



The Big Question
Did the Great Fire of London stop the plague?

Year 2 Autumn Term

Did the Great Fire of London stop the plague?

Key Question 1

How has London changed over time?



Key Question 3

Did the plague spread outside of London? What happened at Eyam?

Key Question 5

When was the Great Fire of London and what happened?

Key Question

How did the Great fire of London affect the Plague?



Key Question 2

What was the plague and why was it a problem?

Key Question 4

Why was the great fire of London Significant?

Key Question 6

How do we know what happened during the Great Fire of London?

In this unit children will

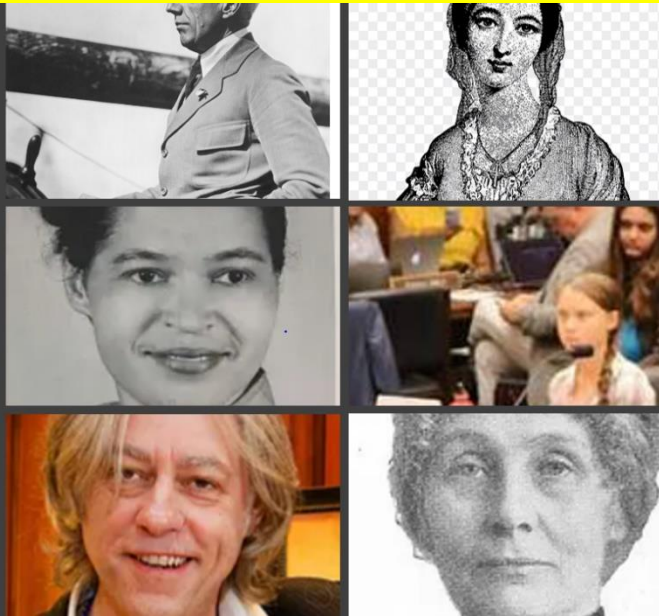
Key question	<p align="center"><u>Substantive knowledge</u></p> <p>Introducing children to basic historical facts, events, and figures. This includes teaching children about key historical events, significant historical figures, and everyday life in different historical periods.</p>	<p align="center"><u>Disciplinary knowledge</u></p> <p>Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures), and developing and appreciation for historical context and the ability to ask questions about the past</p>
1	<ul style="list-style-type: none"> • Know the historical significance of London both now and before the Great Fire, including its status as the capital city of England • Know key aspects of London's size , shape on a map, architecture and landmarks before the Great Fire of London • Know key aspect of contemporary London's size , shape on a map, architecture, and landmarks 	<ul style="list-style-type: none"> • Compare and contrast historical descriptions and images of London with its present-day appearance. • Begin to understand the value of using multiple sources to gain a comprehensive understanding of a historical topic.
Key Vocab	<ul style="list-style-type: none"> • 'historical significance' 'capital city' architecture landmarks contemporary 'historical description; 'compare and contrast' 'multiple sources' present-day appearance 	
2	<ul style="list-style-type: none"> • Know the plague was a deadly disease that spread through Europe during the Middle Ages. • Know basic facts about the plague, including its symptoms, transmission, and impact on populations • Know some of the devastating effects of the plague on individuals, families, and communities. • Know that plague spread rapidly • Know about the various measures people took to try and stop the spread of the plague, including quarantine, isolation, and cleanliness closing markets, burning contaminated items, and wearing protective clothing • Know some similarities between historical and contemporary efforts to control the spread of diseases, such as quarantine, isolation, and hygiene practices. 	<ul style="list-style-type: none"> • Understand some of the historical context in which the plague occurred, the factors that contributed to the spread of disease. • Begin to develop basic analytical skills to identify and analyse historical sources related to the plague, such as primary documents, artwork, and literature. • Compare and contrast historical disease control measures with modern public health practices.
Key vocab	<p>Plague deadly disease Europe 'middle ages symptom transmission quarantine isolation contaminated contemporary historical 'hygiene practises' 'contributing factors' 'control measures' 'historical source' 'compare and contrast' 'control measures' modern 'primary documents'</p>	
3	<ul style="list-style-type: none"> • Know London as an important city in the past and present. • Know some reasons why London was and is an important city • Know that the Great Fire of London was a catastrophic event that occurred in 1666. • Know about the extent of the destruction caused by the fire, including the widespread damage to buildings, homes, and infrastructure. 	<ul style="list-style-type: none"> • Understand the historical context in which the Great Fire of London occurred, including the conditions of 17th-century London and the factors that contributed to the spread and severity of the fire. • Learn how to interpret maps, documents, and other sources to understand the extent and consequences of the fire's impact on the city. • Identify ways in which the Great Fire changed London,
Key vocab	<p>Past present 'catastrophic event' damage infrastructure buildings homes 'living conditions' interpret documents sources extent consequence identify 'historical context'</p>	
4	<ul style="list-style-type: none"> • . Know about the specific incident involving the boy, who unknowingly brought contaminated cloth from London to Eyam. • Know how the fleas on the damp cloth spread the plague to the village when he hung it up to dry. 	<ul style="list-style-type: none"> • Begin to develop basic analytical skills to evaluate historical sources and evidence related to the spread of the Plague from London to Eyam and the response of the villagers. • Learn how to draw connections between historical events and contemporary issues, such as disease transmission and control measures.

