

**Y5/6 Cycle B Autumn MTP: Tudors/ Antarctica**

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
History	What changes have been implemented by British Monarchs in the Tudor and Stuart period?	Did religion shape modern Britain or did Monarchs use 'religion' to shape the Britain they desired?	Why did Lady Jane Grey become the first Queen of England? <b>Session 3A</b>	Why did Lady Jane Grey become the first Queen of England? <b>Session 3B</b>	When faced with conflict and division, how have attitudes and behaviours of Monarchs changed since the Tudor period? <b>DOUBLE SESSION</b>	How has leadership changed Britain? <b>ASSESSMENT</b>						
	<ul style="list-style-type: none"> <li>✓ To know the changes in British monarchy beyond 1066 and place these in chronological order on a timeline.</li> <li>✓ To know changes that Tudor and Stuart monarchs made in their reign.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand how Tudor and Stuart monarchs shaped religious practices in Britain.</li> <li>✓ To use their knowledge of historical events to support and justify their viewpoints in a debate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how and why Lady Jane Grey became the first Queen of England.</li> <li>✓ [To know changes that Tudor and Stuart monarchs made in their reign.]</li> <li>✓ To answer historically valid questions by independently selecting from a range of sources.</li> <li>✓ To understand why some historical sources may be biased and unreliable.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how and why Lady Jane Grey became the first Queen of England.</li> <li>✓ [To know changes that Tudor and Stuart monarchs made in their reign.]</li> <li>✓ To ask and answer historically valid questions using independently selected sources.</li> <li>✓ To understand why some historical sources may be biased and unreliable.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that religious conflict resulted in a division in Ireland.</li> <li>✓ To understand how British monarchs have reacted and dealt with conflict since the Tudor era.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand how monarchs and other significant leaders have changed Britain over time.</li> <li>✓ [To understand how British monarchs have reacted and dealt with conflict since the Tudor era.]</li> </ul>						
Geography				How do places differ?	How do map symbols help us make deductions about Antarctica?	Is there are relationship between climate zones and time zones?	What are the features of Antarctica's biome? How do these pose challenges?	What is a research station and how do they affect Antarctica?	What impact are humans having on Antarctica?	Is the human impact on Antarctica worth it?	Is discovering the world worth the side-effects? <b>DOUBLE SESSION ASSESSMENT</b>	
				<ul style="list-style-type: none"> <li>✓ To know and locate the world's countries, including Russia and its major cities.</li> <li>✓ To know and locate countries of the world (including Russia) by selecting and using relevant geographical sources.</li> <li>✓ To identify the biomes and climate of Russia and Antarctica by selecting and using relevant geographical sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know how to use atlas symbols to make deductions about the elevation, land use and physical features of Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand the significance of how latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian affect time zones, day and night.</li> <li>✓ To understand and describe different climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To identify, describe and understand the physical features of Antarctica, including its biome.</li> <li>✓ To understand that the features of Antarctica's biome make it difficult for exploration.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand and describe the impact of research stations and human intervention on Antarctica</li> <li>✓ To understand how human intervention has changed the Antarctic biome and landscape.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand and describe the impact of research stations and human intervention on Antarctic</li> <li>✓ To understand how human intervention has changed the Antarctic biome and landscape.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand why personal views about a location can differ.</li> <li>✓ To know how to use atlas symbols to make deductions about the elevation, land use and physical features of Antarctica.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand and describe the impact of research stations and human intervention on Antarctica.</li> <li>✓ To independently select geographical sources to validate a hypothesis about the future of Antarctica.</li> </ul>	
Science	What is the circulatory system?	How is blood transported in the circulatory system?	What are the key components of the blood and why are they important?	How are water and nutrients transported through the body?		How does diet affect the body?		How does exercise affect the body? <b>Session 6A</b>	How does exercise affect the body? <b>Session 6B</b>	How do drugs affect the body?		

