



Our core subjects of maths and literacy are woven throughout the foundation subjects. We also have some **golden threads** which flow through our curriculum content, these threads are : **environmental consciousness**, **international mindedness**, **innovation & enterprise**. These threads are **highlighted** in the breadth of study.

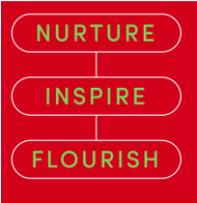
<b>Year 2</b>		
<b>Why is the Great Fire of London so significant?</b>	<b>Who were significant British explorers of Africa?</b>	<b>Our School is 200 years old! What would life have been like for the first pupils of Mordiford?</b>
<b>What do we already know? Knowledge Retrieval:</b>		
<p>Children will know History is a study of people and events that happened in the past and children will have studied significant people.</p> <p>Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.</p> <p>Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.</p> <p>Children will be beginning to understand the monarchy and important figure heads within this.</p>	<p>Children will know History is a study of people and events that happened in the past.</p> <p>Children should already have a basic understanding of historical language such as before, after, yesterday and today. Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present.</p> <p>They will also understand what artefacts are and that they are often kept in museums.</p> <p>Children will already have knowledge of Kenya through the geography unit taught in the half term before and the explorer Christopher Columbus from year 1.</p>	<p>Children will have some knowledge of life of a child in the past through their topic on Toys in the Past in Year 1 and learning about the famous Victorian David Livingstone in the spring term.</p> <p>They will have a good understanding of the historical language from previous units taught throughout the year</p>



<p style="text-align: center;"><b><u>The Big Picture</u></b> <b>(Substantive Knowledge)</b></p>		
<p>In this Great Fire of London unit, we will continue to introduce the key skills of a good historian. This unit takes a local and national historical event and asks children to become detectives, using sources to uncover information and raise questions which they can then go on to answer. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. They will also learn what makes a significant event. To understand that a significant event can happen over a number of days.</p> <p style="color: green;">What is the environmental impact of fires? What if we had a fire in our forest on the hill?</p>	<p>This unit proceeds our geography unit 'What makes Kenya different from our country? In this unit the children will initially become palaeontologist and paleoanthropologist. They will discover that scientists think that Northern Kenya and Tanzania may have been the original birthplace of humans. The bones of one of the earliest human ancestors ever found were discovered in Kenya's Turkana Basin. The children will then explore why some people are considered to be significant before going on to learn about some significant explorers. Children will learn about the explorations of David Livingstone, Henry Morton Stanley, Mary Kingsley and Captain James Cook who the first Europeans to explore inland Africa. How do you think that life at sea differs from past to present? Research life at sea in the past.</p>	<p>In this unit the children will time travel back to the Victorian period and discover what life would have been like for them as a child at Mordiford CE Primary School during the Victorian era. They will discover where in the school the children were taught, what they learnt, what would have happened to them if they misbehaved but also what life would have been like for them at home. They will discover lots of answers by using the evidence and real artefacts that have been left behind in our school and village.</p>
<p style="text-align: center;"><b>Sticky Knowledge (Substantive Knowledge)</b></p>		



History Breadth of Study



Chronology is a word used in history to explain that something is going in time order.

The Great Fire of London happened in 1666. There were no fireman in 1666.

The key events of the Great Fire of London. The plague was an illness who kill many people in London. The plague was spread from rats and because people lived so close together.

To know the key events of the Great Fire of London, its cause (where it started- Pudding Lane) and why it spread so quickly and burned for so long- what has changed as a result? Housing/emergency services.

Tudor houses were made of wood which is why they burned so quickly. The fire spread so easily because houses were built closely together and were made of flammable material. It had been a very dry summer so the buildings were dry. Strong winds were also blowing which encouraged the flames to move across London.

To understand that no one acted at first to put the fire out when it was little and why this happened (Causation and effect). The monarch of the time was King Charles II and that he fled London during the fire- what did people think of this?

