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| **History medium term plan** | | |  |
| **Year group: Y2** | **Term:** | |
| **NC ref 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)   * 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. | | * Give date as 1666 * Names characters such as Thomas Farynor the baker, King Charles II, Mr Bludworth the Mayor, Samuel Pepys. * Talks about e.g. 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)  **Y2 ARE – 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.   **Y2 ARE Historical enquiry**   * Can gather information from simple sources. * Can explain events and actions rather than just retell the story. | | * 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 e.g. some houses coated in tar, fire too hot to get near enough to use squirts or buckets. | |
| **Key question to drive the enquiry and promote progress:**  *Why did the Great fire of London cause so much damage and what happened as a result?* | | | |
| **Topic specific** **vocabulary:**  Bakery Gunpowder  Boats Lead  Cause London  Consequence Oven  Effect Result  Eyewitness River Thames  Firebreak Squirt  Fire hooks Thatch  Flames | | **Promoting SMSC:**  **Spiritual**  **Moral:**  **Social:**  Group working/ collaboration  **Cultural:**  Develop awareness of the history of our capital city | |
| **Cross curricular links:** | | | |
| **Resources, visits etc:**  Great Fire loan box from the History Curriculum Centre  Possible visit to/by local Fire Station – re: modern firefighting methods/ fire safety today | | | |