Y5/6 Cycle A Summer MTP: Democracy Through the Ages

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
	PSHE SESSION: Freedom of speech.	When was the first English King?	Did Henry VIII use corruption to gain power? **SESSION 4A**	Did Henry VIII use corruption to gain power? **SESSION 4B**	How reliable is our knowledge of the Gunpower plot? **SESSION 5A**	How reliable is our knowledge of the Gunpower plot? **SESSION 5B**	Was the English Civil War an example of democracy? **SESSION 6A**	Was the English Civil War an example of democracy? **SESSION 6B**	Who were the Suffragettes?	How do different leaders bring about change?	What legacy did the suffragettes leave?	How has politics affected who we are today? **ASSESSMENT**
	✓ To know what democracy means in modern times. ✓ To know how the British Parliament impacts on democracy in modern times.	**SESSION 2** ✓ To know that Egbert was the first English king. ✓ To know the similarities and differences between democracy in Egbert's rule compared to modern times. ✓ To know the chronological order of how democracy developed in Britain.	**SESSION 4A** ✓ To know the meaning of corruption.	**SESSION 4B** ✓ To gain knowledge from historical sources to decide whether Henry VIII was a good ruler. ✓ To use knowledge to answer a historical question, justifying their viewpoint with evidence.	**SESSION 5A** ✓ To know that Guy Fawkes was a Catholic who planned to carry out the Gunpowder plot. ✓ To know the reasons why the Catholics decided to carry out the Gunpowder plot.	**SESSION 5B** ✓ [To know that some historical sources may be biased and unreliable.] ✓ To know that historians can interpret historical sources in different ways and that some sources give us different versions of the same event. ✓ [To know the chronological order of how democracy developed in Britain.]	**SESSION 6A** ✓ To know that a civil war is a war between people in the same country. ✓ [To know the chronological order of how democracy developed in Britain.] ✓ To understand the different viewpoints between the Cavaliers and Roundheads.	**SESSION 6B** ✓ To know the key events of the English Civil War. ✓ To know how Cromwell's power and the execution of Charles I impacted upon democracy. ✓ [To know the chronological order of how democracy developed in Britain.] ✓ To know how to select key information form historical sources to follow a line of enquiry.	✓ To know that Emmeline Pankhurst was the leader of the British Suffrage movement. ✓ To understand how effective Emmaline Pankhurst was as a leader by selecting information from historical sources. ✓ [To know the chronological order of how democracy developed in Britain.]	✓ To know similarities and differences between the leadership of Emmeline Pankhurst and Guy Fawkes.	✓ To know that the Suffragettes were influential in women having the right to vote in the UK and how this impacts on modern society.	✓ To use their knowledge of factual democratic events to support their viewpoint in a debate. ✓ [To know the chronological order of how democracy developed in Britain.]
History	What is democracy? **PLUS HOOK**	How did William rule differently to Egbert?		Did Henry VIII use corruption to gain power? **SESSION 4C**		How reliable is our knowledge of the Gunpower plot? **SESSION 5C**						
		SESSION 3 ✓ To know that William introduced a feudal system to Britain. ✓ To know the similarities and differences between how William and Egbert ruled Britain. ✓ [To know the chronological order of how democracy developed in Britain.]		**SESSION 4C** ✓ To Know that Henry 8th changed the religion in Britain so that he could get divorced. ✓ [To gain knowledge from historical sources to decide whether Henry 8th was a good ruler?] ✓ [To know the chronological order of how democracy developed in Britain.] ✓ To know that some historical sources may be biased and unreliable.		**SESSION 5C** ✓ [To know that some historical sources may be biased and unreliable.] ✓ To know how to support a given viewpoint by selecting evidence form different historical sources.						