	<ul style="list-style-type: none"> • Know about William Mompesson and Thomas Stanley's suggestion of quarantine measures. • Know about the effectiveness of quarantine in preventing further spread of the plague within the village. 	<ul style="list-style-type: none"> • Identify similarities and differences between historical quarantine measures and modern public health strategies, such as social distancing, mask-wearing, and vaccination campaigns.
Key Vocab	Quarantine prevent plague identify similarities differences historical modern vaccination	
5	<ul style="list-style-type: none"> • Know key events that occurred during the Great Fire, such as the initial outbreak of the fire, its spread throughout the city, and efforts to extinguish it. • Know the significant landmarks and locations affected by the fire, such as Pudding Lane, where the fire started, and landmarks like St. Paul's Cathedral and London Bridge 	<ul style="list-style-type: none"> • Develop an understanding of chronological order by sequencing the events of the Great Fire in the order they occurred. • Understand the importance of arranging events chronologically to understand the sequence of cause and effect and the development of historical narratives.
Key Vocab	'significant landmarks' 'significant location' 'chronological order' 'sequence events' 'cause and effect'	
6	<ul style="list-style-type: none"> • Know that Samuel Pepys was an important historical figure who lived during the 17th century in England. • Know about Pepys' significance as a diarist who recorded his observations and experiences during the Great Fire of London. 	<ul style="list-style-type: none"> • Recognise the significance of studying primary sources like Pepys' diary to understand historical events and perspectives. • Begin to develop basic analytical skills when looking at historical sources • Learn how to find out important information from Samuel Pepys' writing to understand how the Great Fire affected people and communities.
Key vocab	'historical figure' '17 th Century' significance diarist 'primary source' 'historical perspective' communities analyse	
7	<ul style="list-style-type: none"> • Know that the Great Fire destroyed large parts of the city, including areas where the plague was still present. • Know that the destruction caused by the fire may have helped to reduce the spread of the plague by destroying infected areas and killing off disease-carrying rats and fleas.: 	<ul style="list-style-type: none"> • Understand that when the Great Fire happened, it burned down many parts of the city, including places where the plague was still happening. • Understand that because of the fire, it might have helped stop the spread of the plague by destroying places where the disease was and killing rats and fleas that carried it.
Key Vocab	Destroy reduce consequences 'spread of disease' plague	

Year 2 Spring Term

How did these people change the world?

The Big Question
How did these people change the world?



Key Question 1
How did Florence Nightingale change nursing and hospitals?



Key Question 3
What did Emmeline Pankhurst fight for?

Key Question 5
How did Bob Geldof change the way we raise money for charity?



Key Question 2
Why did Rosa Parks sit on the bus?

Key Question 4
Why did Roald Amundsen win the race to the South Pole?

Key Question 6
Can a teenager change the world?