David Livingstone was a Scottish missionary and explorer. He travelled in unexplored parts of Africa for more than 30 years. From South Africa, Livingstone travelled north into the Kalahari Desert. For 15 years, he explored large parts of central and southern Africa. He surveyed many areas. He also worked to bring his ideas about Christianity, commerce, and modernization to African peoples. He especially wanted to end the slave trade in Africa. He named it Victoria Falls, after Queen Victoria.

Mary Henrietta Kingsley (1862-1900) was a British explorer who made two pioneering trips to West and Central Africa. She was the first European to enter remote parts of Gabon.

Captain James Cook 1728 – 1779 Captain James Cook was born near Whitby in North Yorkshire. In 1755 he joined the Navy and learnt to sail. Captain cook sailed many dangerous journeys to find out about the world. He sailed around Australia and New Zealand and almost reached Antarctica but had to turn back for more fuel.

The Victorian era was from 1837-1901. She reigned for 63 years. Queen Victoria was the monarch of the Victorian era. She was married to Prince Albert. C

More and more factories and workhouses were built for people to work in, so towns and cities grew.

The railways grew so people could travel faster and further.

The poor were very poor - they worked in workhouses and factories.

Many rich people had servants.

There was no electricity.

Not many people could read or write but Queen Victoria made all children go to school.

Children were made to work in dangerous places such as in coal mines or as chimney sweeps. T

hey worked very long hours for very little money.



People used water from the River Thames to put out the fire.

People used leather buckets and water squirts to try and put the fire out, but these did not work. Later in the week, King Charles II ordered the buildings to be pulled down to stop the flames spreading.

The Fire burned down 80% of London including St. Paul's Cathedral.

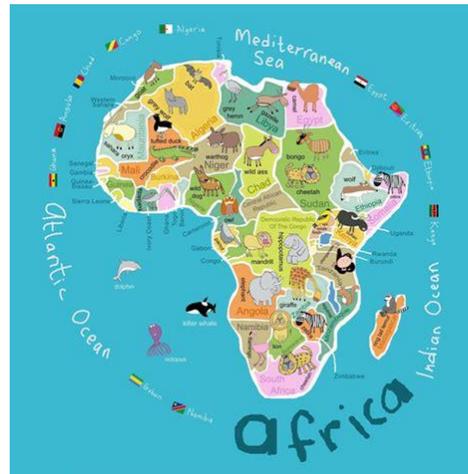
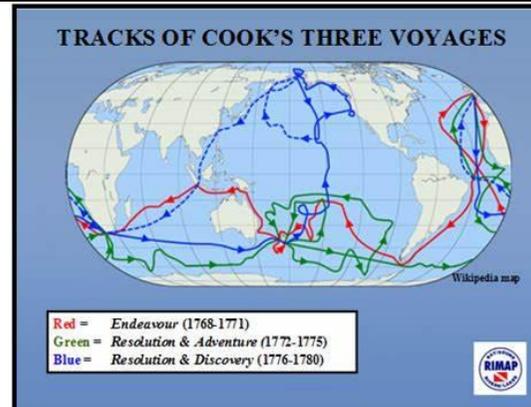
6 people died.

The fire claimed over 15% of lives of animals and humans from London

The Great Fire of London was a significant event in history because it was a big disaster that made us change the way we do things and how people lived their lives.

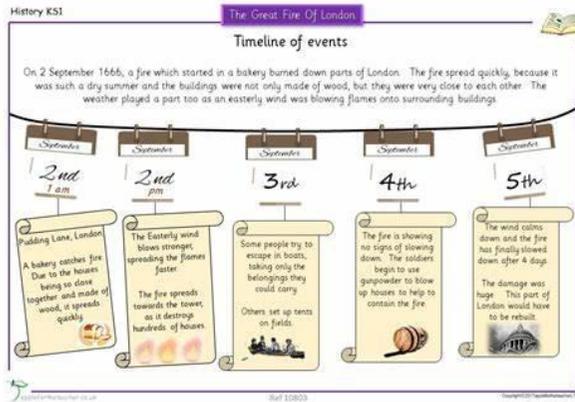
The emergency services such as the fire service were created after this event and this is another reason that The Great Fire of London is a significant event.

Samuel Pepys wrote a diary during the fire that became very famous.





