

St. George's CE First School and Nursery

History Topic Sequence



Year 2 Autumn 2 – The Great Fire of London

<p>Our children will understand the narrative of the world by:</p> <ul style="list-style-type: none"> - being inspired and motivated to learn about the historical events that have shaped our lives - developing enquiring minds by critically analysing evidence - developing a sense of chronology 	<p>We teach History based on the National Curriculum and mapping the coverage that our children will experience at Middle School. We teach History for three half terms.</p>
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Concepts	Lasting legacies	Pioneers	Life for everyday	Invasion
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Know		Remember	Do	
They will already know...	They will know and understand the words...	They will remember these words because they will learn about...	They will apply this knowledge and be able to:	
<p>Chronology – using a timeline</p> <p>Technology different in the past (changes to travel)</p>	<p>Cause Effect Fire Spread Samuel Pepys London King Charles II Tudor fire service/brigade building regulations Thomas Farriner Thomas Bludworth St. Paul's Cathedral legacy</p>	<p>To know what life in London was like in 1666 Houses were made of wood and straw, and built very close together, jobs, how the river was used, King Charles II,</p> <p>To know how Samuel Pepys' diary is used as a source of evidence. We know about the fire from Samuel Pepys' diaries, artists' paintings and other primary sources.</p> <p>To know the reasons why the Great Fire of London started. there had been a drought that had lasted for ten months. This meant that the city was very dry, and fire could spread easily. There was no fire service at this time, and so people would have used buckets and water squirts to put the fire out. There was no fire service at the time. The fire spread because of drought prior to it and that the houses were made out of wood and straw.</p> <p>To know the chronology of The Great Fire of London. The fire started in Thomas Farriner's bakery in Pudding Lane. It was in 1666. Plot on a timeline. It lasted 5 days from 2nd September to 6th September.</p> <p>To know the legacy of The Great Fire of London. King Charles ordered new buildings to be made of stone The Rebuilding Act 1667 proposed that all new buildings had to be constructed of brick or stone. Houses were built further apart from one another</p>	<p style="text-align: center;">Work Historically</p> <p>To know where the people and events they study fit within a chronological framework</p> <p>To know and identify similarities and differences between ways of life in different periods. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>To know and understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	
			<p style="text-align: center;">St George's Gems</p> <p>How did the fire start?</p> <p>Why did the fire spread so quickly?</p> <p>Name 3 things that changed after the fire</p>	

Why Now?

Children are at a developmental stage that makes them ready for the content we have planned in this topic.

History Disciplinary Vocabulary Progression (these are cumulative and are in addition to the topic-specific vocabulary within each unit of study)

EYFS	Year 1	Year 2	Year 3	Yr4
Today Yesterday Tomorrow Before After Time	After Before Clues Event New Now Old Past Present A long time ago	Artefacts Began Museum People Community Recount Source Timeline	Century Chronology Date Decade Era BC, AD, BCE Evidence Interpret Invade Peace Settle War	Ancient Archaeology Civilisation Conquest Democracy Government Discover Enemies Excavate Monarchy Parliament Cultures Rule Monarch