

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Great Fire of London Why was the Fire of London Great? NC- Events beyond living memory that are significant nationally or globally.	What is different about London now compared to the past?	1	To develop an awareness of the past. To compare past and present London.	I can describe how London has changed over time. I can spot differences between pictures of London past and present.	I can explain how London has changed over time using examples. I can describe differences and give simple reasons why things have changed. I can use words like past and present correctly. I can talk about what has stayed the same as well as what has changed.
	How was life different in 1666?	2	To identify similarities and differences between ways of life in different periods	I can describe what homes, jobs and clothes were like in 1666. I can explain how life is different now from then.	I can explain how life in 1666 was different from today. I can compare homes, jobs, and clothes and explain why they were different. I can describe what it might have been like to live in 1666. I can use what I know to make simple guesses about the past.
	What happened during the Great Fire of London?	3	To know and understand key features of an event beyond living memory that is nationally significant	I can put the events of the fire in order. I can explain how the fire started	I can explain the events of the fire in the correct order with detail. I can describe how the fire spread and why it was hard to stop. I can explain why the fire became so serious. I can use time words (first, next, then, finally) to explain clearly.
	How do we know about the Great Fire of London?	4	To understand how we find out about the past and identify different ways in which it is represented	I can name some sources that tell us about the fire. I can explain how these sources help us to learn about the past.	I can explain how different sources help us learn about the past. I can compare sources and say which I think is most useful. I can explain that some sources tell us different things. I can ask simple questions about sources.
	What changed after the Great Fire of London?	5	To understand changes after the Great Fire and how it influenced rebuilding.	I can describe how buildings and rules changed after the fire. I can explain why these changes were made.	I can explain what changed in London after the fire and why. I can describe how these changes made London safer. I can explain how the fire helped improve the city. I can link changes to what happened during the fire.
	What have we learned about the Great Fire of London?	6	To understand key features of events and describe London before, during and after the fire.	I can describe London before, during and after the fire. I can talk about what we have learned and why it is important.	I can describe London before, during, and after the fire in detail. I can explain why the Great Fire of London is important. I can share what I have learned using clear examples. I can make simple links between different lessons.
How has education changed? NC- Significant historical events, people and places in their own locality.	Who was Samuel Wilderspin?	1	To recall main facts and sequence on a timeline.	-I can recall 3 main facts about Samuel Wilderspin. -I can order events chronologically.	I can describe why Samuel Wilderspin is important. I can place events from his life in the correct order. I can explain how he helped change education. I can use time words to describe his life.

	What impact did he have on education?	2	To understand what education was like before Wilderspin. To understand how education changed.	Use photos and other sources to find out what education was like before Wilderspin. Ask simple questions . Make simple comparisons about the changes made.	I can explain how schools were different before and after Wilderspin. I can describe how his ideas improved education. I can compare past and present schooling. I can use evidence from pictures and sources to support my ideas.
	What were lessons like?	3	To experience lessons in Wilderspin school. Visit	To ask simple questions	I can ask thoughtful questions about what school was like in the past. I can explain what I notice about lessons from experience or sources. I can compare past lessons with my own learning. I can describe how children might have felt.
	What was a typical day like?	4	To understand what a typical day looked like at Wilderspin School	To create a picture diary of a typical day	I can describe a typical school day in the past in detail. I can explain how it is different from today. I can organise my ideas clearly (e.g. in a diary). I can explain why school days were organised differently.
	How is our school the same as Wilderspin School?	5	To compare past and present	To compare the similarities and differences between school then and now.	I can explain similarities between past and present schools. I can give reasons why some things have stayed the same. I can use examples to support my ideas. I can talk clearly about my comparisons.
	How is our school different to Wilderspin School?	6	To compare past and present	To compare the similarities and differences between school then and now.	I can explain differences between past and present schools. I can give simple reasons why schools have changed. I can decide which differences are most important. I can explain my ideas clearly using examples.
How has air transport changed? _NC- Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	What is wind power?	1	To identify methods of wind power	To identify wind powered flight.	I can explain how wind can be used to move objects (e.g. kites, gliders). I can describe how early flight worked. I can explain why wind power was important. I can make simple links to modern flight.
	What is Aviation?	2	To identify significant individuals who used methods of po	To identify significant individuals in air powered flight	I can explain what aviation means. I can describe how powered flight is different from wind-powered flight. I can explain why powered flight was important. I can name some early inventors and explain their ideas.
	Who are the significant individuals in aviation?	3	To understand chronology.	To create a timeline for the history of significant individuals in aviation	I can place key events in aviation in the correct order. I can explain how flight has changed over time. I can use time words (before, after, long ago). I can describe simple improvements in flight.
	Who was Amy Johnson?	4	To research a significant individual	To write a fact file about Amy Johnson	I can explain why Amy Johnson is important. I can describe her achievements in detail. I can explain why her achievements were special at the time. I can present my ideas clearly (e.g. fact file).
	Who was Amy Johnson?	5	Museum Visit	To ask simple questions	I can ask thoughtful questions about what I see. I can describe what objects tell me about the past. I can explain why these objects are important. I can share what I have learned.

	What is the impact of air transport changing?	6 To research how wind power has had impact on transport	To create a digital book about the impact of the change of wind powered flight.	I can explain how air travel has changed over time. I can describe how these changes affect people's lives today. I can explain why air travel is important. I can present my ideas clearly (e.g. digital book).
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