

History Year 2



Unit	The Great Fire of London	Grace Darling	Florence and Mary
National Curriculum	- Events beyond living memory that are significant nationally - Understand where people and events fit within a chronological framework - Ask and answer questions using sources - Identify similarities and differences between ways of life.	- Lives of significant individuals in the past who contributed to national achievements - Understand where people and events fit within a chronological framework - Ask and answer questions using sources - Identify similarities and differences between ways of life	- Lives of significant individuals in the past who contributed to national achievements - Understand where people and events fit within a chronological framework - Ask and answer questions using sources - Identify similarities and differences between ways of life
Title of Unit (Enquiry Question)	Why do they call it the 'Great' Fire of London? 	Who was Grace Darling and what is her legacy? 	Why are Florence Nightingale and Mary Seacole remembered as significant today? 
Disciplinary Skill	 Cause and consequence; change over time use of evidence; chronology historical interpretation	 Significance Cause and consequence use of evidence historical interpretation chronology	 Significance use of evidence chronology interpretation cause and consequence
Theme - Substantive	The Great Fire of London (1666) Causes of the fire Key events and individuals Impact and consequences Rebuilding London and improvements  	Grace Darling and her life The Forfarshire rescue Reasons for her actions How her story is represented Historical evidence Impact and legacy 	Florence Nightingale and the Crimean War Mary Seacole and her achievements Hospitals and nursing Evidence and sources Impact and legacy  
Knowledge	Lesson 1 I know the Great Fire of London started in 1666 and that we can use historical evidence to find out how it began. Lesson 2 I know the main events of the Great Fire and that sources help us understand what happened. Lesson 3 I know the Great Fire spread quickly because	Lesson 1 I know who Grace Darling was and what heroic actions she performed. Lesson 2 I know some reasons why Grace Darling acted heroically. Lesson 3 I know that historical accounts of the same event can differ.	Lesson 1 I know who Florence Nightingale was and can sequence key events in her life. Lesson 2 I know that Florence Nightingale was influenced by different people and reasons to go to the Crimea. Lesson 3 I know that Florence Nightingale improved

	of the buildings, weather and conditions in London in 1666. Lesson 4 I know people used different methods to try to stop the Great Fire and some were more effective than others. Lesson 5 I know London was rebuilt after the Great Fire using safer materials and improved designs	Lesson 4 I know that we use historical sources like newspapers, paintings, and objects to find out about past events. Lesson 5 I know that sea rescue has improved over time with better boats, safety equipment, and communication	hospital conditions and that people had different opinions about her actions. Lesson 4 I know the key events in Mary Seacole's life and can identify why some were important. Lesson 5 I know that we use evidence to find out about Mary Seacole's achievements and decide what was most important
Skills	Lesson 1 I can use clues and sources to ask questions and find answers about how the Great Fire of London started. I can explain what evidence tells us about the past. Lesson 2 I can use sources such as diaries and pictures to find information about the Great Fire. I can sequence the main events in chronological order and explain how we know what happened. Lesson 3 I can explain why the Great Fire spread so quickly. I can use evidence from sources and images to identify the main causes of the fire. Lesson 4 I can describe the different ways people tried to stop the fire. I can explain which methods were effective and suggest how they could have been improved. Lesson 5 I can suggest solutions for rebuilding London after the Great Fire and explain my ideas. I can use my knowledge of what happened to design a safer city.	Lesson 1 I can sequence the events of her rescue and explain why she is remembered. Lesson 2 I can explain why Grace acted heroically and rank her motives in order of importance. Lesson 3 I can compare different accounts of the same event and explain why they might be different. Lesson 4 I can use sources to find out about Grace Darling's rescue and explain why some evidence is stronger than others. Lesson 5 I can describe changes in sea rescue over time and explain why these improvements make rescues safer	Lesson 1 I can use clues to work out what Florence Nightingale did and sequence events in her life. I can use time vocabulary to describe these events. Lesson 2 I can explain why Florence Nightingale chose to go to the Crimea. I can identify who influenced her decision and explain why. Lesson 3 I can identify problems in the hospital and explain improvements Florence made. I can give different viewpoints and decide if she deserved recognition. Lesson 4 I can sequence events from Mary Seacole's life and explain which were most important. I can identify turning points in her life. Lesson 5 I can use evidence to find out about Mary Seacole's achievements. I can explain which achievements were most important and why
Vocabulary	Fire, bakery, Pudding Lane, timeline, diary, Samuel Pepys, firebreak, bucket chain, rebuild, materials, brick, wood, thatch, spread, damage	Grace Darling, lighthouse, rescue, storm, bravery, hero, RNLI, lifeboat, source, evidence	Florence Nightingale, nurse, hospital, Crimean War, lamp, Mary Seacole, soldier, British Hotel, evidence, source
Career Links	Firefighter	RNLI crew member Lifeboat operator	Nurse

Significant individual	 Samuel Peeps	 Coxswain Dan Atkinson	 Edith Cavell
Assessment	End of Unit: Question: <i>Was London better before or after the Great Fire?</i>	End of Unit: Question: How should we remember Grace Darling today?	End of Unit: Question: <i>Who made the biggest difference: Florence Nightingale or Mary Seacole?</i>