

Medium Term Plan Year 5 Term Autumn 2022

Topic Title: 1600s: Democracy, Disease and Disaster

Topic Hook	Democracy, disease and disaster						
	Suggested Activities	Enrichment Activities	Writing Opportunities	Numeracy-Application of skills	ICT-Application of skills	Global Links	Assessment
Science (Y5)	Properties and changes of materials: Compare and group materials, investigate dissolving (work scientifically) Separate mixtures	A range of practical experiments  Using scientific equipment	Science reports, recording data, diagrams / labels	Making predictions, recording and presenting results in a range of formats	Presentation of results	Occasions where scientific evidence that has been used can be identified and explored	Retrieval practice and ongoing work in books to reveal understanding and progress
STEM	See DT activity Vex Go	Day with external instructor Vex Go competition		Right angles  Measuring distances	Use Scratch Code		
History	Historical events Describe features of past events and make links between them English Civil War          Interpret and evaluate a key	Parliament, Charles I and Cromwell Reason for war in 1642 (power, money and religion) ECW and Restoration  The battle of Edgehill.	Throughout the topic there are enormous writing opportunities. Chronological Reports, newspaper articles, dramatic scenes, imaginative	Dates, chronology,  Roman numerals	Presentation of work in a variety of ways.  Research	Union of the countries which make up the UK as James I became King of England and Scotland (Was King James VI in Scotland.)  30 Years War in Central Europe.	Double page spread  Ongoing formative assessment throughout the unit by way of targeted questioning and discussions along with analysis of written work.

	<p>historical event from more than one perspective or view point</p> <p>Finding out about the past (enquiry) Select, combine and present information from more than one source</p> <p>Make a reasonable judgement about the validity of the different representations of the past - (analyse artefacts, images, diaries - purpose and intention)</p> <p>Talk about why some written sources may give negative view or account - perspective or motive.</p>	<p>Gunpowder plot Great Fire of London</p> <p>The battle of Edgehill. Execution of Charles I Cromwell (hero or villain?) Great Fire of London, Plague..</p> <p>Exploring sources from different aspects of battles, plague, fire and diary... John Pym parliament Gunpowder plot</p> <p>Gunpowder Plot National archives</p>	<p>writing from the perspective of different people, balanced or persuasive arguments (hero or villain?), letter writing (gunpowder plot) and explanations where sources are gathered and viewpoints given.</p> <p>Biographies and comparisons.</p> <p>Speeches</p>		Green Screen / Drama activities	1618 - 1648	
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	<p>Finding out about the past (chronology)</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historic periods - Timelines of dates, events, Monarchs et .</p> <p>Compare and contrast features of historical periods, identifying similarities and differences...</p> <p>Significant Historical People Use a wide range of evidence to compare and analyse the lives of significant people from a historical period.</p>	<p>Gunpowder Plot National archives</p> <p>Causes of the ECW Timeline of Gunpowder plot Great Fire of London Plague and Restoration</p> <p>Fire brigade</p> <p>Charles I, Guy Fawkes, Oliver Cromwell, Charles II Samuel Pepys</p>					
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Geography	<p>Location and Place knowledge Talk about and compare a wide range of locations, countries and continents around the world...</p> <p>Support reasons for the physical and human features of a location with factual evidence</p> <p>Identify and describe the links and relationships that connect localities both within the UK and beyond.</p>	<p>'Atlas of the World in the age of Discovery' North America: Anglo-French Rivalry. English colonisation of Virginia, the pilgrims landing (Mayflower, 1620). New York (trade) Slave Trade - linked to Victorians</p>	Trade, immigrants, persuasive writing - geographical focus	Profits, costs, wealth of traders	Data exploration	Trade links with the UK. - see enrichment activities.	Ongoing formative assessment - use of progression of skills and knowledge
Art	<p><b>Drawing and Painting (landscapes and still life)</b> <b>Investigating and Exploring</b> Make a range of drawings in a sketchbook and record observations of a range of artefacts and</p>	<p><a href="https://www.tate.org.uk/art/artists/british-school-17th-century-57">https://www.tate.org.uk/art/artists/british-school-17th-century-57</a> Joan Carlile (Links to Charles I) John Michael Wright</p>	Biographical details / comparing styles			<p>Rembrandt - Dutch artist</p> <p>John Michael Wright - painted in Baroque style - explore links to Spain and Portugal</p>	<p>Compare and contrast similarities and difference between form, colour and with individual responses in the subject, give open-ended feedback and use effective questioning techniques which cover Making skills.</p>

	<p>images studied annotating work and commenting on distinctive features Show an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.</p> <p>Make a range of small studies in a sketchbook using a viewfinder to select parts of an arrangement, composition or landscape.</p>	<p>(Charles II) Vermeer - Girl with a pearl earring. Rembrandt - the Return of the Prodigal Son and The Storm on the Sea of Galilee</p> <p>Divide picture/ art work up for pupils</p>				Galilee- explore region which was named Galilee which is now Northern Israel and Southern Lebanon.	Formal elements. Generating ideas. Knowledge of artists. Evaluating.
Music	Whole class to play a musical instrument - use iPads to introduce the keyboard.		Explanations of musical terms	Patterns and repeats	Use of Music Lab to simulate a keyboard	Baroque style music	Peer assessment (reflect and improve performance)

	<p>Understand how music is written on a stave. Read a simple piece of music to play on keyboard Name notes.</p> <p>Singing with peripatetic teacher</p>						
D/T	<p>Kapow unit Mechanical systems - Making a Pop up Book</p> <p>Electrical systems - Doodlers</p>			Measuring accurately			Self-assessment (comparison to plan and reflection of how to improve process)
RE	What do we know about the Bible and why is it important to Christians?			What are the themes of Christmas?			
ICT	<p>Computing systems and networks - Systems and searching In this unit, learners will develop their understanding of computer systems and how information is transferred between systems</p>		Complete a paper based web page.		<p>Make links to other areas of the curriculum e.g use of search engines as part of network saving work in Google Drive/pupilshare</p>	<p>Global networks make links with someone from another country.</p>	See success criteria in schemes of work

	<p>and devices. We will work collaboratively to complete an online activity.</p> <p>Creating media - video - create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.</p>						
MFL	<p>French Food</p> <p>French Monster Pet</p>	<p>French Cafe -ordering food</p> <p>Body parts French adjectives and</p>	<p>Scripts for ordering/ short drama</p> <p>Ongoing regular opportunities in lessons</p>	<p>French Euros calculating costs</p>		<p>French culture</p> <p>Traditional French language songs</p>	<p>Pronunciation, participation and reading/ writing skills</p> <p>Describe people, places, things and actions orally and in writing</p>

		extended sentences in creation of 'monsters'					Write phrases from memory, and adapt to create new sentences, to express ideas clearly
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