**Year 2 HISTORY Curriculum – Spring Term**

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| **Theme: Great Fire of London** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.  They should use a wide vocabulary of everyday historical terms.  They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  *Events beyond living memory that are significant nationally or globally, for example, the Great Fire of London.*   1. Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1. 2. Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. 3. Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire. | | | **Keyword** | Definition | **Keyword** | | Definition | | **Geography** – Locating the capital cities of the UK.  **English** – Diary writing; non-chronological reports.  **PSHE** - Link to fire safety  **Trip –** Local fire station visit |
| Capital city | The city or town that functions as the seat of government and administrative centre of a country or region | Bakery | | A place where bread or cakes are made and sold | |
| Plague | An infectious disease | Diary | | A personal record of life’s events | |
| Source of fire | Where it started | Tower of London | | Was one of the world’s oldest and most famous prisons | |
| Fire hooks | Used to help pull down buildings when on fire | River Thames | | The main river which runs through London | |
| Evidence | Anything that you see, experience,  read, or are told that causes you to  believe that something is true or has  really happened. | St. Paul’s Cathedral | | One of the largest churches in the  world. It is located within the city of  London on Ludgate Hill, the City's  highest point | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | | |
|  | | | | | Children will use timelines to order events before the Great Fire of London. They will build on their knowledge of the past by understanding that the ancient civilisation reaches further back into the past. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | | | |
| 1. When did the Great Fire of London happen? | | * Google Earth to locate London. * Identify famous landmarks of London. * Compare and discuss the differences of London in 1666 and today. | | | | * Use a range of primary and secondary sources to find out about the past. * Chronological understanding | | | |
| 1. How did the Great Fire of London start and why did it take so long to put out? | | * Know that a fire started in Thomas Farynor’s bakery on Pudding Lane in the middle of the night. * Understand that the fire probably came from the oven. | | | | * Use a range of primary and secondary sources to find out about the past. * Knowledge and understanding of events. | | | |
| 1. Why did the Great Fire of London burn down so many houses? | | * Know that buildings were pulled down with fire hooks to create a fire-break. * Understand that people used simple firefighting equipment, including buckets of water | | | | * Investigation * Critical thinking skills | | | |
| 1. How did people manage to live through the Great Fire? | | * Understand that there was little government help available. * Know that a relief fund was set up and that the king set up markets to provide food. | | | | * Presenting, organising, communicating information and ideas. | | | |
| 1. How shall we rebuild London after the Great Fire? | | * Understanding that new rules were put in place that said buildings had to be made of stone and brick. * Knowing that the London Fire Brigade was set up. | | | | * Knowledge of people and changes in the past | | | |
| **Themes and links** | | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | **Links across the History curriculum** | |
| **Settlements** | * Lesson 3 – what materials were used to build houses in London in 1666? * Lesson 5 – new laws to say houses had to be built with stone or brick | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **1** |  | | **2** |  | | **3** |  | | **4** |  | | **5** |  | | **6** |  | | |
| **Invasion** |  | | | | | | |
| **Democracy** | * Lesson 4 – what did the government do to help the people who lost their homes? | | | | | | |
| **Evidence** | * Lesson 2 – how did the Great Fire of London start? * Lesson 3 – why did so many houses burn down? | | | | | | |