



## St Peter's History Medium term Plan 2020-21



### Year 2

Autumn 1	Spring 1	Summer 1
<p><b>Fire, Fire!</b> The Great Fire of London</p> <p>Historical context: the Great Plague of 1665; King Charles II</p> <p>Causes of the fire</p> <p>Significance: 100,000 made homeless; one of the most well-known disasters in London's history; reduced the impact of the Great Plague by killing rats that spread the disease</p> <p>Dealing with the fire (17<sup>th</sup> Century firefighting techniques compared to present day)</p> <p>Monument designed by Sir Christopher Wren</p> <p>Legacy: re-built parts of London still standing today, e.g. St Paul's Cathedral; wider streets to prevent fire spreading in the future; Pudding Lane still exists in London today; creation of insurance schemes; creation of fire service</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet, the diary of Samuel Pepys</p> <p><u>Vocabulary</u> past, present, before, after, old, new, young, recently, now, later</p> <p><u>Challenge Vocabulary</u> Plague</p>	<p><b>Florence Nightingale</b> Comparison with Edith Cavell</p> <p><u>Florence Nightingale</u> Historical context: Crimean War 1854-1856</p> <p>Significance: Founder of modern nursing; improvements in hygiene &amp; reduction in death rates; education for nurses</p> <p>Legacy: e.g. Nightingale pledge; Nightingale medal; International Nurses Day since 1965; impact on Nursing today</p> <p>Memorials: e.g. statue in Waterloo Place in London Florence Nightingale Museum at St Thomas' hospital</p> <p><u>Edith Cavell</u> Historical context: World War I</p> <p>Significance: was very brave and helped lots of men escape from the Germans during the war. As a result, she was shot by the Germans.</p> <p>Consequences: people around the world (especially in Britain) very angry with Germany</p> <p>Legacy: Cavell nurses trust</p> <p>Memorials: e.g. statue outside Norwich Cathedral</p> <p><u>Compare &amp; contrast</u> Nightingale and Cavell comparison</p>	<p><b>Sir Robert Peel</b> Local history</p> <p><u>The life of Sir Robert Peel</u> Historical context: was famous during the reign of Queen Victoria (longest serving monarch apart from Elizabeth II); what life was like in Britain and Bury at the time of Sir Robert Peel (visit Bury Transport museum; steam train - East Lancashire Railway; 'Victorians at home' Fusilier Museum session)</p> <p>Where born &amp; childhood</p> <p>Significance and legacy: 1829 Creation of the police force (bobbies/peelers); metropolitan police based at Scotland Yard (Peel was Home Secretary)</p> <p>Significance: Prime Minister 1834-5; 1841-46</p> <p>Significance: The Factory Act 1844 (restricted hours that children &amp; women could work in factory &amp; set standards for machinery safety)</p> <p>Legacy: Family moved to Drayton Manor, Tamworth (became Drayton Manor theme Park)</p> <p>Death: fell from horse on Constitution Hill, London 1850 (aged 62)</p> <p>Memorials: statue outside Robert Peel pub Bury; statue in Parliament square, London; Piccadilly Gardens, Manchester; Peel Tower Monument, Holcombe; "Robbie the Bobby" Bury FC Mascot; Peel Avenue, Trafford Centre; search for street</p>

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<p><u>Class timeline</u></p> <p>Sequence 6 events/inventions on a timeline including Columbus' discovery of America; The Great Fire of London; Amelia Earhart's flight across the Atlantic and the Moon landings.</p> <p>Discuss the order in which the events happened and begin to talk about how long ago (approximately) the events took place (e.g. the moon landings took place about 50 years ago; I was born 6 years ago; Columbus discovered America about 500 years ago; the Great Fire of London took place about 350 years ago). This can be done with the help of an adult. (link to Maths POS).</p> <p>Key dates can be mentioned, e.g. the current year is 2020, I was born in 2013, the Great Fire of London took place in 1666, but please note the children don't learn about 4 digit numbers until KS2.</p>	<p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Vocabulary</u> past, present, before, after, old, new, young, recently, now, later</p> <p><u>Challenge vocabulary</u> Memorial</p> <p><u>Class timeline</u></p> <p>Sequence 6 events on a timeline: Columbus' discovery of America; The Great Fire of London; Florence Nightingale was a nurse during the Crimean war; Edith Cavell shot; Amelia Earhart's flight across the Atlantic and the Moon landings.</p> <p>Discuss the order in which the events happened and begin to talk about how long ago (approximately) the events took place (e.g. Columbus discovered America about 500 years ago; the Great Fire of London took place about 350 years ago; Florence Nightingale was a nurse during the Crimean war about 150 years ago; Edith Cavell shot about 100 years ago). This can be done with the help of an adult. (link to Maths POS).</p> <p>Key dates can be mentioned, e.g. the Crimean War started in 1853 and ended in 1856; Edith Cavell was shot in 1915, but please note the children don't learn about 4 digit numbers until KS2.</p>	<p>names in Bury named after Peel. Visit local memorials</p> <p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet</p> <p><u>Vocabulary</u> past, present, before, after, old, new, young, recently, now, later</p> <p><u>Challenge vocabulary</u> memorial, monument</p> <p><u>Class timeline</u></p> <p>As for Spring term but include Sir Robert Peel became Prime Minister</p> <p>Discuss the order in which the events happened and begin to talk about how long ago (approximately) the events took place (e.g. Columbus discovered America about 500 years ago; the Great Fire of London took place about 350 years ago; Robert Peel died about 150 years ago). This can be done with the help of an adult. (link to Maths POS).</p> <p>Key dates can be mentioned, e.g. Robert Peel died in 1850, but please note the children don't learn about 4 digit numbers until KS2.</p>