

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 (Y1/Y2)

TERM: Spring 1

KEY QUESTION: What was Pembridge School like in Victorian times?

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:*

- Identify old and new things. (KQ1)
- To recognise that life changed in Victorian Britain. (KQ2)
- Know that some objects belonged to the past? (KQ3)
- Identify old and new things in a picture/Pembridge Victorian Classroom. (KQ4)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (KQ5)

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

- Use words and phrases like: old, new and a long time ago. (KQ1)
- Understand that Queen Victoria and Lord Shaftesbury have helped our lives be better today? (KQ2)
- Ask and answer questions about old and new artefacts/photographs. (KQ3)
- Explain differences between past and present in their life and that of other children from a different time in history? (KQ4)
- Answer questions using a range of artefacts/ photographs provided? (KQ5)

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

- Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning and offer reasoning. (KQ1)
- Find out more about Queen Victoria and Lord Shaftesbury and explain how they changed the lives of Victorian children and families. (KQ2)
- Identify and explain why certain objects were different in the past. (KQ3)
- Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times. (KQ4)
- Sort a set of objects in chronological order and give reasons for their order and purpose. (KQ5)

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Reflecting upon the experience of the 'Victorian Classroom'.
- Inferring from sources about the Victorian schools
- Identifying the changes in schools over time

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Use a range of sources e.g. film clips, paintings, eye witness accounts.
- Re-create a 'Victorian Classroom'.
- Hot seating Queen Victoria
- Visit to Blists Hill or alternative

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

abacus, back straightener, blackboard, dunce cap, chalk, desk, cane, timeline,

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- PSHE – rules (Victorian School Rules)
- Art – William Morris - printing
- DT – How do you make the wheels go round and round?

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Use a variety of sources to gather information about Victorian schools
Works hard	Be fully involved in all activities and involve themselves in discussions.
Concentrates	Focus on the given task and contributes readily.
Self-motivates	Use a range of sources effectively to gather as much information as possible.
Imagines	Make inferences from a range of different sources.
Improves	Respond appropriately to pink marking and challenge questions.
Understands others	Fully immerse themselves in the 'Victorian Classroom' day.
Doesn't give up	Approach challenges with confidence.