

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

TERM: Autumn 2

YEAR GROUPS: 5/6

KEY QUESTION: When has the Earth caused celebration or devastation?

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

- Have some understanding of cause and effect
- Know that, in history, different people will have different perspectives on an event.

End of Unit Objectives

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

- Remember basic facts about Mount Everest and those who made the first ascent. **KQ1**
- Describe the conditions for climbers and their challenges in the 1950's. **KQ2**
- Describe the significance of the climb around the world and how it affected Britain. **KQ3**
- Comment on aspects of the devastation caused by the Japanese earthquake of 2011. **KQ4**
- Make a simple timeline of events related to the earthquake. **KQ5**

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

- Understand the events that led to the first ascent. **.KQ1**
- Use knowledge of the attempts on Everest eg equipment at the time, to appreciate the significance of the achievement and to compare with conditions today. **KQ2**
- Use interviews and news reel footage to support research into the effect of the achievement on the British population. **KQ3**
- Make an annotated time line of the disaster. **KQ4**
- Understand how such an event causes people to act for example, from commemorating those who died to re-thinking safety measures in preparation for the future. **KQ5**

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

- Understand the desire of climbers around the world to complete such an achievement. **.KQ1**
- Know about previous attempts eg Mallory. **KQ2**
- Understand how the achievement was linked to a new 'Elizabethan Age' and how this uplifted the nation after WW2 and austerity. **KQ3**
- Take the time line into the future. **KQ4**
- Find out how another disaster had an impact on future thinking. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and further questioning to extend their understanding.
- Ability to research events from multiple sources eg time line
- Explanations of how events are linked and cause some form of change

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- The use of real artefacts where possible to secure context and understanding.
- Research opportunities to guide their own learning.

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:

- English – report on Everest, an extract from Edmund Hillary's diary, a newspaper article, reading extracts from eg 'Mud, Sweat and Tears' by Bear Grylls
- Geography - how earthquakes occur

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things Uses a variety of different sources to gather information.

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 Retells events from the point of view of someone else.

Improves Makes additions or corrections based on feedback.

Understands others Works as part of a group to find out about events or question various sources.

Doesn't give up Perseveres with challenges that are set.