

YEAR 2	SIMILARITIES AND DIFFERENCES	Significance	Perspective	Cause and consequence	Continuity and change	INTERPRETATION	SOURCES AND EVIDENCE
<p>All modules use an approach of assessing what children already know as well as building on the skills and knowledge they have already acquired during their time at Chaddlewood.</p>							
<p><b>EVENTS BEYOND LIVING MEMORY: THE GREAT FIRE OF LONDON.</b></p>		<p>Discuss the lead up to the fire, how the fire started and what happened as a result.</p>	<p>Looking at the diary entries of Samuel Pepys and John Evelyn</p>	<p>Discuss the lead up to the fire, how the fire started and what happened as a result.</p>		<p>Using the photos children will begin to ask questions to look at the differences in the streets and how the layouts of the street changed due to the FoL. Children will question and interrogate the diary of Samuel Pepys and John Evelyn. Thinking about which is more reliable.</p>	<p>Children will look at a street map of London then and now. Children will look at photos of artefacts involved in the FoL. Children will also look at photos of Tudor houses. Children will also look at the Diary of Samuel Pepys and John Evelyn.</p>
<p><b>Life of a significant individual and how life compares at different time periods: Neil Armstrong and Christopher Columbus</b></p>		<p>Children will discuss how both NA and CC are significant individuals as they were both involved in significant historical missions that allowed for future exploration</p>		<p>What happened as a result of the NA mission to the moon and how this showed that we could visit further than places on the</p>		<p>Chn will discuss why there are no photos of CC missions compared to photos of NA space exploration.</p>	<p>Looking at photos of NA and CC equipment for missions such as a compass or a computer. Children will also look at the</p>

		of space and the globe.		globe. This compliments the study of CC and how he explored the surface of the globe in particular the Americas.			journey of CC.
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