Alexandra Park Junior School

Medium Term Planning

Local Area Study Year 5

Enquiry:	How was Oldham involved in the Peterloo massacre?
Main Subjects	History, Geography, Art
Linked Subjects	English Maths
NC objective	a local history study Examples (non-statutory) • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Main subject key knowledge and skills	History *I can explain how parliament makes decisions in England *I know how Britain has had a major influence on the world. Geography * Begin to suggest questions for investigating (GSF) * Begin to use primary and secondary sources of evidence in their investigations (GSF) * Collect and record evidence independently (GSF) * Analyse evidence and draw conclusions (GSF) * Use 8 compass points confidently (GSF) * Use 4-figure grid references with confidence and accuracy (GSF) * Begin to use 6-figure grid references to locate features on a map (GSF) * Begin to use latitude and longitude on atlas maps (GSF) * Know how to align a map with a route (GSF) * Make sketch maps using scale, symbols and a key (GSF) * Use digital mapping software to record information from an enquiry (GSF) * Begin to draw plans of increasing complexity, including scale plans (GSF) * Know how to plan a journey within the UK, using a road map (GSF) * Draw a sketch map using symbols and a key (GSF) * Recognise and use OS map symbols with increasing confidence (GSF) * Annotate a map using a GPS device (GSF) * Follow routes on OS maps (GSF) * Use linear scale to measure distances (eg. straight line distance on a plan) (GSF) * Find and recognise places on maps of different scales (GSF) * Use medium scale maps (eg. OS: 1:10,000, 1:25,000 and 1:50,000 maps) (GSF)

	<u>Art (Jeremy Deller)</u> *I know how to organise line, tone, shape and colour to represent figures and forms in movement. *I can experiment with the styles used by other artists (Y4 20/21) *I know how different artists developed their specific techniques (Y4 20/21)
Linked subject key knowledge and skills	Speaking and listening – debating PSHE – empathy Maths – converting distance.
Discrete Subjects	PE – Tennis
Main Writing Genre	Non Chronological report about everts – News reports Script writing
Enrichment	Visit to Oldham Gallery Visit the Annie Kenny statue in Oldham.
Daily overview	Day 1 What do we already know about parliament? Suffragettes? Has anyone heard of the Peterloo Massacre?
	Day 2 TLC: Can I explain what life was like during the 1800? TLC: Can I explain how the parliamentary system has changed. History links.
	Day 3 TLC: Can I discuss the differences between Oldham in the 1800's and now. Local area
	Day 4 TLC: Can I convert miles to KM Maths links –
	Day 5 TLC: Can I explain the causes and events of the Peterloo Massacre Understanding where is St Peters square – Creating a timeline of events.
	Day 6 TLC: Can I retell the events of the Peterloo Massacre? Writing scripts – specking and listening tasks.
	Day 7 TLC: Can I explain how women's rights have changed Understand the voting system for women. Walk into Oldham to visit the Annie Kenny Statue

	Day 8 Visit gallery
	Day 9 TLC: Can I research the work of an artist and use their work to replicate a style – look at the work of Jeremy Deller. Day 10 Summary of learning - presentation
Reflection of Learning	Re-enactment, debating.
Sticky Knowledge	• In the past our democracy was not as democratic as it is now. • People have the right to protest and protests can help to change situations. • At least 15 people died and many hundreds were injured during a peaceful protest on St Peter's Field in Manchester on the 16th August 1819. This became known as the Peterloo Massacre. • Suffragettes fought for the right for all women to be able to vote in the same way as men could. Emmaline Pankhurst was the leader of the Suffragettes. • All women over the age of 21 were finally given the right to vote in 1928 This meant they had the same voting rights as men.
British values/citizenship	Democracy Voting Suffragettes
Maths links	Measuring distances, population.
Computing links	Creating charts on excel Powerpoint presentation