

Subject: History	Year group: Year 2	Topic: Events beyond living memory that are significant nationally or globally and lives of significant people in the past: How do we know so much about what happened in the Great Fire of London?		Initiation & activation activities: Cultural Capital:
Prior knowledge required: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.		Vocabulary: Key Vocabulary: before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, succeed/succession, recent history Challenging Vocabulary: locality, democracy, eye-witness account	Topic Specific Vocabulary: 17th Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, capital city, bakery, change, order, architect, Lord Mayor Sir Christopher Wren, monument, axe, leather bucket, bread, bakers, escaping, River Thames, fireman, fire break, mayor, Tower of London	Explain that we are going to make models of houses in 1666 and then design houses for today. How are they similar/different? If possible, invite an architect to speak to the pupils about the design process. Or – After the Great Fire of London, Firefighters were created to help put out fires. How do Firefighters help us today? Get in touch with West Hartford Fire Station and try to arrange for a visit from firefighters
Programme of Study <ul style="list-style-type: none"> • Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality. 				
Implementation:		Impact –lesson sequence:		Evaluations and assessments:
Chronological understanding <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? • Can they use the words ‘past’ and ‘present’ accurately? 				

<ul style="list-style-type: none"> • Can they use a range of appropriate words and phrases to describe the past? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they explain why Britain has a special history by naming some famous events and some famous people? <p>GD - Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</p> <ul style="list-style-type: none"> • Can they explain why someone in the past acted in the way they did? 		
<p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • GD – Can they sequence a set of objects in chronological order and give reasons for their order? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? 		
<p>Historical enquiry</p>		

- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they research about a famous event that happens in Britain and why it has been happening for some time?

GD - Can they say at least two ways they can find out about the past, for example using books and the internet?

- Can they explain why eye-witness accounts may vary?
- Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

Knowledge and interpretation

- Can they explain why Britain has a special history by naming some famous events and some famous people?