

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: B

TERM: Autumn 2

YEAR: Y1/Y2

KEY QUESTION: Why do we remember the 5th November?

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.
- Sequence events in order

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:*

Put up to three events in chronological order **KQ1**

Retell a familiar story set in the past. **KQ2**

Use words and phrases like: old, new and a long time ago. **KQ3**

Recognise that Bonfire night is celebrated every year. **KQ4**

Understand that we have a Parliament in England. **KQ5**

Sequence a set of events in chronological order and give reasons for their order **KQ1**

Identify key points from the Gunpowder Plot and recognise the role different people had in the plot. **KQ2**

Answer questions using a range of sources/photographs provided. **KQ3**

Recognise that we celebrate bonfire night, because of what happened many years ago. **KQ4**

Explain what is meant by a parliament. **KQ5**

Work out how long ago an event happened. **KQ1**

Explain why someone in the past acted in the way they did. **KQ2**

Explain why eye-witness accounts may vary. **KQ3**

Explain why Britain has a special history by naming the Gunpowder Plot as an important event. **KQ4**

Understand the importance of a parliament and their role in running our country. **KQ5**

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Creating a timeline of The Gunpowder Plot
- Reflecting upon the experience of the people involved in the plot.
- Inferring from sources about the Gunpowder Plot.
- Identifying the impact of the Gunpowder Plot.

SMSC OPPORTUNITIES –

How are we helping children develop personally?

- Consequences of actions.
- Understanding of religious division.
- The role of a parliament.
- The legacy of the Gunpowder Plot.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

Use a range of sources e.g. film clips, paintings, eye witness accounts.
Roleplay events
Building Bonfires
Making guys

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

bonfire, Catholics, confession, effigy, fireworks, gunpowder, guy, House of Parliament, plotters, Protestant, treason

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- Geography – map work
- PSHE - firework safety
- English – recount writing
- Maths- sequencing

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Work with independence to try new tasks.
Works hard	Be fully involved in all activities and follow instructions
Concentrates	Focus on the given task and completes it to the best of their ability.
Self-motivates	Use a variety of sources to gather information about the gunpowder plot.
Imagines	Role-play the events of the Gunpowder Plot
Improves	Respond appropriately to questioning, offering opinions and evidence.
Understands others	Work co-operatively as part of a group and shares ideas.
Doesn't give up	Persevere and is willing to keep trying.