



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	<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 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.
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.
i	<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,
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. • 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"> • 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. • Identify similarities and differences between historical quarantine measures and modern public health strategies, such as social distancing, mask-wearing, and vaccination campaigns.

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.
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.
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.

The Big Question
How did these
people change
the world?



Year 2 Spring Term

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

Substantive knowledge

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

Disciplinary knowledge

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

- 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.

- 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
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.
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
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 Cause and effect lesson
5	•	•
6	•	•
7	•	•

