

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: Spring 2

YEAR: Y1/Y2

KEY QUESTION: How are our toys different to those played with by our grandparents?

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:
Recognise toys which are old and new. (KQ1) Use words and phrases like: old, new and a long time ago. (KQ2) Use words and phrases like: very old, when Grandma was little. (KQ3) Identify what girls and boys played with in the past. (KQ4) Recognise that the toys they play are different to what children played with in the Victorian times. (KQ5)	To describe their favourite toy, using appropriate adjectives to describe it. (KQ1) To sequence a set of artefacts/photos in chronological order. (KQ2) Find out something from the past by talking to an older person. (KQ3) Identify what girls and boys played with in the past. (KQ4) Explain how toys have changed since the Victorian times using appropriate historical vocabulary. (KQ5)	To describe their favourite toy, using appropriate adjectives to describe it and identifying the material it is made from. (KQ1) To sequence a set of artefacts/photos in chronological order and identify how and why they are different. (KQ2) Give examples of how and why their toys are different to that of their grandparents. (KQ3) Explain the differences between the toys girls and boys play with today, and those they played with in the past. (KQ4) Explain how and why toys have changed since the Victorian times using appropriate historical vocabulary (KQ5)

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Creating a timeline of toys to improve knowledge of chronology. Reflecting upon the experiences of their grandparents.
- Inferring information from different sources e.g. video clips, books, photographs.
- Identifying the impact new materials on toys.

SMSC OPPORTUNITIES

- Understanding toys represent diverse cultures, religions and can foster tolerance and respect for different worldviews.
- Toys promote and encourage teamwork, sharing and fairness and an understanding of social rules.
- Promotion of moral and social values through role-play.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

Use a range of sources e.g. film clips (Magic Grandad), artefacts, Trip to Judges Lodging House, visitors.

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

Faded, metal, modern, paper, past, plastic, present, worn, wood

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- English – Non-chronological report - toys
- Maths/computing - graph of Grandparent's favourite toy.
- PSHE – understanding differences.

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Use artefacts to gain more knowledge.
Works hard	Gives clear reasoning when offering opinions.
Concentrates	Focus on the given task and apply their knowledge.
Self-motivates	Ask questions to clarify thinking.
Imagines	Use artefacts to understand what life was like in the past.
Improves	Asks questions to extend knowledge and understanding.
Understands others	Work co-operatively as part of a group and shares ideas.
Doesn't give up	Perseveres with all challenges.