

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: Spring 1

YEAR GROUPS: 5/6

KEY QUESTION: How did the Anglo Saxons change Britain?

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

- To be familiar with the terms invasion and settlement and what this might entail including changes to the ways in which people lived.
- To place historical events 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:*

- Understand when the Anglo Saxons came to Britain and that they had different reasons for migrating from one country to another and write a 'letter' to demonstrate that understanding. **KQ1**
- With support, use a historical map to identify some true and false statements about the settlement of AS in East Anglia. **KQ2**
- Identify the needs of people who wish to create a new settlement, to design and to describe a new settlement and to identify AS settlements from place names. **KQ2**
- Speculate on the purpose of a variety of artefacts discovered at Sutton Hoo and use information to decide who might have been buried there. **KQ3**
- With support, write a report on the discoveries at Sutton Hoo and what they reveal about art and culture in Anglo Saxon times. **KQ4**
- Understand the differences between paganism and Christianity and to know that people in Britain held different beliefs. **KQ5**

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

- Explain when Anglo Saxons came to Britain from where they came and why they settled in Britain and use 'letter' writing to empathise. **KQ1**
- Select true and false statements based on the evidence provided by a historical map. **KQ2**
- Design a new settlement and justify its position based on the needs of the settlers **KQ2**
- Explain what might be learned from historical artefacts. **KQ3**
- Write a more detailed report on the discoveries at Sutton Hoo using observations as well as some independent research to help to show aspects of art and culture in Anglo Saxon Britain. **KQ4**
- Start to explain how paganism gave way to Christianity and to name the key figures in this change. **KQ5**

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

- Relate the Anglo-Saxon period to other major invasions/ migrations and to discuss reasons for the migration of people in the past, with reasons for migration today. **KQ1**
- Explain their understanding of what a historical map is showing and to say how historical documents are important to an understanding of the past. **KQ2**
- Identify the advantages and disadvantages of different locations as possible settlement sites. **KQ2**
- Use a wider range of knowledge and evidence to draw conclusions about the significance of particular artefacts. **KQ3**
- Write a report on the discoveries at Sutton Hoo that reveals aspects of art and culture and also makes wider links with the Anglo Saxons. **KQ4**
- Explain the development of Christianity in relation to the key and most influential figures. **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.
- Use of multiple sources to research a topic and explanations of understanding.
- Explanations, comments and writing that show a depth of understanding e.g. making links between different aspects of the topic including how the Anglo-Saxon age affected Britain and evidence of its legacy.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- The use of good quality videos and websites to enhance learning
- Research opportunities to guide their own learning
- Potential trip to Hereford Cathedral to see Ethelbert links

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 – letter writing (including elements of persuasion), report writing (Sutton Hoo)
- Geography – use of atlas, maps and keys.
- Science – can something actually vanish the empty tomb(materials)
- Art and D&T – illuminated lettering including textile design.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	have a go at an open-ended task.
Works hard	respond to pink marking in order to further understanding.
Concentrates	complete tasks within the given time frame.
Self-motivates	ask questions to extend knowledge and understanding and carries out research to answer questions.
Imagines	imagine the design of a village based on information given/collected; make hypotheses regarding artefacts.
Improves	correct and extend work based on feedback.
Understands others	work as part of a group to investigate a question or to complete a piece of work.
Doesn't give up	persevere even when the work is challenging.

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SUBJECT: Science

YEAR: A

TERM: Autumn 1

YEAR GROUPS: 5/6

KEY QUESTION: What is a heliocentric view of the Earth?

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

- Have some knowledge of the Earth Sun and Moon being aware that the Earth is a planet and the Sun, a star.
- Know that the Earth is one planet in our solar system.
- Know the length of a day and of a year..

