

Year 2: How did the Great Fire of London change the way we live today?

NC reference: events beyond living memory that are significant nationally or globally

Objectives:

- Be able to sequence important events during the GFOL (chronology)
- Be able to identify how the Fire of London started (cause and consequence)
- Understand how and why the fire spread (cause and consequence)
- Understand how the fire was put out (cause and consequence)
- Be able to identify how many people died and how people escaped (cause and consequence)
- Understand the impact of the fire on London (similarities and differences)
- Understand Samuel Pepys' experience of the Great Fire of London through reading his diary entries (source enquiry and interpretation)
- Be able to compare and contrast materials used to build houses before and after the fire (similarities and differences)
- Understand and explain the invention and changes to the fire brigade (significance)
- Be able to demonstrate an understanding of how we keep safe from fire in the present day (significance)

Key Factual Learning:

- ✓ Thomas Farriner was the baker for King Charles II.
- ✓ The Great Fire of London started on Sunday 2nd September 1666 in Thomas Farriner's Bakery on Pudding Lane because the maid left the oven on.
- ✓ People escaped by hiring boats on the River Thames as it was not far away from the houses and used wheelbarrows/carts to move belongings.
- ✓ The houses were made of wood and were built close together so the fire spread quickly.
- ✓ People threw buckets of water onto the fire to try and put it out. There was no fire brigade.
- ✓ The fire was so hot that it melted the lead on the roof of St Paul's Cathedral.
- ✓ King Charles II was on the throne in 1666.
- ✓ Eventually the east wind dropped and changed direction and lots of houses were pulled down using hooks and gunpowder to stop the fire spreading further.
- ✓ Six people died in the Great Fire of London and thousands were left homeless. Samuel Pepys witnessed the Great Fire of London and wrote a diary about his experience.
- ✓ The fire lasted for four days. London was destroyed and needed rebuilding.
- ✓ The fire brigade was created because of this event.
- ✓ Fire engines have changed over time. The features of fire engines are different and have improved because of the GFOL and new technology.
- ✓ Old fire engines had leather buckets, fire hooks, squinters, ladders, wooden wheels. Some had wooden ladders.
- ✓ Modern fire engines have sirens, lights, ladders, reflective strips, mirrors, glass windows, rubber tyres.
- ✓ Houses are now built mainly out of bricks and stone with fire safety in mind
- ✓ We have technology to keep us safe from fire e.g. smoke alarms, safety appliances

Practical Tasks (Historical Enquiry):

- Read and sort questions about the Great Fire of London and match them to their possible answers.
- Sequence events in chronological order of the Great Fire of London using pictures and ICT.
- Describe how and why the fire spread so quickly by recreating a fire with cardboard houses, referring to cause and consequence.
- Use the internet to research how the fire was put out and write an explanation.
- Discuss that different sources of information may lead to different conclusions.
- Read and watch information texts about the life of Samuel Pepys and hot seat in the role of Samuel Pepys to explain his experience of the GFOL, what caused him to act as he did and what the significance of his actions were.
- Read the story 'Toby and the Great Fire of London' about the life of a young boy during the fire and write a diary entry to show an understanding of the significance of the GFOL, referring to primary and secondary sources
- Compare and contrast the differences between buildings in 1666 and buildings today and identify what impact these changes have had.
- Explain the importance of the Fire Brigade and the part the GFOL played in the introduction of this through discussion.

Key Vocabulary:

The Great Fire of London, fire, flames, baker, Samuel Pepys, fireman, River Thames, London, diary, leather buckets, King Charles II, St Paul's Cathedral, Pudding Lane, escaping, spreading

Cross-Curricular Links:

Reading – Toby and the Great Fire of London, Vlad and the Great Fire of London

Writing – diary entry

D&T – make a fire engine (wheels and axels), follow instructions to make bread (Thomas Farriner)

Cantrell Primary School History Curriculum

Year 2: How has the invention of the aeroplane changed our lives?

NC reference: events beyond living memory that are significant nationally or globally

Objectives:

- Be able to sequence modes of transport from oldest to newest (chronology)
- Understand how and why transport has changed over time, comparing the similarities and differences (similarities and differences)
- Understand that the invention of the aeroplane happened about 120 years ago (cause and consequence)
- Identify important people in the world of aviation (Wilbur and Orville Wright, James Banning, Amelia Earhart) (significance)
- Be able to sequence the development of the aeroplane from 1903 to present day (chronology)
- Recognise the significance of the aeroplane as a modern invention (significance)

Key Factual Learning:

- ✓ Transport has changed over time (car, boat, aeroplane, tram, train, bicycle, motorbike) to adapt to the changing needs of society and advancements in technology.
- ✓ The material used to make vehicles now is mainly metal.
- ✓ The shapes of vehicles have changed to improve performance.
- ✓ The first manned flight was made in 1903 by the Wright Brothers (Wilbur and Orville) in America.
- ✓ Their plane was called The Kitty Hawk Flyer and it was made out of wood and fabric.
- ✓ The plane was powered by a petrol engine.
- ✓ Their flight lasted 12 seconds and travelled 36 metres.
- ✓ James Banning was an African American man who made the first transcontinental flight from Los Angeles to New York in 1932.
- ✓ Amelia Earhart was the first female aviator to cross the Atlantic Ocean in an aeroplane in 1932.
- ✓ The Airbus A380 is the biggest passenger aeroplane and started service in 2005. It can hold around 500 guests. The engines are made by Rolls Royce who are based in Nottingham. It can travel at 561mph.