Sir Christopher Wren was the chosen architect who redesigned London and St Paul's Cathedral after the fire.



Key Vocabulary and understanding for concept connectors

Disaster, London, past, present, timeline, chronology, monarchy, Samuel Pepys, King Charles II, artefacts, Tower of London, River Thames, Houses of Parliament, fire, hot, burning, embers, flames, charred, smoke, fear, ruined, leather bucket, bakers, burning, axe, fireman, The Monument, Tudor houses

**Chronology** is a word used in history to explain that something is going in time **order**.

A **significant event in history** is an event that changed how people lived their lives.

A **paleontologist** is someone who studies the history of ancient life.

**Fossils** are the remains or imprints of living things from long ago.

**Paleoanthropologist** is the study of extinct and prehistoric humans.

**Explorer** - a person who travels in search of geographical or scientific information

A **significant person** in history is a person that changed how people lived their lives





The **Great Fire of London** was a **significant event** in **history** because it was a big disaster that made us change the way we do things.

The fire spread so easily because houses were built closely together and were made of **flammable material**.

The **fire brigade** was created to stop **future** fire from being so uncontrollable.

**London** – Capital city of the United Kingdom.

**Cathedral** – Large and important church that the Bishop is in charge of.

**St Paul's Cathedral** – a very large church in central London which was destroyed in the fire. A new one was built not long after the fire, which still stands today.

**King** – The male ruler of the country who holds this role because he is a member of the Royal Family.

**Baker** – someone that sells breads and cakes that are made in a shop.

**Diary** – a book that people write about their lives in. **firebreak** – a gap that stops a fire spreading to nearby buildings.

**Leather buckets** – buckets made out of leather used in 1666; they didn't hold much water.

**Water squirts** – almost like a small hosepipe.

**Architect** – a person who designs buildings.

A **voyage** is a long journey over water or through outer space.

An **expedition** is a journey especially by a group of people for a specific purpose

**Discovery** is the act or process of seeing, finding, or gaining knowledge of something previously unknown



Homeless – if you do not have a home. law – system of rules set by the country.

**Disciplinary Knowledge (Second order concepts)**

**Chronological Understanding:**

- Use words and phrases relevant to the past; old, new, a long time ago.
- Recognise that some objects belong in the past.
- Begin to understand where people and events fit on a timeline.
- Recount changes within living memory.
- Use words and phrases such as before, after, past, present, then and now.
- Understand where people and events fit within a chronological timeline. Sequence photographs and objects on a timeline.

**Possible Questions** -When did it happen? How long did it take? How do we know? How can we tell an object is from the past?

**Cause and Consequence**

- Begin to recognise that significant events happened because of a cause
- Begin to understand that aspects of life changed following an event

**Possible Questions** - Why did people do things? Why did an event happen? What happened as a result?

**Continuity and Change**

- Can begin to identify old and new things in a picture.
- What was different and what was the same when their parents and grandparents were children

**Possible Questions** -What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?

**Historical Significance**

Talk about who or what was important (eg in simple historical account). Talk about why they (who or what) were important and what changed/happened.

**Possible Questions** -Who was an important person? What did this person do? What important thing happened? What changed after this?

**Similarities and Differences**

Start to understand life was different for different people in the past: • rich and poor • male and female Start to understand that this may have been different in different places at the same time.

**Possible Questions** - Was this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?

**Historical Interpretation**

Identify different ways in which the past is represented. Identify that two people could explain something differently or retell a story in a different way.

**Substantive Concepts**

King, empire, civilization, parliament, peasantry, alliance, tradition, trade, tax, warfare, culture, invasion, monarchy, afterlife,



settlements or kingdom.

Trips/visitors/books/resources

**Key Texts**

The Great Fire of London – Emma Adams  
The Baker’s Boy and the Great Fire of London –  
Tom and Tony Bradman  
Vlad and the Great Fire of London – Kate  
Cunningham  
Toby and the Great Fire of London – Margaret  
Nash  
Range of non-fiction books to be used.

<https://www.fireoflondon.org.uk/game/>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-dr-david-livingstone/zvxmqp3>

The Worst Children’s Jobs in History – Sir Tony  
Robinson