

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 1

YEAR GROUPS: 3/4

KEY QUESTION: How have inventions changed our lives?

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

- Recognise and describe different events in history that have changed how we live today. (e.g. the Roman Invasion)
- Start to identify periods of history 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:*

- Recognise that the discovery of electricity led to the invention of the light bulb. **KQ1**
- Recognise that the way we communicate has developed over time. **KQ2**
- Research and create a timeline to order the development of computers over time. **KQ3**
- Research Henry Ford's production line and use the information to explain what it is. **KQ4**
- Use a variety of sources to create a timeline of different methods of transport over time. **KQ5**
- Recognise that events from the past have shaped our lives today. **ALL**

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

- Explain how the discovery of electricity led to the invention of the light bulb. **KQ1**
- Explain how the way we communicate has developed and describe the events that led to where we are today. **KQ2**
- Describe the changes to computing technology over time and the impact it had on our lives. **KQ3**
- Explain how the production line revolutionised factories. **KQ4**
- Explain how the wheel revolutionised the way people travelled. **KQ5**
- Explain how events from the past have shaped our lives today. **ALL**
- Describe a turning point (each new invention) in British history. **ALL**

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

- Explain the changes that occurred due to the discovery of electricity. **KQ1**
- Explain the impact of improved communication technology. **KQ2**
- Describe the opportunities that have arisen because of the development of computing technology. **KQ3**
- Explain how the production line changed the way people lived. **KQ4**
- Explain how the development of travel led to greater opportunities. **KQ5**
- Explain how our lives would be different without certain inventions. **ALL**
- Explain how inventions influenced the British history. **ALL**

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.
- Creating a timeline of key events in time which contributed to inventions.
- Identifying reasons for inventions.
- Describing famous inventors and their discoveries.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- Research opportunities to develop understanding and familiarity with search engines.
- The creation and development of timelines to give a sense of chronological understanding.
- Exposure to a variety of sources.

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 – biography of an inventor.
- Computing – research/use of search engines.
- PSHE – Money and Work (How have the development of inventions changed the way we work and the money we earn?)

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.