

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: History

YEAR: A (YR/Y1)

TERM: Autumn

KEY QUESTION: How did London change after the Great Fire of London?

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

- Know that things in history happened in the past.
- Understand the difference between past and present.
- Recognise difference between their lives and the lives of the parents/grandparents.

End of Unit Objectives

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

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

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

To explain who Samuel Pepys is. **KQ1**

Explain why Samuel Pepys acted in the way he did. **KQ1**

Explain why eye-witness accounts may vary. **KQ1**

Use words and phrases like: old, new and a long time ago. **KQ2**

Answer simple questions using an artefact/ photograph/map/diary provided **KQ2**

Answer questions by using a specific source, such as an information book. **KQ2**

Recognise that a story that is read to them happened a long time ago? **KQ3**

Answer questions using the provided sources. **KQ3**

Explain why some people in the past acted in the way they did. **KQ3**

Begin to identify the main differences between old and new objects **KQ4**

Ask and answer questions about old and new objects. **KQ4**

Answer questions using an artefact/ photograph provided. **KQ4**

Retell a familiar story set in the past. **KQ5**

Tell us about an important historical event that happened in the past. **KQ5**

Recount some interesting facts from The Great Fire of London. **KQ5**

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Creating a timeline of The Great Fire of London.
- Reflecting upon the experience of the people who witnessed the fire/those left homeless.
- Inferring from sources about the Great Fire of London.
- Identifying the impact of the fire and how London changed since the fire.

SMSC OPPORTUNITIES

- Reflection on the feelings of the people affected by the fire.
- Discuss how people worked together during and after the fire to survive and rebuild.
- Discuss hope and resilience.
- Talk about right and wrong - was it safe to build houses so close together?

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

*Use a range of sources e.g. film clips, paintings, eye witness accounts.
Re-create the fire by burning their own model houses.
Hot seating Samuel Pepys.*

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

bakery, diary, embers, escaping eye witness, fire breaks, fire hooks flames, flammable, gunpowder leather bucket, source

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- DT – making London buildings and burning them.
- PSHE - fire safety
- English – sequencing and retelling.
- Art – scenes of the fire (colour mixing)

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things

Use a variety of sources to gather information about the fire.

Works hard

Be fully involved in all activities and involve themselves in discussions.

Concentrates

Focusses on the given task and completes it to the best of their ability.

Self-motivates

Use sources effectively to gather as much information as possible.

Imagines

Read sources from eye witness accounts and make inferences.

Improves

Respond appropriately to pink marking and challenge questions.

Understands others

Listen to the viewpoint of others and works co-operatively as part of a group.

Doesn't give up

Uses their skills effectively from other areas of the curriculum to approach challenges.

