

Year Group	2
Term	Autumn 1
Subject	History

Topic	Events beyond living memory/The lives of significant individuals Great Fire of London
Curriculum Intent	To know about events and individuals beyond living memory that are significant nationally or globally

Key Vocabulary	Timeline, century, year, date, London, Samuel Pepys, King Charles 11, Thomas Farriner, River Thames, St Pauls Cathedral, Tower of London, fire break, monument, fire service, historical evidence, museum, diary, historical objects, Christopher Wren
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skills	• To order dates on a timeline • To use common words and phrases relating to the passing of time. • To ask questions about the past • To describe differences/changes to objects/ways of life, over time • To use historical evidence to inform them • To compare aspects of life in different periods
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Knowledge	• To know events beyond living memory that are significant nationally or globally • To know why, when and how the fire happened • To know the lives of significant individuals in the past who have contributed to national and international achievements. • To know that things(objects, attitudes, life) change over time
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Spring 1 MTP				
Week	Learning Objective	Activities	Differentiation	Outcome
1	To order events by date to make a time line	Children to look at dated pictures of important events in history. Talk about today's year date 2023. How many years is it? Explain that 2023 is the 21 st century in the same way that when we are 6 years old we are in our 7 th year. Look at other dated events and look at how the numbers have changed. Intro TIME LINE		That children can order events by comparing the dates

		Children work in teams to order dated events from history and answer questions. Which event happened first? Which was the earliest/latest event?		
2	To know how life in 1666 was different to life today	Watch https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-great-fire-of-london-happen/znp9r2p Talk about when, where and who..... How was life different to today? Materials, lighting, cooking, heating Show the differences under then 1666/now 2023 headings		That children can identify how life changes over time
3	To know how we know what happened in 1666	Watch https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-during-the-great-fire-of-london/zpwfp4j Talk about how we know about the GFOL. Who was Samuel Pepys? Who was the King? Children to order the events of the week and draw pictures of Samuel Pepys and King Charles 2 nd .		That children can identify a diary as historical evidence
4	To compare objects from past to objects from today	Identify how we put out fires today. How was it different in 1666? Would the fire have raged for so long in 2023? Why (Fire Engine visit) Why has FF equipment changed? Children draw pictures to show how firefighting equipment has changed over time. Labelled drawings		That children know that objects can change over time
5	To know how life changed after the GFOL	Watch https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-great-fire-of-london/zcsd96f Children to write a diary entry for SP about what happened as a result of the GFOL		That children learn that change happens as a result of big events
6	To say why Sir Christopher Wren is an important figure	What did Christopher Wren do? Why was he important? Children to draw sketches of The GFOL monument or St Pauls Cathedral		That children can say how London changed as a result of the fire.