

	Year group	Year 5	Academic year	2021/22	Term	Summer 2	Duration	7 weeks	
	Half-term topic knowledge Organiser								
	Topic Title	Who's Got the Power?							

Topic Overview

	<u>Key Questions</u>	<u>Key events</u>	<u>PSHE, SMSC and British Values</u>	<u>Opportunities for 6 Rs</u>
	<ul style="list-style-type: none"> - How did the Normans come to rule Britain in 1066? - Why is King John such an important King in English history? - Why did Henry VIII want an heir? - Why was Queen Anne so important to the creation of the United Kingdom? - Why was Queen Victoria important in the expansion of the British Empire? - What is different about our Monarchy now? 	1066 – 1087 – First Norman King of England. 1199-1216 – The reign of King John. 15 th June 1215 – King John signed the Magna Carta. 23 rd May 1533 – King Henry divorced Catherine of Aragon. 1702-1714 – The reign of Queen Anne. 17 th May 1707 – United Kingdom of Great Britain was created. 1837 – 1901 – The reign of Queen Victoria. 1877 – Queen Victoria was named Empress of India. 2 nd June 195 – Coronation of Queen Elizabeth.	<ul style="list-style-type: none"> - I am aware of my own self-image and how my body image fits into that. - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. - I can describe how boys' and girls' bodies change during puberty. - I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). - I can identify what I am looking forward to when I move to my next class. 	<p>Ready – Children will need to be ready to produce a piece of art for a gallery showing.</p> <p>Reflective – Children will need to reflect on how power has changed over the course of time.</p> <p>Responsible – The children will need to show responsibility when showing parents around their art gallery.</p> <p>Resilient – The children will need to show resilience when learning new research skills.</p> <p>Resourceful – The children will need to be resourceful and use different tools to research historical facts.</p> <p>Respectful – The children will need to be respectful when learning about British history.</p>

<u>Summary</u>	<u>Vocabulary (tier 3)</u>	<u>Key dates</u>	<u>Prep/ homework task</u>
<p>In history, the children will be using case studies to research how the power of the British monarchy has changed over time.</p> <p>In art, the children will be learning how to draw accurate self-portraits. They will be learning how to mix paint to create colours that accurately represent them.</p> <p>In science the children will be studying gestation/growth of a foetus over time.</p>	<ul style="list-style-type: none"> - Monarchy - Magna Carta - Reign - Coronation - Heir - Peasants - Parliament - Tyranny - Empire - Coronation - Commonwealth 	Friday 24 th June – Inset day Mon 4 th and Tues 5 th July – transition days Wednesday 13 th July – Royal Portrait Gallery showing.	Create a family tree for the House of Windsor, House of Tudor or the House of Stuart.

<u>Key English stimulus</u>	<u>Computing</u>	<u>Music</u>	<u>Spanish</u>	<u>RE</u>	<u>Maths</u>
Kings and Queens (History of Britain) The Queen's Hat – Steve Antony	<ul style="list-style-type: none"> - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> - I can listen to contrasting works of music, talk about their differences. - Learn and play the Samba Band. - Composer research and analysis. - Listening exercise. - Blind listening. - Review writing. - Performing as an ensemble. 	My diet: <ul style="list-style-type: none"> - I can develop my vocabulary with foods and drinks, along with interesting adjectives - I can apply my conjugation knowledge to ER regular present tense verbs relating to food - I can write and share what is eaten and attempt to write what was eaten - I can create a short presentation to explain a diet and present it to an audience - I can use frequency expressions when it comes to explaining when I eat and drink items - I can use a range of opinions with foods and drinks - I can detect the truth from statements that are said in a negative. 	Sacrifice	<ul style="list-style-type: none"> - Position and direction - Converting units - Measurement (volume)