Off with Her Head

Year Group: 5/6
Cycle B

History
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in religion during the Tudor period

Computing
- E Safety

Science
- Light

Design and Technology
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Climate/Environment
- Examining the impact of food production in the environment

History

National Curriculum: Pupils should be taught about:

- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Lines of Enquiry: Changes in religion during the Tudor period

Curriculum Intentions (Key Knowledge and Skills to be learned):

- That British monarchs belonged to different 'houses' or families and the order in which key houses or families were in power.
- Who the Tudor monarchs were and the period in which the Tudors ruled
- The impact that Henry VIII had on religion in England during his reign; the split from Rome and the establishment of the Church of England
- About the wives of Henry VIII and the reasons for each of his marriages
- About Mary I and her attempt to convert England to Catholicism
- That there was violent conflict between Protestants and Catholics at this time, examining the causes and effects of this

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local
- Give reasons why some events, people or developments are seen as more significant than others

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is con- structed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Key Vocabulary

Tier 1		Tier 2		Tier 3	
King Queen	Marry	Monarch Evidence Execution Stake Religion	Descendent Establish Convert Conflict	Catholic Protestant Tudor Christianity	Church of England Rome Pope

History Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

Design and Technology

National Curriculum: Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Key Line of Enquiry:

- Children will prepare and cook a Tudor stew using seasonal vegetables

Climate/Environment Link

- Children will learn about the impact of food production on the environment
- https://www.bbc.co.uk/newsround/46903864 - **'How does food impact the environment?'**
- **KS2 Worksheets – Food production and the Environment** file:///C:/Users/lpugh/Downloads/DiscoveryEducation_FreeResources_FoodAndFarming_KS2.pdf

Age Related Subject Skills (Progression Guidance):

Cooking and Nutrition

- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world
- Know that seasons may affect the food available
- Understand how food is processed into ingredients that can be eaten or used in cooking
- How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Cooking and Nutrition (continued)

- Know that recipes can be adapted to change the appearance, taste, texture and aroma
- Know that different foods contain different substances - nutrients, water and fibre - that are needed for health
- Understand the need for correct storage
- Measure accurate
- Work out ratios in recipes

Prior Learning

Forever Firs children working at ARE in Year 5 and 6 should already be able to:

Cooking and Nutrition

- Know that a healthy diet is made up from a variety and balance of different foods and drinks, as depicted in the 'eat well' plate
- Know that to be active and healthy, food is needed to provide energy for the body
- Measure using grams
- Follow a recipe

Key Vocabulary

Tier 1	Tier 2		Tier 3
Peeling	Stock (e.g. chicken stock)	Healthy	Grams
Chopping	Ingredients	Savoury	Locally produced
Slicing	Weigh	Sweet	Seasonal
Grating	Measure	Sour	Carbon emissions
Mixing	Texture	Stew	CO2
Taste	Hygiene	Rear/raise	Varied diet
Colour		Process/processed	
Grow			
Catch			

Design and Technology Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

Science

National Curriculum: Pupils should be taught to:

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Working Scientifically

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identify scientific evidence that has been used to support or refute ideas or arguments
- 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 and other presentations
- use test results to make predictions to set up further comparative and fair tests

Suggested Investigation Focus:
Light Investigations
https://www.outstandingscience.co.uk/index.php?action=view_page&page=_view_unit&unit=6d

Prior Learning Forever Firs children working at ARE should already be able to:

Light

- recognise that they need light in order to see things and that the dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows changes

Working Scientifically

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Key Vocabulary

Tier 1	Tier 2		Tier 3
Light Travel Straight Waves Eyes, Objects Shadows	Reflect Cast Conclusion Explanation Prediction Comparative Fair Test Diagram	Enquiry Control Measurement Precision Accuracy Repeat reading Record Data Table	Variable, Scatter graph Bar graph Line graph Degree of trust Periscope Spectrum Causal relationship Light source

	Angle Explanation Predictions Comparative Fair Test Diagram	Evidence Support Refute Report Present Findings Conclusions	

Science Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

Computing

National Curriculum:
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Computing Strand: Handling Data

Topic Links: To use the data loggers (Log Box) to record levels of light e.g. Compare the brightness of different light sources.

https://www.tts-group.co.uk/blog/2017/03/30/data-logging-outdoors-made-easy.html

Age Related Subject Skills (Progression Guidance - DDAT):

- *Modelling: Pupils learn how to use a spreadsheet to model data*
- *Working with data: Pupils learn to search, sort and graph information*

Upper Key Stage 2

- To know what a data logger can be used for
- To create an investigation to use the data logger to record information
- To begin to link the data logger components to variables in science
- Use and interpret information from a data logger
- To use computing programmes linked with the data logger
- To choose how to record and represent information from a data logger using a computer

Other Key Areas of Learning:

- Children will know data loggers can be used to record temperature, light and sound.
  - https://www.youtube.com/watch?v=2q4cVchd3F0
  - https://www.youtube.com/watch?v=PLrTPPcLmqU
- Children can compare the advantages and disadvantages of data loggers compared to human recording them (e.g. reliability, inaccuracies)
- Children can plan an experiment/investigation that involves a data logger.
- Children will be able to explain the difference between continuous and snap shot logging.
- They will be able to identify the type of graphs that a data logger information can create and know which graph suits what type of data/investigation

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use a data logger for snap shot readings
- To retrieve saved information from a log box
- To use log box information to draw graphs/tables
- Use a datalogger remotely (without a computer)
- To read the 3 different measurements of a data logger
- To create environments/ situations where those readings change

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Record Programmes Sound Temperate	Investigate Light Levels Save	Data Graph Retrieve	Accuracy Environments	Probe Lux	Reliability Snap shot Continuous

Computing Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

Firs
Primary
School

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Primary
School