

Year 2 – Term 3

Is there ever such thing as an accident?

HISTORY



National Curriculum Links:

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.

Essential Prior Learning:

History is about the past and is what has gone before.

Firefighters put out fire.

London is capital city of England – where the country is governed from.

A timeline shows events in the order in which they occurred.

Some people from the past are remembered because they had a big impact on that time period and what has happened since.

We can find out about the past by looking at pictures and reading what people wrote at the time. We can also use things written after an event.

Progression in Skill:

Know where all people/events studied fit into a chronological framework.

Identify similarities/difference between periods.

Show an understanding of a historical period through simple recording, using text and diagrams. Describe the causes of a significant historical event and its impact

Ask and begin to answer questions about events, e.g. what happened? Who was involved? What was it like ...?

Use parts of stories and other sources to show an understanding of events.

Understand some ways we find out about the past and use a range of simple source material to build a 'bigger picture' of a historical period.

Long-term Memory Knowledge:

The Great Fire of London happened in 1666.

The fire could have spread less if actions were taken more quickly – including pulling down houses straight away; laws changed as a result.

Samuel Pepys' was alive during the seventeenth century and wrote about events that happened in his diary; his diaries help us to learn about what happened at that time.

Much of London was rebuilt including St Paul's Cathedral.

King Charles II was King during the Great Fire of London.

Firefighting has changed significantly since 1666.

Key Vocabulary

Timeline	chronological order of events
17th Century	the period from 1600 to 1699
King Charles II	the King at the time of the Great Fire of London

Samuel Pepys	important person who wrote a diary about the Great Fire of London; he was alive at the time
fire hooks	tools used during the Great Fire of London to pull down houses
fire squirts	equipment used to put out fires in 1666
fire breaks	gaps in between buildings created by tearing down buildings used to stop fires spreading
pitch	tar-like material used for waterproofing roofs and buckets
Tudor houses	a style houses built with wooden frames built before the 17 th century.

Progression in Resources:

Timeline

YouTube

Great Fire of London websites

Samuel Pepys' diary extracts

Map of London in the 17th century

Photographs of restored fire engine

Relevance

Now	Children know that some things that happened in the past affect the decisions made today.
Later	Children develop an understanding of events in Britain's history and their significance; they recognise that changes are made in response to events.
Future	Children have an interest in the past – either professionally or for pleasure; they become part of the fire service, developing new technologies and equipment.