

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: Summer 1

YEAR GROUPS: 5/6

KEY QUESTION: What are some of the momentous or significant events of the 1950s and 1960s that mark our Queen's reign?

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

- Place some events in history on a timeline and to know some facts about the Queen and her role.
- Have some knowledge of life just after World War II and to recognise that the past has an impact on lives today.

End of Unit Objectives

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

- To select - with support - photographs that illustrate aspects of life for a timeline of the 1950s and 60s **KQ1**
- Write a newspaper article about the Queen's coronation and identify the link with the conquest of Everest. **KQ2**
- Research aspects of the Festival of Britain in order to write a report. **KQ3**
- With support, design an element for a new F of B exhibition. **KQ3**
- Use given resources to research particular aspects of the lives of women or children, recognising the changes from the 1950s to the 1960s. **KQ4**
- To recognise why some people become cultural icons. **KQ5**

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

- Select appropriate photographs and add simple annotations. **KQ1**
- Link the coronation and the conquest of Everest, trying to use appropriate historical language. **KQ2**
- Use research to write a postcard in role as someone who has visited the Festival of Britain, trying to empathise with those who had experienced the deprivations of war. **KQ3**
- How would people like to see the future now? Use these ideas to design a new feature for an exhibition. **KQ3**
- Use multiple resources for research to identify differences in the lives of women or children between the 1950s and 1960s. **KQ4**
- To describe the impact of a cultural icon of the 1960s. **KQ5**

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

- Add annotations to illustrative material and speculate on some of the significance of certain events. **KQ1**
- Link the coronation and the conquest of Everest, trying to establish the historical significance of each. **KQ2**
- Write a section of a brochure advertising the F of B, trying to appeal to a nation looking forward to the future. **KQ3**
- Design and advertise, a feature that might illustrate hopes for the future. **KQ3**
- To appreciate the changing roles eg of women in the 1950s and 60s and to understand the significance of these changes today. **KQ4**
- To explain the significance of a cultural icon from the 1960s. **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 a variety of resources to research these decades and to complete presentations.
- Identification of figures and events of significance in these decades.
- Explanations of the impact of the people and events of these decades on our lives today.

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, photographs, video, music and the experiences of those alive at the time, to secure context and understanding.
- Research opportunities to guide their own learning.
- Y6 visit to London

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:

- Looking at cyphers in art/DT
- Link the manufacture of the Skylon at F of B to Rotherwas, Hereford

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.