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	<ul style="list-style-type: none"> <li>✓ To identify and name the main parts of the human circulatory system - heart, blood vessels, blood.</li> <li>✓ To know that the heart is a muscle.</li> <li>✓ To know that the basic function of the heart is to pump blood around the body.</li> <li>✓ To identify and name the main parts of the heart.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To identify and name the main parts of the human circulatory system - heart, blood vessels, blood.</li> <li>✓ To know that the basic function of the blood vessels is to transport blood, nutrients, oxygen, and water around the body.</li> <li>✓ To know that arteries, veins, and capillaries are the different types of blood vessels.</li> <li>✓ To know that most arteries carry blood away from the heart and most veins carry blood back to the heart.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To identify and name the main parts of the human circulatory system - heart, blood vessels, blood.</li> <li>✓ To name the components of the blood: red blood cells, white blood cells, platelets, plasma.</li> <li>✓ To know the basic functions of each component of the blood e.g., red blood cells transport oxygen.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the basic function of the blood vessels is to transport blood, nutrients, oxygen and water around the body.</li> <li>✓ To use knowledge of the digestive system to describe how nutrients are transported around the body.</li> <li>✓ To know and describe how capillaries are used to transfer nutrients around the body.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To know and describe how lifestyle choices about nutrition affect the body.</li> <li>✓ To describe the factors that affect how much of each food group a person needs to eat.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To know and describe how choices about exercise affect the body.</li> <li>✓ To explore ideas and identify different kinds of questions to be answered in scientific enquiry. (WS)</li> <li>✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question. (WS)</li> <li>✓ To plan what observations to make and how long to make them for, in order to obtain relevant data. (WS)</li> <li>✓ To explain which variables need to be controlled and why, when conducting a fair or comparative test. (WS)</li> <li>✓ To identify the different variables in a fair or comparative test e.g., control, dependent, independent. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know and describe how choices about exercise affect the body.</li> <li>✓ To use a range of equipment, appropriately and accurately to take readings and observations in scientific enquires. (WS)</li> <li>✓ To confidently take measurements with accuracy and precision, using a range of equipment. (WS)</li> <li>✓ To know when and how to take repeat readings, using this knowledge to explain why. (WS)</li> <li>✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS)</li> <li>✓ To predict wider results and trends based on the analysis of data gathered. (WS)</li> <li>✓ To know and explain whether results are reliable, justifying why. (WS)</li> <li>✓ To analyse results and form conclusions which answer scientific enquiry questions, with support. (WS)</li> <li>✓ To identify different causal relationships and trends in data. (WS)</li> <li>✓ To use relevant and accurate scientific language to discuss, communicate and justify scientific ideas. (WS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know and describe how drugs affect the body.</li> <li>✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs. (WS)</li> <li>✓ To report and present findings from scientific enquiries in a variety of ways (presentations, displays etc.), including both oral and written forms, confidently. (WS)</li> </ul>	
Art						<p><b>What part did George Edward Marston play in imparting knowledge of the landscape of Antarctica?</b></p>	<p><b>How can watercolours be used to create different shades?</b> <b>DOUBLE SESSION</b></p>		<p><b>How can watercolours be used to create different textures?</b> <b>DOUBLE SESSION</b></p>	<p><b>How can watercolours be used to convey an emotion about a place?</b></p>	
	<ul style="list-style-type: none"> <li>✓ To know that George Edward Marston was a painter who used watercolour and oil paint to depict the landscapes of Antarctica whilst on expedition.</li> <li>✓ To know that George Edward Marston used watercolour and oil paints to create different texture and mood in his paintings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that shades can be affected when using watercolour by adding varying amounts of water.</li> <li>✓ To know how to create a watercolour wash by selecting appropriate brushes and controlling the amount of water added.</li> <li>✓ To use layering of paint effectively to create detail to background colours.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that using a paintbrush in different positions changes tone, texture and form.</li> <li>✓ [To use layering of paint effectively to create detail to background colours].</li> <li>✓ To know that fine brush strokes can be used to create intricate detailing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that using a paintbrush in different positions changes tone, texture and form.</li> <li>✓ To know that fine brush strokes can be used to create intricate detailing.</li> <li>✓ To know how to select and apply colour to create light, shade and mood.</li> </ul>							

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	What makes a place sacred rather than special?	What is the purpose of art and architecture in certain religions? SESSION 2A	What is the purpose of art and architecture in certain religions? SESSION 2B	What is the purpose of art and architecture in certain religions? SESSION 2C	What are the similarities and differences in how art is used across Christianity?	How does art support the act of worship in the Hindu faith?	What does a mandala represent and how is it used?	How does Dana benefit others?	How do Humanists use charity and generosity to make the world a better place? SESSION 7A	How do Humanists use charity and generosity to make the world a better place? SESSION 7B	How is charity and generosity important in everyday life?	Is it better to express your beliefs in art and architecture or charity and generosity? ASSESSMENT
RE	<ul style="list-style-type: none"> <li>✓ To talk about a place that is special to them and what makes this place special.</li> <li>✓ To know that special places to those with a faith are considered sacred places.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that in some religions, art and architecture are used to express key beliefs.</li> <li>✓ To know that art and architecture represent some key events and teachings of the religion.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that the Bible was originally written in Greek and then later in Latin.</li> <li>✓ To know that many Christians in the past could not read Greek and Latin and had to rely on others to hear important teachings.</li> <li>✓ To know that stained glass windows were an important part of spreading the teachings of Christianity.</li> <li>✓ To know that in many Christian churches, stained glass windows communicate some of the bible's key teachings.</li> <li>✓ To explore messages in religious art, commenting on colour, style and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that in some religions, art and architecture are used to express key beliefs.</li> <li>✓ To know that art and architecture represent some key events and teachings of the religion.</li> <li>✓ To explore messages in religious art, commenting on colour, style and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that followers of the Roman Catholic Church believe that art and architecture are important to celebrate and proclaim their faith.</li> <li>✓ To know that Roman Catholics believe that art and architecture both serve to glorify God and get the Christian message across.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To discuss and compare how and why people of the Hindu faith represent their deities through artwork.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that a Mandala is a symbolic picture of the universe.</li> <li>✓ To know how a Mandala is used to support people of the Buddhist and Hindu faith in meditation</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that in the Buddhist and Hindu religion, Dana is the term for generosity and charity.</li> <li>✓ To understand why people of Hindu faith choose to donate a percentage of their income to others.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that Humanists believe that it is up to human beings to make the world a better place (help won't come from elsewhere).</li> <li>✓ To know that many Humanists campaign against poverty and injustice.</li> <li>✓ To understand that Humanists believe that our actions can make a difference, even if it is only in a small way.</li> <li>✓ To know that Humanists believe that what we do can influence others.</li> <li>✓ To know that many Humanists campaign for human welfare, peace and education.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To know that Humanists believe that it is up to human beings to make the world a better place (help won't come from elsewhere).</li> <li>✓ To understand that Humanists believe that our actions can make a difference, even if it is only in a small way.</li> <li>✓ To know that Humanists believe that we need to take action, rather than just hope for change.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To suggest other ways people of different faiths could be charitable based on their knowledge of their religion's beliefs.</li> </ul>	