

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: Summer

KEY QUESTION: Why is the Queen important to the United kingdom?

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.
- Place things in chronological order.

End of Unit Objectives

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

Use words and phrases like: old, new and a long time ago. **KQ1 KQ4 KQ5**
Put up to three objects in chronological order **KQ4 KQ5**

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

Find out about a famous person from the past and carry out some research on her. **KQ1**
Put up to five objects/events in chronological order **KQ2**
Use the words 'past' and 'present' correctly? **KQ2 KQ3 KQ4**
Ask and answer questions about old and new objects. **KQ3 KQ4**
Recount some interesting facts from an historical event. **KQ3**
Tell us about an important historical event that happened in the past. **KQ3**
Answer questions using an artefact/ photograph provided. **KQ3 KQ4**
Give a plausible explanation about what an object was used for in the past. **KQ3 KQ4**
Answer questions using an artefact/ photograph provided. **KQ1 KQ2 KQ3 KQ4**
Answer questions by using a specific source, such as an information book. **KQ1 KQ2 KQ3 KQ4**
Explain why Britain has a special history by naming some famous events and some famous people. **KQ3 KQ4**

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

Explain why someone in the past acted in the way they did. **KQ1**
Sequence a set of events in chronological order and give reasons for their order. **KQ2**
Sequence events about the life of a famous person. **KQ2**
Work out how long ago an event happened. **KQ2**
Answer questions by using a specific source, such as an information book and offer detailed reasoning. **KQ1 KQ2 KQ3 KQ3**
Give examples of things that are different in their life from that of a long time ago in a specific period of history. **KQ3 KQ4.**

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Creating a timeline of The Queen's reign.
- Reflecting upon the changes through the decades.
- Inferring from sources about the Queen and Royal family.
- Identifying the impact of the changes through the Queen's 70 year reign.

ENRICHMENT OPPORTUNITIES

*We will endeavour to include:
Use a range of sources e.g. film clips, paintings, eye witness accounts.
Hot seating The Queen*

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

Royal, monarchy, parliament, commonwealth, oath, succession, throne, rule, jubilee, govern, empire

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Geography – London Landmarks
- PSHE – following rules, democracy
- English – Queen's Knickers Book, writing a letter to the Queen
- Art – design a stamp to commemorate the Platinum Jubilee.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Use a range of sources to gather information about The Queen
Works hard	Fully engages in all activities and uses their skills independently.
Concentrates	Uses their skills effectively from other areas of the curriculum.
Self-motivates	Asks questions to extend learning.
Imagines	Uses a range of sources to fully inform their understanding.
Improves	Respond appropriately to pink marking and challenge questions.
Understands others	Respects the views of others.
Doesn't give up	Approaches challenges with enthusiasm.