In this unit children will

Key question	<p style="text-align: center;"><u>Substantive knowledge</u></p> <p>Introducing children to basic historical facts, events, and figures. This includes teaching children about key historical events, significant historical figures, and everyday life in different historical periods</p>	<p style="text-align: center;"><u>Disciplinary knowledge</u></p> <p>Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures), and developing and appreciation for historical context and the ability to ask questions about the past</p>
1	<ul style="list-style-type: none"> • Know that Florence Nightingale was a famous nurse who made important changes to how hospitals were run and how nurses cared for patients. • Know about Nightingale's contributions to nursing, including improving cleanliness, sanitation, and patient care practices. 	<ul style="list-style-type: none"> • Learn what a primary source of evidence is, such as letters, diaries, photographs, or objects that were created during the time period being studied. • Understand that primary sources provide first-hand accounts or direct evidence of historical events and can help us understand what happened in the past. • Understand significance of Nightingale's work in promoting the professionalisation of nursing and improving healthcare standards
Key vocab	Victorian Era 'primary source' 'historical figure' 'first -hand account' 'historical events' impact 'healthcare standards' professionalisation nursing significant 'historical context'	
2	<ul style="list-style-type: none"> • Know what segregation is and how this affected African Americans before the civil rights movement • Know that the civil rights movement in the United States of America was a time when many people in America worked together to make sure that everyone was treated fairly and equally, no matter the colour of their skin • Know that Rosa Parks was a significant figure in the Civil Rights Movement in the United States. • Know about Rosa Parks' refusal to give up her seat on a segregated bus in Montgomery, Alabama, in 1955, sparking the Montgomery Bus Boycott. • Know the impact of Rosa Parks' actions in challenging racial segregation and inspiring other activists in the fight for civil rights. 	<ul style="list-style-type: none"> • Compare and contrast the rights of African Americans now and during segregation and relate this to historical and contemporary life in the UK • Understand how Rosa Park's courageous actions and lifelong dedication to the pursuit of justice helped to change attitudes, laws, and society as a whole, leaving a lasting impact on the world.
Key vocab	'Primary source' 'historical figure' 'first -hand account' 'historical events' 'lasting impact' t 'significant 'historical context' 'racial segregation' America 'civil rights movement' 'African American' inspire historical contemporary justice society	
3	<ul style="list-style-type: none"> • Know that in the past women in the UK did not have the same rights as men • Know about the suffragette movement and that they wanted equality for women and believed they should have the same rights as men, including the right to vote. • Know that Emmeline Pankhurst was a leader in the women's suffrage movement in the United Kingdom. • Know that Emmeline Pankhurst fought for women to have the right to vote, which means they could have a say in how their country was run. 	<ul style="list-style-type: none"> • Begin to Understand the historical context of the limitations placed on women's rights and opportunities. • Compare and contrast the rights and lives of women now and in the past in the UK • Understand that Emmeline Pankhurst's courage, determination, and willingness to challenge the status quo helped to change attitudes, laws, and society, paving the way for greater gender equality for woman and what that means for women and girls today
Key Vocab	Edwardian Era Suffragette 'suffragette movement' equality 'United Kingdom' vote rights opportunities 'compare and contrast' challenge laws historical figure	

