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| World History Core Subject: Year 2 |
| National Curriculum: Pupils should be taught about: |
| * Significant historical events, people and places in their own locality
* 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
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| Historical Era: | Great Fires |
| Specific Focus: | The Great Fire Of London |
| Project Question: | Why did the fire spread so quickly? Why is fire a problem for cities and it inhabitants? |
| Key Themes | Innovation/Technology Human Thought/Evolution of ideas  |
| Declarative Knowledge: | Procedural Knowledge |
| **General*** **Know** history is the study of the past (events that have already happened)
* **Know** BCE – Before the Common Era is a secular term(religiously neutral term)
* **Know** CE –Common Era is a secular term (religiously neutral terms)
* **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.).
* **Know** about significant events and people on the chronological time line in the context of the local area

**Specific*** **Know** Charles II was on the throne in 1666
* **Know** how and when the fire started
* **Know** how and where the fire spread to across London
* **Know** about firefighting technologies
* **Know** fire is a danger to urban environments
* **Know** fire was used for heat, light and cooking inside buildings
* **Know** Charles II instituted new building rules to reduce fire risk
* **Know** about some of the great fires throughout history (New York, San Francisco, Alexandria)
* **Know** about the impact of firefighting methods and firefighting organisations as a result of the Great Fire of London (school fire safety policy, routines and drills)
* **Draw upon the knowledge learned to answer the question**
 | **Generic*** **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative.
* **To be able** to select and organise key historical information when researching a historical period.
* **To be able** to contextualise historical eras on the historical time line.

**Specific*** **To be able** to place the fire in the context of the historical time line.
* **To be able** to demonstrate a chronologically secure knowledge of events.
* **To be able** to establish a clear historical narrative about to recount
* **To be able** to identify significant people (Samuel Pepys, John Evelyn, Charles II, Mayor of London
* **To be able** to select and organise key historical information when researching the Great Fire of London, Great Fires of New York and San Francisco
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| Cross Curricular Links  |
| Science: Materials |
| Historical Vocabulary (Non exhaustive) |
| ago, old, burned, fire years, flames, river, rebuild, today Dates, century, timeline, diary, churches, house, miles, eyewitnesses, began, bakery, past, oven, spread, wooden, timber-framed, modern, bricks, plaster, wind, the fire brigade, buckets, fire-fighters, engines, hoses, ladders, lasted, before, afterwards, homes, destroyed, planned, streets, stone, crowded, dirty, cleaner, healthier, ruin, river Thames, Pudding Lane, Charles II, Samuel Pepys, John Evelyn, Christopher Wren, Great Fire, St Paul’s Cathedral, great plague, Mayor |
| Prior Learning | Historical Skills | Future Learning  |
| EYFS* Children know about their own life story and family history about the lives of the people around them
* Children know about continuity (traditions) and change

Year 1* Battle of Hastings (invasion)
 | * Ask historically valid questions.
* Develop critical thinking
* Evaluate the difference and significance between Primary and Secondary Sources including eyewitness accounts
* Identify historical themes
* Evaluate primary sources as historical evidence
* Evaluate secondary sources as constructed narratives drawn from primary sources
* Construct an **objective** historical narratives draw from a range of evidence
 | * Year 3 Vikings (Invasion)
* Year 4 The Tudors
* Year 5 Post War Britain (Childhood)

Year 6 Ancient Greece (Democracy) |
| Historical Writing |
| * Write a chronological report/recount
* Write a non-chronological report (buildings)
* Write a chronological report
* Use subject specific vocabulary
* Use time connectives to drive the narratives
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| Local Connections | Local Fire Brigade |