



Research



Look
Ask
Conclude
Explain

- **Hierarchy and Power**
- **Conflict and Disaster**
- **Exploration and Invention**
- **Community and Culture**



- **Change and Continuity**
- **Similarity and Difference**
- **Cause and Consequence**
- **Evidence and Interpretation**
- **Significance**

- use **timelines** to support our understanding of Chronology
- Throughout our time at Ashley we learn to use **LACE** to **Look, Analyse, Conclude and Explain** when looking at historical sources
- Make comparisons to consider change and continuity
- Use **knowledge organisers** to prompt us to remember the key facts, learn historical vocabulary and identify points in time.

History



What can we learn from the Great Fire of London?



The Great Fire of London

We will be using a variety of different resources to locate the start and spread of the fire. We will also be using the map to see where the fire started and how it spread.

We will be using the map to see where the fire started and how it spread.

Year 2 Autumn 2

Key Events and Dates

When and where did the start? The fire started on Sunday 2nd September 1666 in Pudding Lane. It spread very quickly.

How did the spread so quickly? The wind was strong and it was very hot. The fire spread very quickly. It was very hot. The fire spread very quickly.

How did people try to put out the fire? There was no fire brigade at the time. People tried to put out the fire with buckets of water. They tried to put out the fire with buckets of water.

What happened after the fire? 10,000 houses were destroyed by the fire. The city was almost completely destroyed. The city was almost completely destroyed.

Key Vocabulary

Key word	Definition
Bakery	A place where bread is made.
Dairy	A place where milk is made.
Footpath	A path for people to walk on.
Footprint	A mark or impression left by a foot.
Firehook	A tool used to pull down a chimney.
Leather buck	A strap used to hold things together.
Leather buckle	A small piece of leather used to fasten a strap.
Flammable	Something that can catch fire easily.
Pudding Lane	A street in London where the fire started.

Timeline of Events

Sunday 2nd September 1666
The fire started in Pudding Lane.

Sunday 3rd September 1666
The fire spread to St Dunstons Church.

Sunday 4th September 1666
The fire spread to St Dunstons Church.

Sunday 5th September 1666
The fire spread to St Dunstons Church.

Key People

Name	Role
Thomas Fagg	Baker who started the fire.
Thomas Fagg	Baker who started the fire.
Thomas Fagg	Baker who started the fire.
Thomas Fagg	Baker who started the fire.

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Sunday 5th September 1666
The fire spread to St Dunstons Church.

- Meet and talk to people who can share their past experiences.
- Have opportunities to handle historical artefacts from local museums.
- Experience what life was like in the more distant past through enrichments like; trips, themed days, visits and visitor workshops.
- Opportunities to share and celebrate their learning with parents/carers and peers through 'Great Works' and VIP parent/carer drop ins.



Historians work as curators or exhibition officers in museums, teachers, heritage manager at places like the National Trust, librarian, teacher, journalist and archaeologist.



History



The Learning Cycle for History

Preteach

Share half termly learning enquiry focus with parents and children through the knowledge organiser and information sent home.

Introduction of the unit **learning enquiry overarching question** supported by the 'Time Box' activity which serves an assessment driver for the unit and clearly links to the aims for history.

Each **lesson's learning enquiry question** serves as a learning intention

Analysis of assessment to plan for learning opportunities

Reflect and review learning enquiry and enrichments to plan for next year. Include pupil voice.

During each learning cycle are the experiences every child should have:

- If possible meet and talk to people who can share their past experiences.
- Have opportunities to handle historical artefacts from local museums or during a workshop.
- Take part in an enrichment activity to experience what life was like in the more distant past. Go on a trip, take part in a themed day, go on a visit or attend a workshops run by an external company.
- Share and celebrate their learning with parents/carers and peers through 'Great Works' and a termly 'VIP parent/carer drop in'.

Learning intentions

Within each learning enquiry the children develop their understanding of at least one of the golden threads of history.

- **Empire**
- **Military**
- **Settlement**
- **Migration**
- **Heritage and Locality**

These golden threads define the **substantive knowledge** that children learn.

Each lesson supports the development of one aspect of **disciplinary knowledge**.

- **Change and continuity**
- **Cause and consequence**
- **Similarity and difference**
- **Evidence and interpretation**
- **Significance**



Children celebrate and showcase learning through:

Great works

Assessment

E.g. Keystage History Mystery tasks and online quiz

During the learning enquiry children will:

- use **timelines** to support our understanding of Chronology
- Develop their understanding of navigating historical sources using **LACE** to Look, Ask, Conclude and Explain when looking at historical sources
- Make comparisons to consider change and continuity
- Use **knowledge organisers** to prompt us to remember the key facts, learn historical vocabulary and identify points in time.
- Use a **wonder wall** to pose questions

