

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Geography (History)

YEAR: A

TERM: A2

YEAR GROUPS: 3/4

KEY QUESTION: Why did the Romans invade Britain?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Recognise the 7 different continents.
- Name the four countries that make up the United Kingdom.
- Be familiar with who the Romans were and where they originated.
- Know that the Romans invaded Britain but then retreated and identify this period of history on a timeline.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Recognise NSEW when looking at a map of Europe to identify the pattern of Roman invasions. **KQ1**
- Identify United Kingdom and Italy on a map. **KQ1**
- Identify that Britain would have been an important country to invade. **KQ1**
- Recognise different human and physical features of the UK and Italy. **KQ2**
- Recognise some features on a map and aerial photograph. **KQ2**
- Identify that Offa's Dyke and Hadrian's Wall were built as a defence boundary. **KQ3**
- Identify the four countries that make up the UK. **KQ3**
- Locate and name Mount Vesuvius on a map. **KQ4**
- Recognise that there were Romans in Herefordshire. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Describe the pattern of invasions that took place, referring to the eight points on the compass and naming different countries. **KQ1**
- Recognise distances on a map to 100km. **KQ1**
- Explain why Britain would have been an important country to invade. **KQ1**
- Describe different physical and human features in Italy and the UK. **KQ2**
- Explain the benefits of different physical features. **KQ2**
- Identify different features on maps and aerial photographs. **KQ2**
- Use geographical terminology to describe Offa's Dyke and Hadrian's Wall and why they were built/formed. **KQ3**
- Name cities and counties within the UK and identify them on a map. **KQ3**
- Describe how a volcano is created. **KQ4**
- Describe how the eruption of Mount Vesuvius in 79AD had an impact on people's lives. **KQ4**
- Research our local area and use different sources of information to identify the presence of Romans in Herefordshire. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Explain why the Romans invaded in the order that they did, referring to the position of different countries. **KQ1**
- Recognise the amount of time taken to invade, considering the distance travelled and mode of transport. **KQ1**
- Explain why the UK and Italy have different physical features. **KQ2**
- Explain why the volcanic eruption in 79AD was so devastating and why it is unlikely that level of devastation would happen again. **KQ4**
- Scrutinise evidence left behind and how it may be unreliable (e.g artefacts found may have been moved) **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Label maps and aerial photographs with physical features.
- Locate places on a map.
- Plot Hadrian's Wall and Offa's Dyke accurately on a map, referring to places.
- Name different physical and human features.
- Create a comic strip of the formation of a volcano.
- Recall the events of the eruption in 79AD.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- The use of atlases, Google Earth and aerial photographs to study the UK, Italy and Herefordshire.
- Creation of animations to explain a volcanic eruption or the expansion of the Roman Empire.

- Computing – Animation to explain the process of the formation of a volcano or the expansion of the Roman Empire.
- English – Recount/newspaper article about the eruption of Mount Vesuvius in 79AD.
- Art – A comparison of Roman and Gaudi mosaics and design and creation of a mosaic.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Use atlases and aerial photographs to identify different features of a country.
Works hard	Responds to pink marking in order to further understanding.
Concentrates	Completes tasks within the given time frame.
Self-motivates	Asks questions to extend knowledge and understanding.
Imagines	Recalls the eruption in 79AD and the impact it had.
Improves	Makes additions or corrections based on feedback.
Understands others	Works as part of a group to explore maps and aerial photographs.
Doesn't give up	Perseveres with challenges that are set.