

Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.

Inspiring and enabling our school community to live life to the full



YEAR 2

Subject: History
Unit: The Great Fire of London

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

<p>Prior Learning: Year 1 – Children gain an initial understanding of how life was different in the distant past through their learning about Queen Victoria and Christopher Columbus.</p>	<p>Key Vocabulary taught in this unit: Past, present, modern, nowadays, artefact, source, timeline, year, century, eyewitness, Samuel Pepys, leather bucket, water squirt</p>
<p>Intent: What do we want the children to know, be able to do by the time they complete this unit? Events beyond living memory that are significant nationally or globally. Learn about the causes and impact of the Great Fire of London. Use common words and phrases relating to the passing of time and develop an awareness of the past Use vocabulary relating to ordering events and making comparisons when learning about the Great Fire of London. Recognise where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Locate 1666 on the class timeline. Put the events of the Great Fire in order (five days). Identify similarities and differences between homes in 1666 and those of the present day. Compare firefighting methods from 1666 with those of today. Use a wide vocabulary of everyday historical terms Learn and use the key vocabulary listed above. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Construct questions at the beginning of Great Fire of London topic and consider how they will find out the answers. Use knowledge of Great Fire of London to debate who was to blame for starting the fire. Consider what it might have been like to be in London at the time of the Great Fire and write a diary entry based on key events. Recognise some of the ways in which we find out about the past and identify different ways in which it is represented. Find out about the Great Fire of London from books, factsheets, pictures and videos on the internet. Compare the way information is presented in different non-fiction books about the Great Fire of London. Learn about Samuel Pepys and how eye-witness accounts can help us to find out about historical events.</p>	
<p>Impact / Outcome: What will the final product / result be? Children take part in a History Day which gives them the opportunity to become bakers at the Pudding Lane Bakery, recreate the fire using model houses and talk to a present day firefighter about modern firefighting methods. Children will use a range of sources (including the eye witness, Samuel Pepys) to explain about the causes of the Great Fire of London and explain the impact it had following the event.</p>	
<p>P4C Inquiry (where appropriate) Should we blame Thomas Farrinor for the Great Fire of London?</p>	

