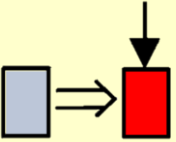





Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	Substantive Knowledge / Concepts
Settlements	Events: The Great Fire of London <i>What were the causes and consequences of the Great Fire of London?</i>	 Cause and Consequence	Explain the cause of the Great Fire of London and how the fire impacted on the way of life in London.	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).	London Stuart king Charles II boatman fire, fireplace, hearth crier stalls watchmen building church Cathedral River Thames Terraced Samuel Pepys Drought	Civilisation Trade Settlements Religion

<p>Place</p> <p>Local history</p> <p>Settlements</p>	<p>Place: Local history</p> <p><i>How did 17th Century life in both Plymouths compare?</i></p>	 <p>Similarity and Difference</p>	<p>Compare similarities and differences between the life the Pilgrims had in Plymouth UK with the life they had in Plymouth Massachusetts when they arrived.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>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</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Mayflower</p> <p>Settlement</p> <p>Pilgrims</p> <p>Sailed</p> <p>New World</p> <p>Explore</p> <p>America</p> <p>Crew</p> <p>Barbican</p> <p>Elizabethan</p> <p>Indigenous</p>	<p>Empire</p> <p>Trade</p> <p>Civilisation</p> <p>Religion</p> <p>Settlements</p>
<p>Events</p> <p>Innovations</p>	<p>Events: Great explorers</p> <p><i>Which of Plymouth's explorers was the most important?</i></p> <p>Sir Francis Drake</p>	 <p>Significance</p> <p>Interpretations</p>	<p>Compare two explorers linked to Plymouth, who they were and what they achieved. Explain which is more important and why?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>	<p>Ocean</p> <p>Sailor</p> <p>Sailed</p> <p>sailing ship</p> <p>port</p>	<p>Empire</p> <p>Trade</p> <p>Civilisation</p> <p>Religion</p> <p>Settlements</p>

	Robert Falcon Scott			<p>compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality. <i>Significant individuals – compare with another prominent military or voyager or significant events.</i></p>	<p>adrift</p> <p>Pacific</p> <p>Colony</p> <p>Armada</p> <p>Globe</p> <p>Voyage</p> <p>explorer</p> <p><i>Depending on which 2 explorers are chosen, include some places to show how far they travelled, such as:</i></p> <p>Pacific</p> <p>Southern Ocean</p> <p>Galapagos</p> <p>South Pole</p> <p>North America</p> <p>Antarctica</p>	
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<p>Summer – Opening World’s bridging unit.</p>	<p>How do we know about the Stone Age?</p>	 <p>Sources and evidence</p>	<p>KS2 NC: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Stone Age Doggerland landbridge ancestor hunter-gather nomadic Mammoth pre-historic/pre-history Skara Brae hearth mound Stonehenge hammer shape ditch stone circle ‘thousands of years ago’</p>	<p>Settlements Religion Trade</p>	
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Curriculum Overview

The Great Fire of London enquiry is used to extend understanding of how we know about historical events beyond living memory (following from EYFS unit looking at their personal past within living memory). The events of the Great Fire have a clear chronology to further develop children's sense of sequence. This theme also looks at how sources are used to find out about the past beyond living memory as well as exploring how stories can be told from different points of view.

This unit also takes the opportunity to look in detail at a different time, focussing on dress, architecture etc to help children recognise that 'place' in history from which they can compare other times as their learning progresses. Future historical periods studied can be compared chronologically to this period. This 'visual historical chronology' is necessary to give children an image of the times they are studying, which will build up as they visit different periods.

The explorer's enquiry allows children to compare explorers with links to locality and question their importance in the wider world. Children will compare individual's achievements. Children conclude the unit by writing about the explorer they feel had the most impact on our lives today.

Local History: the comparison of both 17th century Plymouth's allows children to build on comparative work in year 1 by comparing similarities and differences of the two settlements, through an overview of the Mayflower migration. Children can utilise their knowledge of settlements in the 17th century learned previously in the Great Fire of London unit.

The Stone Age enquiry is the bridging unit to our KS2 Opening Worlds curriculum. This enables children to understand how Britain was connected to the rest of Europe. It will also allow pupils to make comparisons with later civilisations.