

History Year 2



Where is it on the timeline?

How do we know about this time in history?

How is it the same and different to living today?

Learning Passport

What I should know by the end of my time learning about: **The Great Fire of London**

Prior Learning:

Reception: People who help us

Year 1: Changes within living memory and Castles.

Key Knowledge

- When and where the fire started
- Why did the fire start?
- Why did the fire spread so quickly?
- How did people try and put the fire out?
- How and when was the fire put out?
- What happened after the fire?
- Compare how fires are put out in modern day to how the fire was put out in this event

Key Skills

- Placing the events of The Fire of London on a timeline
- Emphasise with how people would have felt when the fire broke out
- Begin to look at primary sources of evidence (photos) to make basic inferences about what we can learn

Key vocabulary

bakery

diary

eyewitness

firebreak

Fire hooks

Flammable

Leather bucket

London

Pudding Lane

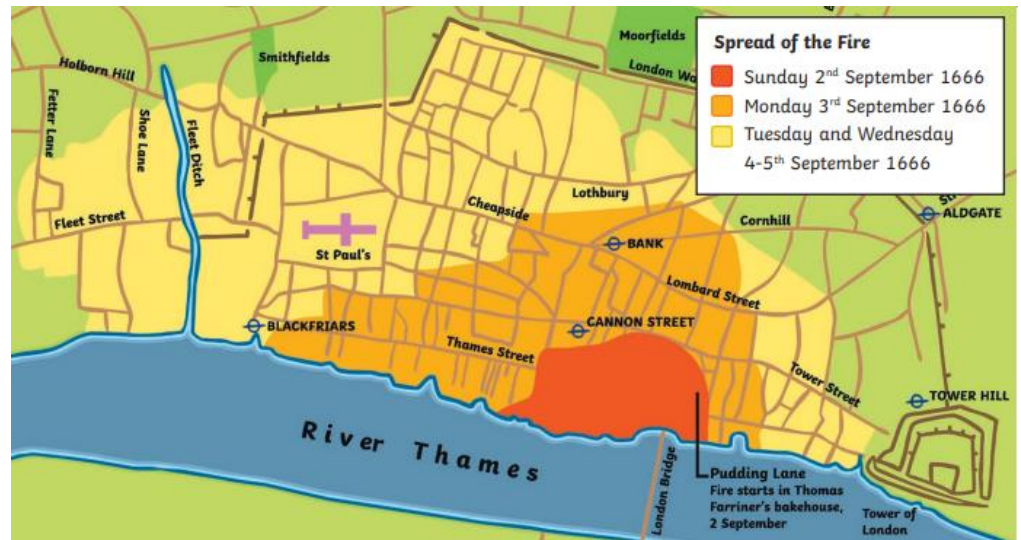
St.Pauls Cathedral

Tower of London

Samuel Pepys

Thomas Farriner

King Charles II



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Learning Passport

What I should know by the end of my time learning about:

People and events who have changed Britain

Mary Seacole

Florence Nightingale

Prior Learning:

Reception: People who help us

Year 1: changes within living memory and castles

Year 2: 1st half term: The Great Fire of London.

Key Knowledge

- Who was Mary Seacole and why is she remembered?
- Who is Florence Nightingale and why is she remembered?
- Compare hospitals from this era with modern day hospitals
- How did these nurses change nursing?
- What were the similarities and differences between the nurses?

Key Skills

- Place the dates of the historic figures on a timeline
- Using sources of evidence to find out about the nurses
- Making comparisons between their lives and work
- Look at the impact of the Crimean War and when it started and ended

Key vocabulary

Nurse

Mary Seacole

Florence Nightingale

Hospital

Crimean War