Practical Tasks (Historical Enquiry):

- Sort photos of transport from the oldest to the newest, discussing the similarities and differences. Add to a class timeline. (briefly look at sorting the transport into different categories e.g. land, air, sea)
- Discuss the significant changes to transport over time e.g. they use different materials (wood and metal), for different purposes (cross continental travel) and why these changes have been made, through a class discussion.
- Research the Wright brothers and their first flight, creating a fact file about them.
- Read information about James Banning and Amelia Earhart, answering questions and demonstrating an understanding of their historical significance
- Sequence pictures showing the development of the aeroplane and compare and contrast the Wright Brother's plane (The Kitty Hawk Flyer) and the largest aeroplane (the Airbus A380)
- OUTCOME – How has the invention of the aeroplane changed our lives? Presentation.

Key Vocabulary: transport, car, boat, aeroplane, tram, train, motorbike, travel, technology, flight, aviation, aviator, The Wright Brothers, Kitty Hawk Flyer, James Banning, Amelia Earhart, Airbus A380

Cross-Curricular Links:

Year 2: How did Florence Nightingale and Mary Seacole impact nursing today?

NC reference: *the lives of significant individuals in the past who have contributed to national and international achievements*

Objectives:

- Be able to identify people who help us (significance)
- Be able to sequence events in Florence's life (chronology)
- Know and understand key facts about Mary Seacole's life (significance)
- Be able to compare and contrast Victorian and modern hospitals, including the cleanliness and conditions (similarities and differences)
- Be able to identify how Florence's and Mary's experiences changed nursing and hospitals today (significance)
- Recognise the impact that Florence Nightingale and Mary Seacole had on nursing today (cause and consequence)

Key Factual Learning:

- ✓ Florence Nightingale and Mary Seacole have both made a significant difference to nursing today.
- ✓ Mary Seacole was born in 1805
- ✓ She was an adventurer and business woman born in Jamaica.
- ✓ Mary's mother was a Jamaican nurse and her father was a Scottish soldier.
- ✓ Her mother taught her how to heal and care for sick people and taught her about traditional Jamaican medicines.
- ✓ She travelled around the Caribbean and America buying spices to make medicines.
- ✓ She travelled to Crimea on a ship full of medical supplies to help in the Crimean War.
- ✓ She set up the 'British Hotel' where soldiers could go to rest, buy hot food, drinks and equipment.
- ✓ Mary used the money spent there to treat sick and wounded soldiers.
- ✓ Mary was incredibly brave and rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.
- ✓ Mary so was caring, in fact, she became known amongst the soldiers as "Mother Seacole".
- ✓ Both Florence Nightingale and Mary Seacole looked after soldiers during the Crimean War.
- ✓ Florence was born in 1820.
- ✓ As a young woman she believed that God wanted her to help poor and sick people.
- ✓ She began to study and work as a nurse against her parent's wishes.
- ✓ Before Florence Nightingale, hospitals were dirty and full of rats and germs.
- ✓ There were not enough doctors and women were not allowed to be doctors. The people had limited and not very nice food and had to sleep on the floor.
- ✓ After Florence Nightingale, the hospitals were cleaner and there were no rats. There were more doctors and nurses and there was more training available. Women were allowed to become doctors. Hospital standards were improved.
- ✓ She worked during the Crimean War and was respected by the soldiers. She went around and checked on them with her lamp and was then named 'The Lady with the Lamp'.
- ✓ The war ended and Florence spent the rest of her life trying to make hospitals better places and set up the Nightingale Training School for Nurses.
- ✓ She was awarded the Royal Red Cross by Queen Victoria and is now regarded as the founder of modern nursing.
- ✓ Nurses continue to complete many different and specific jobs today. These include bandaging wounds, taking temperatures, giving medication and helping to assist the doctors.

Practical Tasks (Historical Enquiry):

- Brainstorm ideas about people who look after us and learn some basic facts about Florence Nightingale and Mary Seacole
- Sequence the events of Mary Seacole's life in a simple timeline.
- Write a chronological report about the events of Florence Nightingale's life.
- Write a paragraph about the significance of Florence being the Lady of the Lamp
- Homework project – follow instructions to make a lamp
- Compare and contrast the conditions of Victorian and modern hospitals (before and after Florence and Mary's influence).
- Interview a real nurse and ask questions about the role and how it has changed over time
- OUTCOME - Discuss the impact Florence and Mary had upon nursing today.

Key Vocabulary:

nurse, Crimean War, soldiers, clean, dirty, hospital, lamp, medal, Victorian, Italy, Germany, Royal Red Cross

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Cross-Curricular Links:

Art – portraits

D&T – lanterns: Create a lamp and identify the significance of Florence's life on modern nursing and why she was known as The Lady with the Lamp in the Crimean War