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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 | | |
| 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 |
| 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 |
| Local Connections | Local Fire Brigade | |