



Medium-term plan

Year group: 2		Term:
Topic/unit: Significant events beyond living memory – Great fire of London		
Children make progress in		Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)		
<ul style="list-style-type: none"> • When/where the fire was. • Names of individuals linked to the event. • Understand the causes of the widespread damage. • Understand some consequences of the fire. 	<ul style="list-style-type: none"> • Give date as 1666. • Names characters such as Thomas Farynor the baker, King Charles II, Mr Bludworth the Mayor, Samuel Pepys. • Talks about, eg the weather, tinder-dry city after a long hot summer, poor firefighting, people saving goods or running away rather than fighting the fire. • Knows about plans to remodel the city and new St Paul's Cathedral. 	
Disciplinary knowledge (use HIAS AREs)		
<ul style="list-style-type: none"> • Cause and consequence – can describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results. • Historical enquiry – can gather information from simple sources. Can explain events and actions rather than just retell the story. 	<ul style="list-style-type: none"> • Fills in firefighting grid successfully at step 2. Include appropriate details in role-play scenario at step 4. • Grasps that we only know some details from eyewitness accounts, eg some houses coated in tar, fire too hot to get near enough to use squirts or buckets. 	
Key question to drive the enquiry to promote children's progress: why did the Great fire of London cause so much damage and what happened as a result?		
Knowledge specific vocabulary		Promoting SMSC
<ul style="list-style-type: none"> • Bakery. • Boats. • Cause. • Consequence. • Effect. • Eyewitness. • Firebreak. • Fire hooks. • Fire mark. • Flames. 	<ul style="list-style-type: none"> • Gunpowder. • Insurance. • Lead. • London. • Oven. • Result. • River Thames. • Squirt. • Thatch. 	<ul style="list-style-type: none"> • Spiritual: • Moral: • Social: group working/ collaboration. • Cultural: develop awareness of the history of our capital city.
		Cross-curricular links
Resources		
<ul style="list-style-type: none"> • Great fire of London loan box from the History Curriculum Centre. • Possible visit to/by local fire station – modern firefighting methods/fire safety today. 		