

Progress Document – Year 2 – The Great Fire of London			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
<b>Chronology-Long arc of development-significant events</b>	Place events and artefacts in order on a time line. Use dates where appropriate	<b>Chronology-Long arc of development-significant events</b>	Describe historical events. Use dates where appropriate
<b>Life achievements of the society/significant people</b>	Recount changes that have occurred in their own lives.	<b>Life achievements of the society/significant people</b>	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.
<b>Interpretations of the past- the process of change- the impact on our society</b>		<b>Interpretations of the past- the process of change- the impact on our society</b>	Show an understanding of the concept of nation and a nation's history Recognise that there are reasons why people in the past acted as they did. Identify some of the different ways the past has been represented.
<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past.
National Curriculum Links			Key Vocabulary
Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.			Chronological Diary Eyewitness Link boy Londoners Maid Museum Past timeline
Key Knowledge			Enhancements and links with other subjects

<p>The Fire of London took place in 1666. Samuel Pepys wrote about the fire in his diary.          What happened during the fire? People then wrote about it in letters, diaries and painted pictures.          Thomas Fariner was a London baker who left his bakery fire uncovered on the night of the fire in Pudding Lane.          Houses burned easily because they were made from wood and straw. The houses were built close together along narrow streets, so the fire spread quickly. When houses were rebuilt, a lot of them were made in bricks instead of wood and they weren't built so close together.          The fire burnt a lot of buildings, including St. Paul's Cathedral.          To fight the fires during this time, people used leather buckets and water squirts.</p>	<p>Visit to Staircase House          Make Tudor Houses</p>
<p>Next years End of year expectations</p>	
<p><b>Chronology-Long arc of development-significant events</b></p>	<p>Use dates and times to describe events.          Understand the concept of change over time, representing this, along with evidence on a time line.</p>
<p><b>Life achievements of the society/significant people</b></p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p><b>Interpretations of the past- the process of change- the impact on our society</b></p>	<p>Suggest causes and consequences of some of the main events and changes in history</p>
<p><b>Communication</b></p>	<p>Use evidence to ask questions and find answers to questions about the past.          Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</p>