4	<ul style="list-style-type: none"> • Know that Roald Amundsen was a Norwegian explorer who won the race to the South Pole. • Know that there was a race to get to the South Pole • Know that Amundsen won the race because he carefully planned his expedition and used dogsleds, which were better suited for the Antarctic terrain. • Know that Amundsen's team reached the South Pole before any other expedition 	<ul style="list-style-type: none"> • Understand how Roald Amundsen changed the world through his groundbreaking expeditions, advancements in exploration techniques, and increasing our knowledge of the earth's climate and geography through analysing documents and photographs • To analyse why Amundsen's team were more successful than others and to communicate findings clearly
Key vocab	<ul style="list-style-type: none"> • Explorer exploration expedition Antarctic document analyse compare contrasts evidence historical source primary source 'historical figure' 	
5	<ul style="list-style-type: none"> • Know what famine is • Know what a developing country is • Know of Bob Geldof • Know his efforts to raise money for charity, particularly his work with Live Aid and Band Aid. • Know that Bob Geldof used the power of music, media, and celebrity to raise funds, and highlight humanitarian crises on a global scale. • To know that Live Aid forced world leaders to do something about famine in Africa • Know that Live Aid set the template for fundraising concerts by raising approximately £150 million for famine. 	<ul style="list-style-type: none"> • Understand the historical background of Bob Geldof's fundraising efforts, including when they occurred and why they were necessary by explore the social and economic conditions in Africa during the time of Live Aid and Band Aid • Identify the causes and effects of Bob Geldof's actions on charity fundraising through analysis of documents, photographs, film footage • Discuss how his efforts influenced people's attitudes towards giving and helping others. • Discuss the role individuals can play in making a positive difference in the lives of others.
Key vocab	<ul style="list-style-type: none"> • Social economic Africa Ethiopia famine 'developing country' charity 'raising awareness' politicians leaders concert celebrity musicians celebrity document primary source 	
6	<ul style="list-style-type: none"> • To know that someone living today can still be seen as a significant contemporary historical figure. • To know that anyone can change the world • To recognise the impact of Greta Thunberg's actions on the world. • To know that History is happening now 	<ul style="list-style-type: none"> • To analyse and discuss historical figures and their contributions. • To engage in group discussions to share and evaluate knowledge about Greta Thunberg and her activism. • To discuss how History is happening now • To construct a simple timeline of all 6 historical figures, demonstrate their impact on the world in chronological order
Key Vocab	<ul style="list-style-type: none"> • Teenager Contemporary climate change environment activism inspire chronological 	



How have holidays changed over time?



Year 2 Summer 2

How have holidays changed over time?

Key Question 1

Why did people start going to the seaside?



Key Question 3

How can we find out if Victorian People surfed?

Key Question 5

How could we find out what our grandparent did on their seaside holidays?



Key Question 2

How did the invention of the Railway change Bude?

Key Question 4

Are our seaside holidays the same as Victorians?

Key Question 6

How have seaside holidays changed over time?

In this unit children will

Key question	<u>Substantive knowledge</u> Introducing children to basic historical facts, events, and figures. This includes teaching children about key historical events, significant historical figures, and everyday life in different historical periods	<u>Disciplinary knowledge</u> Children are introduced to basic historical concepts such as sequencing skills, understanding cause and effect, comparing, and contrasting different historical periods, analysing primary sources (such as artefacts, documents, and pictures), and developing and appreciation for historical context and the ability to ask questions about the past
1	<ul style="list-style-type: none"> Know that in the past beaches were not used for leisure activities Know that from the 1700s people began to go to the seaside for a holiday but this was only for the rich and they got there by carriage Know that in the Victorian Era George Stephenson invented the steam train and the enabled people who were not rich to go to the seaside 	<ul style="list-style-type: none"> Analysing historical sources*photographs to identify changes in seaside holiday experiences over time. Discussing reasons why people from cities sought seaside holidays (cleaner and more refreshing air). Understanding the cause-effect relationship between technological advancements (railways) and changes in leisure activities (seaside holidays becoming more accessible). Recognising the impact of innovations like railways on class mobility and leisure opportunities.
Key vocab	Holiday seaside Victorian railway invention access affordable accessible historical source analyse cause and effect' society	
2	<ul style="list-style-type: none"> Know that Bude was initially used as a harbour for boats and sailors during long journeys. Know that Bude has changed from a harbour to a seaside holiday destination over time. Know that the invention of the steam train changed Bude, making it more accessible and popular as a holiday destination Know of the developments in Bude, such as the construction of the Falcon hotel, Bude canal, and sea pool, because of its growing popularity as a holiday destination. 	<ul style="list-style-type: none"> Analysing historical sources*photographs to identify changes in Bude over time Engaging in ordering events/places on a timeline to understand the chronological progression of developments in Bude. Identifying the significance of each event/place in the context of Bude's transformation into a seaside town. Understanding the impact of Bude's popularity as a holiday destination on its infrastructure, such as the need for more hotels. Reflecting on how the invention of the railway changed Bude and considering the implications of this change.
Key vocab	Harbour impact leisure tourism 'holiday destination' popularity chronological analyse 'historical source' cause and effect'	
3	<ul style="list-style-type: none"> Know what a primary source is, such as photographs and documents and that they provide firsthand information about historical events and activities. Know that primary sources can be used to answer questions about the past and gain insight into different aspects of history. 	<ul style="list-style-type: none"> Engage in a historical enquiry to answer a specific question ("Did the Victorians Surf?"). Learning to formulate questions and gather evidence from primary sources to support their findings. Visiting the local museum to examine a range of primary sources, including photographs and documents, related to Victorian seaside holidays. Learning how to analyse primary sources critically to extract information Using the information gathered from primary sources to draw conclusions about whether Victorians surfed or not.
Key Vocab	Victorian Leisure Artefact Primary Source Research Surfing Historical Museum Pastime analyse historical enquiry document photograph	
4	<ul style="list-style-type: none"> Know that that holidays have changed over time and that the experiences of Victorians at the seaside were different from our experiences today. 	<ul style="list-style-type: none"> Compare and Contrast Victorian seaside holidays and modern seaside holidays to identify similarities and differences.