End of Unit Objectives

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

- Explain why a day is 24 hours because that is how long it takes the Earth to rotate once **KQ1**
- Link the rotation of the Earth to the need for time zones **KQ2**
- Carry out an investigation into the position of the Sun and the size and direction of shadows **KQ2**
- With support, make a model of the Solar System to a given scale **KQ3**
- Draw the phases of the Moon and know that the Moon orbits the Earth each month **KQ4**
- Know that it takes the Earth a year to orbit the Sun and that there is a link between this and our seasons **KQ5**

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

- Draw a diagram of the rotation of the Earth and explain precisely how the Earth gets light and dark and identify positions on the Earth where it would be the midday, sunset and midnight **KQ1**
- Understand that time zones are measured from the prime meridian **KQ2**
- Note the position of the Sun with accuracy and relate the Sun to the direction, size and quality of a shadow **KQ2**
- Model the Solar System according to a given scale **KQ3**
- Model the phases of the Moon correctly and explain why we see different 'shapes' of reflected light from the Moon **KQ4**
- Model the Earth's orbit showing how this causes summer and winter and know that the Earth's orbit takes 364 and a quarter days resulting in the need for a Leap Year **KQ5**

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

- Understand terms such as axis and appreciate that the Earth is at an angle of approx. 23 degrees. Understand why a 'day' might be different on other planets **KQ1**
- Work out eg why time zones are jagged **KQ2**
- Suggest what else might be investigated **KQ2**
- Suggest a possible scale for modelling the Solar system **KQ3**
- Visualise the Earth and Moon from a diagram and predict what would be seen from the Earth **KQ4**
- Sort a number of statements into the correct places on a diagram of the Earth's orbit to show a greater understanding of the effect of the Earth's orbit **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.
- Diagrams, models and written explanations
- Solving problems eg related to time zones and making logical connections
- Using an investigative approach, taking accurate measurements to collect data and describing and explaining results.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- The use of good quality videos and websites to enhance learning
- Opportunities to learn in practical ways

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:

- Maths - taking measurements, making a line graph, scales
- English - writing a report (a planet)
- Geography - time meridians closely aligned to lines of longitude

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Uses a variety of different sources from which to gather information.
Works hard	Responds to pink marking in order to further understanding.
Concentrates	Completes tasks within the given time frame and remains on task.
Self-motivates	Asks questions based on new learning to extend knowledge and understanding.
Imagines	Visualises eg if the axis of the Earth were to change, what would be the result?

Improves	Re-considers responses based on feedback sometimes aiming for greater precision.
Understands others	Works collaboratively, particularly on practical tasks..
Doesn't give up	Perseveres with challenges that are set.

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SUBJECT: Science

YEAR: A

TERM: Autumn 1

YEAR GROUPS: 3/4

KEY QUESTION: ?

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

- Talk about forces as pushes and pulls
- Put data onto a table and to take measurements with a ruler and metre stick
- Have a knowledge of fair testing

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 identify pushes and pulls. KQ1 • To identify rough and smooth surfaces and to observe toy cars travelling on these. KQ2 • To observe that magnets can have an effect without coming into contact with another material. KQ3 • To try a range of materials to investigate those that are attracted by a magnet. KQ4 • To carry out a fair test with support. KQ5	• To recognise that forces usually produce movement. KQ1 • To identify the force of friction and to talk about its effect on movement as well as to take measurements in addition to making observations. KQ1 • To compare at least one aspect of friction and magnetism. KQ3 • To try a range of metals to identify those that are attracted by a magnet. KQ4 • To carry out a fair test, contributing ideas about how this might be carried out. KQ5	• To recognise that some forces can start movement but others may slow it down or stop it. KQ1 • To relate findings on friction to other objects and contexts eg on a bicycle. KQ1 • To compare magnetism and friction with greater precision. KQ3 • To appreciate contexts wher magnets might be used eg. sorting metals for re-cycling. KQ4 • To consider other ways of answering the same question through an investigative method. KQ5

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Verbal responses during discussion in lessons and verbal and written explanations.
- Organised approaches to investigations
- Evidence of accurate observations and measurements

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Many practical activities
- Quizzes and 'physical' ways of remembering

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:

- Maths - measurements, calculations, bar graphs
- D and T - making a magnet game

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Uses unfamiliar equipment.
Works hard	Responds to pink marking in order to further understanding and tries practical activities again when they do not go to plan.
Concentrates	Completes tasks within the given time frame and stays on task.
Self-motivates	Makes decisions about practical tasks.
Imagines	Considers the work in a different context.

