have fire stations/firefighters who drive fire trucks equipped with water and hoses to put out fires quickly. Firefighters can also give first aid.	
Sunday Evening 1666	Pepys warned King Charles II. The King ordered the Lord Mayor to destroy houses to stop the fire spreading.		

History: Children to ask questions to each other about different stages of the timeline/event:			
How do we know about the Great Fire of London?	How did people try to help?	Why do you think the houses caught fire so quickly?	
Which famous landmark was destroyed?	What time period/year did it happen?	Where did the fire start?	
How long did the fire last?	Who was the King of England at the time?	Additional questions created by children...	

History: Draw, talk and write about aspects of the past – Explore the world wide anniversary of Bonfire Night and the impact it has on us today. Children to create a timeline of events of the Gunpowder Plot.

When did the Gunpowder Plot take place?	November 5th 1605. However, in the build up to this night lots of planning and protesting occurred. November 5 th was the night chosen to execute the Gunpowder Plot.
Why did it happen?	A group of men, led by Robert Catesby wanted to fight against King James 1. They were Catholics who refused to attend Protestant Church. People would be punished by the King for not following his religious beliefs so they plotted to blow up the Houses of Parliament.
What is the impact on us today?	The plot was an early example of using fear and attacks to fight for what people believed in. It also fuelled anger between Catholic and Protestant religion. It leads, as an example to modern religious beliefs that fight/fear/rage is a way to get their message across – is this the right way?
Celebration/Anniversary: Bonfire Night	Bonfire Night marks the anniversary of the discovery of the Gunpowder Plot to blow up the Houses of Parliament in London in 1605. Many people light bonfires and set off fireworks.

PSHE: Learn about Fire Safety and what actions to take during Bonfire Night to keep out of danger.		
Attend an official Bonfire event.	Keep a safe distance from fires/fireworks	Stay with an adult at all times.
Do not touch or approach fireworks/fire.	Do not light fires close to homes/objects.	Wear warm clothing if outside in the cold.

Show children Bonfire Night Safety Tips: Fireman Sam (Cheshire Fire and Rescue Service Website).

Historical Enquiry: Children to develop understanding and answer questions in books relating to key aspects of historical concepts.		
Significance: Discuss the impact the Gunpowder has on us today.	Evidence: How do we know about key events from the Great Fire of London?	Ethical Aspects: Is fighting/attacking the best way to get a message across? Which others ways can we voice our concerns?

Artist Process: Create Bonfire Art using forms of digital media.

Research	Practice	Create	Evaluate
Children to develop basic knowledge of the Gunpowder Plot as above. (personal details such as nationality, period lived in, key pieces, key skills and techniques)	Children to practice using the skills needed. Work to be completed in sketchbook.	Children create own piece of Bonfire Art.	Children to label skills and techniques used and add/adapt self-portrait based on feedback from teacher/peers.

VOCABULARY: (Key vocabulary to be added to unit topic page and ticked by child to assess understanding)

Key Words		Key Words	Definition
Catholic	of the Roman Catholic faith	5th November 1605	The night that the Gunpowder Plot was stopped.
Fire Safety	Actions needed to keep out of harm around fires/fireworks.	1666	The year of the Great Fire of London
Protestant	a member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church	Barrel	Container used to transport good in such as gunpowder.
Plot	A plan to attack/fight for something they believed in.	Tower of London	Guy Fawkes was held at the Tower of London and killed for his actions.
London	Capital city of England. Highly populated area of the country where the Royal Family are based as well as main government buildings.	Diary	A book used to keep notes on events and describe what was happening – Samuel Pepys
Parliament	Government buildings where decisions are made about law/rules.	Anniversary	Event held to celebrate the past. Bonfire Night / Christmas / Birthdays.
Explosion	Violent shattering of something, as is caused by a bomb.	Fireworks	Fireworks and fires are lit to celebrate the night of the 5 th November.
Treason	The crime of betraying the King or Government.	Cathedral	Church / Place of worship and religious beliefs.
Government	Group of people leading the country by making key decisions.	River Thames	River in London located next to the Houses of Parliament.

Development of Skills: See further planning

Maths	English	British Values / SMSC / Christian Values	
Timeline of events / chronology	Fire Poetry	Democracy: Compare the difference in government then/now. Liberty: Compare life then/now – individual freedom? Law: Fireworks safety.	

Sequence of Learning: (Please state brief description of sequence of lessons)

1	General Knowledge – Great Fire of London	2	General Knowledge & Key People Great Fire of London /Timeline of Events	3	Great Fire of London – Generate questions and answer them in groups.
4	General Knowledge – Gunpowder Plot	5	Timeline of Events – Gunpowder Plot	6	Bonfire Art using digital media / Firework safety PSHE
7	Bonfire Art using digital media / Firework safety PSHE				