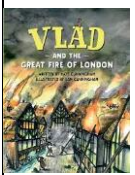


Year Two: History								
Enquiry Question:								
Was the Great Fire of London a good or a bad thing?								
About this unit								
This unit focuses children's learning on cause and effect. Children will learn that although the Great Fire of London was a terrible and distressing event at the time, people were able to learn from mistakes in the past to improve their way of life. Many children have not visited London before, so there is a focus at the beginning of the unit on where London is, as well as its significance and historic events.								
National Curriculum Objectives	Sticky Knowledge & Skills	'Big Six' Vocabulary						
<ul style="list-style-type: none"> <li>Changes within living memory, revealing aspects of change in national life.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<ol style="list-style-type: none"> <li>I know some significant moments in London's history.</li> <li>I know why the fire started.</li> <li>I know the key events of the fire.</li> <li>I can infer information from a historical picture.</li> <li>I know some good and bad effects of the fire.</li> </ol>	<table border="1"> <tr> <td>Old</td> <td>Modern</td> <td>Decade</td> </tr> <tr> <td>Century</td> <td></td> <td></td> </tr> </table>	Old	Modern	Decade	Century		
Old	Modern	Decade						
Century								
Prior Learning	Key Questions	Future Learning						
<p><b>Year One:</b> History: Children will have looked at how toys compare to the past and how the local area has changed. The children will have also compared the lives of Queen Victoria and Queen Elizabeth II.</p> <p><b>Year Two:</b> History: In their first History unit of Year Two, children learned about George Stephenson and his invention, understanding how moments in time can shape future years.</p> <p>Geography: children last term learned the difference between villages, towns and cities. In Year One, they visited Oxford and will have</p>	<p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li>What important moments has London had in its history?</li> <li>How did the Great Fire of London start?</li> <li>Why did the Great Fire of London happen?</li> <li>What happened during the Great Fire of London?</li> <li>Why did the fire spread so quickly?</li> <li>What can we interpret from these pictures?</li> <li>Why aren't pictures as helpful as a photograph?</li> <li>What can we tell about Pepys from a picture of him?</li> <li>How did it help for Pepys to write a diary?</li> <li>How did the Great Fire of London change London?</li> </ol>	<p><b>Year Three:</b> History: Children will learn about specific eras in British history – the Stone Age and the Iron Age. They will also learn about the Roman Empire and its impact on Britain, and how land changed over time; this unit will prepare them for the idea of landscape changing.</p> <p><b>Year Five:</b> In Geography, children explore land use in Grove and London; they will recall knowledge from this unit as they focus on central London.</p>						
Key Text	Assessment Opportunities	Unit Outcome						
 <p>Vlad and the Great Fire of London: Kate Cunningham</p> <p>School Learning Zone: Great Fire of London</p> <p><a href="https://www.bbc.co.uk/news/uk-england-london-36774166">https://www.bbc.co.uk/news/uk-england-london-36774166</a></p>	<p><b>Lesson:</b></p> <ol style="list-style-type: none"> <li>Can children accurately order significant moments in London's history by adding them to a timeline?</li> <li>Can children order the sequence of events in the fire correctly?</li> <li>4: Can children interpret information from pictures and Samuel Pepys' diary?</li> <li>6: Can children organise their learning to create an opinion about the Great Fire of London?</li> </ol>	<p>Children will explore and discuss the effects of the Great Fire of London, and assess whether or not it actually proved to be a good thing. They will present their findings by way of a discussion in small groups before sharing with the heads of school.</p>						

Learning Sequence	1	2	3	4	5	6
Key Learning	Timeline of London	The timeline of the fire	How do we know about the fire?	Samuel Pepys	How has London changed since 1666?	Was the Great Fire of London a good thing?
Activity	Children organise historic moments from London's history into the correct chronological order. They discuss whether the events were positive or negative.	Children will order the events of the fire using a timeline and explore why the fire spread so quickly.	Children look at different forms of evidence from the time of the fire and rank which ones they feel were most helpful and why.	Children explore who Samuel Pepys was and what he told us about the fire.	Children study pictures of London now and from 1666 and discuss and explain how it has changed and why.	Children sort effects of the fire into positives and negatives.