



Subject
<p>History- Year 2</p> <p><b>The Great Fire of London</b></p> <p><i>What were the causes and consequences of the Fire of London?</i></p>

Concepts
Society and Settlement

Prior Learning	New Learning	Future Learning
<p><b><u>Substantive</u></b></p> <p>Know that there were rich and poor people in society in the past.</p> <p>Know that certain things (toys) were different in the past due to trade and technology.</p> <p>How the Life of Elizabeth II and the Royal Family is different to theirs.</p> <p><b><u>Disciplinary</u></b></p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Sort artefacts “then” and “now”.</p> <p>Ask questions and produce answers to a simple historical enquiry.</p>	<p><b><u>Substantive (Society and Settlement)</u></b></p> <p>Know who ruled England and what was life like in the 17<sup>th</sup> century (lives, job, houses).</p> <p>Know that London was an important cultural, economic and political centre.</p> <p>Know that London was a Roman settlement by the banks of the river Thames built nearly 2000 years ago.</p> <p>Know that the houses were close together and built from wood, the winds were strong and there were no fire engines.</p> <p>Understand the causes, events and consequences of the Great Fire of London.</p> <p>Understand some serious problems were caused by the fire e.g – over 70,000 displaced people.</p> <p><b><u>Disciplinary (Cause and Consequence and Historical Enquiry)</u></b></p> <p>Recognise why people did things, why events happened and what happened as a result, identifying basic causes and effects.</p> <p>Choose and use information from (for example - stories, photos, images, artefacts, oral accounts and historical buildings) to ask questions and answer simple historical enquiries.</p>	<p><b><u>Substantive</u></b></p> <p>How Stone Age, Roman, Mayan society was similar/ different to that of the 17<sup>th</sup> century in London. Stone Age– People were mainly hunters and gatherers. Mayans– had a form of writing, own number system, grew crops. Romans– built an empire, canals, reading, writing.</p> <p>How settlements changed over the Stone Age, Roman, Mayan period. London– narrow streets, little alley ways. Iron Age– lived in communities and farmed. Romans– Built towns, stone buildings, straight roads. Mayans– took over neighbouring areas, traded, built sculptures.</p> <p><b><u>Disciplinary</u></b></p> <p>Use evidence to build up a picture and ask/answer questions about historical enquiries.</p> <p>Identify the importance of causes and consequences of historical events and changes.</p>

Sequence of Learning	Current Vocabulary	New Vocabulary
Time line to show when The Great Fire of London happened in relation to when the Gunpowder Plot occurred, reign of Elizabeth II and toys they and their parents / grandparents played with.	Then	Older
Who ruled England and what life was like in 17 <sup>th</sup> Century– cultural, political and economic.	Now	Newer
The settlement of London– river, houses close together, made of wood.	Years	Decades
Causes of the fire– bakery, basic firefighting techniques, wind, wooden houses close together, the mayor’s slow response. (How know – Samuel Pepys/John Evelyn).	Date	Centuries
How the fire ceased and the consequences of this.	A long time ago	Evidence
Timeline of F of L. Recap causes.	When I was younger	Artefact
<i>What were the causes and consequences of the Fire of London?</i>	Before I was born	River Thames
	When my parents were young.	London– Roman settlement
	Rich	Jobs/roles
	Poor	Samuel Pepys, Thomas Farriner
	technology	John Evelyn
		Diary
		Horse-drawn carts
		Firebreak
		Fire hook
		Water squirters

Trip/Visitor
Ancient High House

Other Information	Artefacts from ‘Starbeck artefacts’ to have hands on experience. BBC Bitesize
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