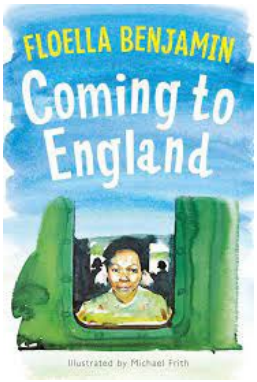
Alexandra Park Junior School

Medium Term Planning Autumn 2
Year 5

Topic:	The British Empire
Main Subject	History
Linked Subjects	DT (Traditional baking)
NC objective	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Main subject key knowledge and skills	The British Empire *I know about a theme in British History which extends beyond 1066 and explain why this was important in relation to British history. *I know how an event or events from the past has shaped our lives today. *I know how Britain has had a major influence on the world. *I can research in order to find similarities and differences between two or more periods of history. *I can use a timeline within a specific period of history to set out the order that things may have happened. *I can sequence events, artefacts or historical figures on a timeline. *I can draw an accurate timeline with different historical periods showing key historical events or lives of significant people.
Discrete Subjects	PSHE – Safe connections French – What is the weather? PE – Dance/ Danish Longball Science – Properties and changes of materials
Main Text	Coming to England 
Main Writing Genre	Diary through a letter and balanced argument
Enrichment	African Drumming / dancing Red Cross online workshop: empathy + migration Science Centre

Weekly overview Week 1	History (2 Weeks) L1 -**Do I have a secure understanding of a British timeline that extends from the stone Age to the present day?** L2-**TLC: Can I explain what the British Empire was?** **TLC: Can I understand the difference between primary and secondary sources of evidence?** L3 -**TLC: Can I explain how Britain had major influence on the world?**
Week 2	L4-**TLC: Can I discuss how Britain was involved in the slave trade?** TLC: Can I consider different ways of checking the accuracy of interpretations of the past (questions of reliability)? L5-**TLC: Can I explain what the commonwealth is and how it was formed?** L6 -**TLC: Can I explain why people from The British Empire emigrated to the UK?** **TLC: Can I realise that there is often not a single answer to historical questions?** L7- Assessment poster
Week 3 &4 DT	DT (2 weeks) I can come up with a range of ideas after I have collected information and produce a detailed step-by step plan. I can use exploded diagrams to show my design and produce prototypes to show my ideas. I can use a range of tools and equipment expertly and understand the importance of correct storage and handling of ingredients. I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe and demonstrate a range of baking and cooking techniques. I can assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). I can explain how my product will appeal to the audience. I can think about the aesthetic qualities of my work.
Week 5 Science	Science (1 Week) L1 -T.L.C: Can I compare and group together everyday materials on the basis of their properties? TLC : Can I give reasons supported by evidence from comparative and fair tests for specific uses of various everyday materials, including wood, metals and plastics? L2 TLC : Can I give reasons supported by evidence from comparative and fair tests for specific uses of various everyday materials, including wood, metals and plastics? L3-T.L.C: Can I explain that some materials will dissolve in liquid to form a solution? T.L.C: Can I record data and results using scientific diagrams and labels?
Week 6 Science	(2 Week) L4-TLC: Can I give reasons supported by evidence from comparative and fair tests for specific uses of various everyday materials, including wood, metals and plastics? T.L.C: Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? L5TLC: I can plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary? L6 T.L.C: Can I use my knowledge of solids, liquids and gases to decide how mixtures might be separated? TLC Can I demonstrate that dissolving, mixing and changes of state are reversible changes? T.L.C: Can I talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is?

Week 7 Science	Science (3 Week) L7 T.L.C: Can I demonstrate that dissolving, mixing and changes of state are reversible changes? TLC Can I explain that some changes result in the formation of different materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? TLC: Can I report and present findings from enquiries including conclusions, causal relationships, and explanations of and degree of trust in results in oral and written forms such as displays or other presentations.?
	PSHE -weekly L1, 2, 3, 4 TLC: Can I make safe choices online and resist pressure to share personal information or images? L5 Can I make safe choices online and resist pressure to share personal information or images? Can I understand how information is shared, used and targeted online, including for commercial purposes? L6 & 7 TLC Can I understand how information is shared, used and targeted online, including for commercial purposes? ILC: Can I understand the minimum age requirements for social media and understand that they are there to protect children? TLC: Can I understand the benefits of limiting my screen time and choosing online activities carefully?
	French (Weekly) Lesson 1: I can recognise, recall and spell 5 different weather phrases in the foreign language. Lesson 2: I can recognise, recall and spell 10 weather phrases and use conjunctions to join phrases together. Lesson 3: I can name the 4 compass points and describe the temperature in the foreign language. Lesson 4: I can recognise and recall the 7 days of the week and different times of day. Lesson 5: I can present a weather forecast in the foreign language using vocabulary learnt throughout the unit. Lesson 6: I can recall and use the vocabulary learnt throughout the unit to complete my end-of-unit assessment.
Reflection of Learning	A poster detailing their learning during the topic Exit quizzes.
Sticky Knowledge	❑ Between 1497 and 1997 Britain had many colonies around the world. These colonies allowed Britain access to goods and trade that made Britain very rich. ❑ The triangular trade route is the name given to the route that trade ships would take. They transported slaves from Africa to America and the Caribbean, then raw materials from there to Britain. These goods were turned into finished products and traded in Africa for slaves. ❑ Between 10 and 12 million Africans were transported across the Atlantic in terrible conditions to work on plantations as slaves, where they were treated as property and had no rights. ❑ Britain was the first country in the world to abolish slavery in 1807. ❑ Many of the countries that were once part of The British Empire became part of The Commonwealth of Nations. These countries are said to be united through their common values of democracy, human rights, and the rule of law.

British values/citizenship	Rule of Law – Slavery and why it is wrong under the human rights convention. Law related to online safety. Democracy – The right to be independent (linked to colonies becoming independent). Individual Liberty – Linked to independence Mutual Respect – Looking at how we have changed as a society since the 'end' of the British empire. Linked to being respectful online.
Maths links	Timeline Measurements time/temperature in science.
Computing Links	Research DT
Outdoor learning	
Home learning	* Knowledge Mats * Brainbuilder