	<ul style="list-style-type: none"> • Know about leisure activities, clothing, food, entertainment, and accommodation commonly associated with Victorian seaside holidays • Know the leisure activities, clothing, food, entertainment, and accommodation typically associated with modern seaside holidays through the analysis of contemporary photos. 	<ul style="list-style-type: none"> • Use evidence from historical and contemporary photos to support conclusions about how seaside holidays have changed over time. • Analyse photos of items and activities related to Victorian seaside holidays to gather information about leisure activities, clothing, food, entertainment, and accommodation during that time. • Analyse photos of items and activities related to modern seaside holidays to gather information about contemporary leisure activities, clothing, food, entertainment, and accommodation. • Draw conclusions about how Victorian seaside holidays differed from modern seaside holidays based on the analysis of visual sources • Reflect on the reasons behind any differences observed and considering the impact of social, economic, and technological changes over time
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Key vocab	Leisure activities clothing materials entertainment accommodation Victorian Contemporary analyse historical evidence primary source evidence compare	
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5	<ul style="list-style-type: none"> • Know that one way of finding out about the past is to interview people who have lived through it • Know the activities, items taken, modes of transportation, accommodations, and overall experiences of great grandparents' seaside holidays through interviews with older adults. • Know some similarities and differences between seaside holidays 60-70 years ago and modern seaside holidays 	<ul style="list-style-type: none"> • Generating questions to ask guest speakers from the local community to gain insights into their childhood seaside holiday experiences. • Interviewing older adults both at home and at school to gather firsthand accounts of seaside holidays from the past. • Analyse photos of seaside holidays from the 1950s/1960's to the present day to observe changes in activities, clothing, transportation, and accommodations over time • Compare and contrast the experiences of seaside holidays from the past and present to develop an understanding of continuity and change over time. • Reflect on similarities and differences between past and present seaside holidays and considering the factors that have contributed to these changes.
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Key vocab	Seaside Holidays Grandparents Interview Guest Speaker Timeline Comparison Change Transportation Accommodations Leisure Technology Advancements compare Similarities differences	
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6	<ul style="list-style-type: none"> • Know how seaside holidays have evolved over time, including the shift from exclusive leisure for the wealthy to accessibility for all beginning in the 1840s. • Know of historical events and innovations that have influenced the development of seaside holidays, such as the introduction of railways and advancements in transportation. 	<ul style="list-style-type: none"> • Gather and analyse historical information about seaside holidays, including primary sources, to identify patterns, trends, and key developments over time. • Critically reflect on the reasons behind changes in seaside holiday practices and to evaluate the impact of historical events and innovations on leisure culture. • Communicate and summarise their learning about the evolution of seaside holidays, including the ability to consolidate and present key information in a clear and organised manner.
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Key Vocab	Seaside Holidays summarise findings non-chronological headings Innovation Accessibility Culture leisure Factors Attitudes clothing accommodation transport food	
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