Improves	Makes additions or corrections based on feedback and checks results.
Understands others	Works co-operatively as part of a group.
Doesn't give up	Perseveres with challenges that are set.

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SUBJECT: History	YEAR: A	TERM: Autumn 1	YEAR GROUPS: 3/4
KEY QUESTION: How did the Romans change Britain?			
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SUBJECT: History	YEAR: A	TERM: Autumn 1	YEAR GROUPS: 3/4
KEY QUESTION: How did the Romans change Britain?			
PREVIOUS KNOWLEDGE We would expect most children to already be able to: - Place some events in History on a timeline and make a guess as to when the Romans were. - Recognise that different periods in History have had an impact on our lives today and describe some events from History.			
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:	
- Recognise that the Romans invaded Britain and brought with them inventions and new ideas. KQ1 - Identify some Roman inventions that we still see today. KQ2	- Identify what the Romans brought to Britain in terms of their inventions and ideas. KQ1 - Explain the impact of Roman inventions on our lives today. KQ2	- Describe how Roman inventions and ideas have shaped our lives today. KQ1 - Explain how our lives would be different without Roman inventions and ideas. KQ2	

- Identify that not all Romans lived the same lifestyle. KQ3 - Retell the events of Boudicca's rebellion. KQ4 - Research an event in History using multiple resources. KQ4 - Identify the reason for Boudicca's rebellion. KQ5	- Explain differences in the way different Romans lived. KQ3 - Explain that the Roman invasion brought about war and battles through the study of Boudicca's rebellion. KQ4 - Identify why accounts differ between sources. KQ4 - Explain why Boudicca fought against the Romans and why she is a key historical figure. KQ5 - Identify that a Roman soldier may be feeling homesick.	- Explain that the type of work a Roman did linked to their way of life. KQ3 - Explain why the Roman invasion brought war and battles. KQ4 - Identify how to use information from multiple sources to gain an unbiased understanding. KQ4 - Justify Boudicca's rebellion. KQ5
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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.
- Use multiple sources to research Boudicca's rebellion and write speeches for both an Iceni tribe member and a Roman soldier to show understanding of the two.
- Identify the Romans on a timeline of British history.
- Explanations of the impact of the Romans on our lives today and suggest how our lives might be different.

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 and events to secure context and understanding.
- Research opportunities to guide their own learning.
- Creation of timelines to identify and visualise chronological order of events in History.

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:

- DT – model of an aqueduct.
- English – Boudicca's speech, Non-chronological report about Roman inventions and their impact, Diary of a Roman, Letter home from a Roman soldier in Britain.
- Maths – Roman Numerals
- Science – use of forces in Aqueducts.

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.

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KEY QUESTION: How did the Romans change Britain?

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

- Place some events in History on a timeline and make a guess as to when the Romans were.
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End of Unit Objectives

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Recognise that the Romans invaded Britain and brought with them inventions and new ideas. KQ1	Identify what the Romans brought to Britain in terms of their inventions and ideas. KQ1	Describe how Roman inventions and ideas have shaped our lives today. KQ1

• Identify some Roman inventions that we still see today. KQ2 • Identify that not all Romans lived the same lifestyle. KQ3 • Retell the events of Boudicca's rebellion. KQ4 • Research an event in History using multiple resources. KQ4 • Identify the reason for Boudicca's rebellion. KQ5	• Explain the impact of Roman inventions on our lives today. KQ2 • Explain differences in the way different Romans lived. KQ3 • Explain that the Roman invasion brought about war and battles through the study of Boudicca's rebellion. KQ4 • Identify why recounts differ between sources. KQ4 • Explain why Boudicca fought against the Romans and why she is a key historical figure. KQ5 • Identify that a Roman soldier may be feeling homesick.	• Explain how our lives would be different without Roman inventions and ideas. KQ2 • Explain that the type of work a Roman did linked to their way of life. KQ3 • Explain why the Roman invasion brought war and battles. KQ4 • Identify how to use information from multiple sources to gain an unbiased understanding. KQ4 • Justify Boudicca's rebellion. KQ5
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- Maths – Roman Numerals
- Science – use of forces in Aqueducts.

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.