



Year 2

YEAR 2 – Grace Darling

Why is Grace Darling still remembered?

Prior learning retrieved

Y1 significant people, source questions and chronology.

Disciplinary focus

• similarity & difference • sources & evidence • cause & consequence • significance

Key vocabulary

1838, lighthouse, rescue, lifeboat, famous, significant, account

Careers link

Local historian • museum/heritage educator • coastguard heritage officer • archivist. Gatsby BM4/BM6: link to maritime heritage and coastal workplaces.

SMSC / climate & sustainability

SMSC: courage, service, community and why societies choose heroes. Sustainability: coastal environment link where relevant, without displacing the historical focus.

Why this? Why now?

This unit builds on Year 1 work about significant explorers and how people are remembered. The familiar North East connection makes significance meaningful while pupils deepen source use by comparing pictures and accounts. It prepares pupils for the Great Fire unit, where they use a wider range of sources to explain causes, consequences and change.

YEAR 2 — Grace Darling: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Grace Darling lived with her family at Longstone Lighthouse in Northumberland.
- In 1838 Grace and her father William helped rescue survivors from the wreck of the Forfarshire.
- Lighthouse life, travel and communication were different from life today.
- Newspapers, pictures, objects and later accounts helped make Grace nationally famous.
- Grace is remembered because of the rescue, its danger and the way her story has been commemorated.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: sequence the rescue and locate 1838 within the 19th century.
- Similarity & difference: compare Grace's life with pupils' lives and other significant individuals.
- Sources & evidence: infer from pictures/accounts and recognise that sources reveal different things.
- Cause & consequence: explain how the rescue led to Grace becoming famous.
- Significance: use impact and remembrance to explain why she remains important.

YEAR 2 — Grace Darling: Lesson Sequence

1 Who was Grace Darling and what can pictures tell us?

2 What was Grace Darling's everyday life like?

3 What did Grace Darling do to make her famous?

4 How did Grace Darling become famous?

5 How and why did Grace Darling become famous?

6 Why is the story of Grace Darling still important?

YEAR 2 – Great Fire of London & Newcastle

Why did the fires spread, and what can London and Newcastle teach us about change?

Prior learning retrieved

Y1 chronology, past/present comparison and source questions.

Disciplinary focus

• chronology • cause & consequence • sources & evidence • change & continuity • similarity & difference

Key vocabulary

1666, plague, Samuel Pepys, diary, fire, source, cause, consequence, rebuild, 1854

Careers link

Archivist • fire-service historian • conservation architect • museum educator. Gatsby BM4/BM5: link diaries, buildings and fire history to archives, heritage and emergency services.

SMSC / climate & sustainability

SMSC: community response, responsibility and resilience. Sustainability: building materials, urban planning and how cities adapt after disasters can be considered historically.

Why this? Why now?

Following Grace Darling, pupils move from a significant individual to significant events and develop more complex chronology, causation and comparison. The Newcastle/Gateshead study connects national history to the local region and strengthens understanding of evidence. This provides a strong KS1 foundation for KS2 work on long periods, multiple causes and historical change.

YEAR 2 — Great Fire of London & Newcastle: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- The Great Fire of London began in Pudding Lane in September 1666 after the Great Plague of 1665–66.
- Timber buildings, narrow streets, dry conditions and firefighting limitations helped the fire spread.
- Samuel Pepys's diary is one important source, alongside maps, pictures, objects and official records.
- Rebuilding changed parts of London, including building regulations and the use of materials.
- The Great Fire of Newcastle and Gateshead in 1854 provides a regional comparison of causes, consequences and urban change.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: sequence plague, fire and rebuilding and distinguish 1666 from the 1854 Newcastle/Gateshead fire.
- Cause & consequence: group several causes and explain how they combined.
- Sources & evidence: use Pepys and other evidence for specific questions; recognise limits of individual sources.
- Change & continuity: explain what changed after fires and what remained.
- Similarity & difference: make supported comparisons between London and Newcastle/Gateshead.

YEAR 2 — Great Fire of London & Newcastle: Lesson Sequence

1 When did the Great Plague and Great Fire of London happen?

2 What can historical sources tell us about the Great Plague, and how does it compare with more recent pandemics?

3 How can we sequence the events of the Great Fire and connect them to the end of the Plague?

4 How do we know about the Great Fire of London?

5 What were houses like in London in 1666?

6 Why did the Great Fire spread so quickly?

7 What changed in London after the fire?

8 What was the Great Fire of Newcastle/Gateshead?

9 How does Newcastle/Gateshead compare with London?