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	How can we compare materials? **SESSION 1A**		How can we compare materials? **SESSION 1B**		How can we compare materials? **SESSION 1C**	How can we compare materials? **SESSION 1D**	What are reversible and irreversible changes? **SESSION 2A**	What are reversible and irreversible changes? **SESSION 2B**	What is dissolving?	How do we separate mixtures? **SESSION 4A**	How do we separate mixtures? **SESSION 4B**	How do we separate mixtures? **SESSION 4C**
Science	✓ To use knowledge of a material's/object's multiple properties e.g., hardness and ability to compress, to explain and justify its uses. ✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question, with support. (WS) ✓ To plan and select, with support, the most appropriate equipment needed to take accurate measurements to gather relevant data. (WS) ✓ To plan what observations to make and how long to make them for, in order to obtain relevant data, with support. (WS) ✓ To use and develop keys, with support, to identify, classify and describe living things and materials. (WS) ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs, with support (WS)		✓ To use knowledge of magnetism to explain why some materials are more magnetic than others. ✓ To select and plan the most appropriate type of scientific enquiry to answer a scientific question, with support. (WS) ✓ To plan and select, with support, the most appropriate equipment needed to take accurate measurements to gather relevant data. (WS) ☐ To plan what observations to make and how long to make them for, in order to obtain relevant data, with support. (WS) ☐ To explain how measurements and observations will be taken accurately, with support. (WS) ✓ To use and develop keys, with support, to identify, classify and describe living things and materials. (WS) ✓ To identify, with support, when further tests and observations are needed from the analysis of the results gathered, including amendments to tests.		✓ To use knowledge of light to describe the suitability of materials/objects for a given purpose, referring to their properties e.g. transparency. ✓ To use a range of equipment appropriately and accurately, with support, to take readings and observations in scientific enquires. (WS) ✓ To use and develop keys, with support, to identify, classify and describe living things and materials. (WS) ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs, with support. (WS) ✓ To report and present findings from scientific enquiries in a variety of ways(presentations, displays etc.), including both oral and written forms, with increasing confidence. (WS)	✓ To use knowledge of conductivity to describe whether a material/ object conducts heat. ✓ To use knowledge of a material/object's properties to justify their suitability for a given job e.g., electrical conductivity/thermal conductivity. ✓ To use and develop keys, with support, to identify, classify and describe living things and materials. (WS)	✓ To know what a reversible change is. ✓ To know what an irreversible change is. ✓ To use knowledge of states of matter to identify examples of reversible changes. ✓ To identify examples of irreversible changes. ☐ To explain the difference between a chemical reaction (irreversible) and a physical reaction (reversible).	✓ To know that an irreversible change results in the formation of new materials e.g., burning. ✓ To identify examples of irreversible changes.	✓ To know what dissolving is. ✓ To know when a substance dissolves, a solution is made. ✓ To know how to recover a substance from a solution. ✓ To identify some materials that will dissolve. ☐ To explain, with support, which variables need to be controlled and why, when conducting a fair or comparative test. (WS) ✓ To identify, with support, the different variables in a fair or comparative test e.g., control, dependent, independent. (WS) ☐ To explain how measurements and observations will be taken accurately, with support. (WS)	☐ To know the most suitable order to separate a mixture referring to the properties within the mixture. ✓ To use knowledge of materials and their properties to justify the appropriate method to separate them from a mixture e.g., filtering, sieving, evaporating etc. ☐ To use a range of equipment, appropriately and accurately, with support, to take readings and observations in scientific enquires. (WS)	✓ To use knowledge of materials and their properties to justify the appropriate method to separate them from a mixture e.g., filtering, sieving, evaporating etc. ☐ To use a range of equipment, appropriately and accurately, with support, to take readings and observations in scientific enquires. (WS)	✓ To use knowledge of materials and their properties to justify the appropriate method to separate them from a mixture e.g., filtering, sieving, evaporating etc. ✓ To use a range of equipment, appropriately and accurately, with support, to take readings and observations in scientific enquires. (WS) ✓ To record data and results of increasing complexity accurately using scientific diagrams and label, tables, scatter graphs, bar and line graphs, with support. (WS)

												How do we separate mixtures? <mark>SESSION 4D</mark>
												✓ To know the most suitable order to separate a mixture referring to the properties within the mixture. ✓ To use knowledge of materials and their properties to justify the appropriate method to separate them from a mixture e.g., filtering, sieving, evaporating etc. ✓ To use a range of equipment, appropriately and accurately, with support, to take readings and observations in scientific enquires. (WS)

	DRAWING What is architecture?	**How do ink and graphite create accurate lines?** <mark>SESSION 2A</mark>	**How do ink and graphite create accurate lines?** <mark>SESSION 2B</mark>	**How do architects draw accurate lines?** <mark>SESSION 3A</mark>	**How do architects draw accurate lines?** <mark>SESSION 3B</mark>		**PAINTING What is abstract art?**	**What is graffiti art?**	**How can I alter colour and finish using acrylic paint?**	**How can I create texture using acrylic paint?**	**How can I create abstract art?** <mark>SESSION 5A</mark>	**How can I create abstract art?** <mark>SESSION 5B</mark>
Art	✓ To know that Sir Charles Barry was an architect and explain why his architectural design was influential. ✓ To know if different designs for the Palace of Westminster are fit for purpose based on size and architectural features.	✓ To independently select pencil gradient and pen nib thickness to alter the thickness of lines. ✓ To use graded pencils and ink effectively as different drawing materials. ✓ To accurately use a ruler to draw with graphite and ink.	✓ To draw lines accurately using proportion, using guidelines to show the relationship of size between different parts. [To independently select pencil gradient and pen nib thickness to alter the thickness of lines.] ✓ [To use graded pencils and ink effectively as different drawing materials].	✓ To accurately draw parallel and perpendicular lines using a ruler and set square to create a detailed drawing. [To independently select pencil gradient and pen nib thickness to alter the thickness of lines.]	✓ To know that a cross-sectional drawing shows the structure, dimensions and proportions of a building as though it has been sliced in half.		✓ To know that abstract art uses colours, line and form to make images that express feelings.	✓ To know that Banksy and Jean-Michel Basquiat are graffiti artists who produce works with a political message. ✓ To know that graffiti artists use complementary and triadic colours to create mood and feelings.	✓ To know how to use quantities of water with acrylic to create an even finish. ✓ To select and control paintbrushes effectively to use dashes for detail.	✓ To know how to use layering of acrylic to create texture.	✓ To use their knowledge of graffiti to create their own piece of abstract art.	✓ To know how to apply paint onto a canvas. ✓ [To know how to use layering of acrylic to create texture.] ✓ [To know how to use quantities of water with acrylic to create an even finish.] ✓ [To select and control paintbrushes effectively to use dashes for detail] ✓ [To mix and match colour effectively to create atmosphere.]

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