

Learning Flow

Term 1- Famous Queens

What do we already know?
Topic Page + Prior knowledge, What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

Who was Queen Elizabeth 1?

- When did she live?
- What was her life like?
- What was life like for most people?
- How long did Queen Elizabeth I reign for?

What did she do?

- What famous inventions were created during her reign? (printing press, clock, gunpowder)
- How did she rule her country?

What was her legacy?

- What was her legacy? (Golden age, unity, exploration)
- What do portraits of her tell us?

Who was Queen Elizabeth II?

- When did she live?
- What was her life like?
- What was life like for most people?
- How long did Queen Elizabeth II reign for?
- How old was she when she became queen?
- How many children did she have?

What did she do?

- What famous inventions were created during her reign? (televisions, the internet and computers)
- How did Queen Elizabeth II rule her country?

How were the Queens similar and different?

- How are these queens similar? How are they different?
- Sequence artefacts, maps, images from their reigns

ASSESSMENT FOCUS Present knowledge gained

How are these queens similar? How are they different?

How are these queens similar? How are they different?

Learning Flow

Term 3- Mary Anning

What do we already know?

Topic Page - Prior knowledge , What do we already know? What questions do we have? What is a significant individual? How might they have changed our world?

Who was Mary Anning?

- When did she live?
- What was her life like?

What did she do?

- What did she discover?
- Why was this important?

Why was this a huge achievement?

- What was life like for women?
- What sort of person must she have been to succeed in a man's world?
- What obstacles did she face?

How do we know about Mary's actions?

- Paintings, letters, blue plaque, museum.
- What do these tell us?
- Do they give an accurate picture?

How and why should we remember Mary Anning?

- Should there be a better museum dedicated to her?

ASSESSMENT FOCUS

Present knowledge gained Present Use a simple recording technique to present

Why were Mary Anning's achievements significant?

Can I explain why Mary Anning is a significant individual?

Can I recall key events of her life?

Learning Flow

Term 5- How did the Great Fire of London change the way we live now?

What do we already know?

Topic Page - Prior knowledge, What do we already know? What questions do we have? What is a significant event? How might it have changed our world?

When did the Great Fire of London happen?

- What was life like then?

What actually happened?

- Why did it start?
- Why did it spread?
- How was it stopped?

How do we know?

- How do we know so much when it was so long ago? (Samuel Pepys, National Archives)
- Is evidence always reliable? (paintings, primary and secondary evidence)

What was the damage?

- 13,000 houses, 90 churches, St Pauls Cathedral
- What survived? Tower of London, Cloth Fair, St Helen's

What changed as a result of the fire?

- King Charles' proclamation
- Post Fire - regulations
- Insurance
- Fire service - Artefacts, chronological order

What changed as a result of the fire?

Insurance

Fire service - Artefacts, chronological order

ASSESSMENT FOCUS Present knowledge gained Present Use a simple recording technique to present

Why was this event significant?

What is the Monument and why is it important? How did the Great Fire of London change the way we live now?