
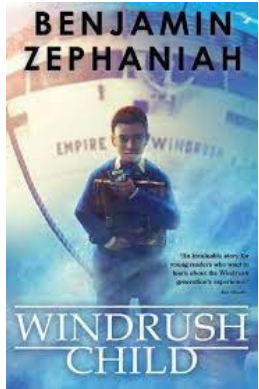




Topic:	The British Empire	
Main Subject	History	
Linked Subjects	DT (Traditional baking)	
NC objective	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Main subject key knowledge and skills	<p><u>The British Empire</u></p> <ul style="list-style-type: none"> *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. 	
Linked subject key knowledge and skills		
Discrete Subjects	PSHE - Relationships French - The date PE - Athletics/Invasion Games Science - Materials	
Main Text	<p>Coming to England</p> 	<p>Windrush Child</p> 
Main Writing Genre	Balanced arguments/ diary through a letter	
Enrichment	Outdoor drama activities Talks from the local community Local history walk around Oldham	

Weekly overview Week 1	<p><u>History (2 Weeks)</u></p> <p>L1 - <u>T.L.C.</u>: Can I explain what The British Empire is and how it had a major influence on the world?</p> <p>L2 - <u>T.L.C.</u>: Can I explain The British Empire's involvement in the slave trade?</p> <p>L3 - <u>T.L.C.</u>: Can I explain some reasons for the decline of the British Empire?</p>
Week 2	<p>L4 - <u>T.L.C.</u>: Can I explain why people from the British Empire emigrated to the UK?</p> <p>L5 - <u>T.L.C.</u>: Can I investigate and celebrate the contribution that immigrants have made to UK society?</p> <p>L6 - <u>T.L.C.</u>: Can I explain how Britain has benefitted from the immigration of people from other parts of The British Empire?</p>
Week 3 Science	<p><u>Science (1 Week)</u></p> <p><u>T.L.C.</u>: Can I compare and group together everyday materials on the basis of their properties?</p> <p><u>T.L.C.</u>: Can I explain that some materials will dissolve in liquid to form a solution?</p> <p><u>T.L.C.</u>: Can I record data and results using scientific diagrams and labels?</p>
Week 4 Science	<p><u>(2 Week)</u></p> <p><u>T.L.C.</u>: Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</p> <p><u>T.L.C.</u>: Can I use my knowledge of solids, liquids and gases to decide how mixtures might be separated?</p> <p><u>T.L.C.</u>: Can I talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is?</p>
Week 5 DT	<p><u>DT</u></p> <p>I can come up with a range of ideas after I have collected information.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can use exploded diagrams to show my design.</p> <p>I can produce prototypes to show my ideas.</p> <p>I can use a range of tools and equipment expertly.</p> <p>I understand the importance of correct storage and handling of ingredients.</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>I can demonstrate a range of baking and cooking techniques.</p> <p>I can assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p> <p>I can practise my evaluation skills by evaluating existing products against criteria which I have set.</p> <p>I can explain why my finished product is going to be of good quality.</p> <p>I can explain how my product will appeal to the audience. I can think about the aesthetic qualities of my work.</p>
Week 6 Science	<p><u>Science (3 Week)</u></p> <p><u>T.L.C.</u>: Can I explain the difference between a reversible and an irreversible change?</p> <p><u>T.L.C.</u>: Can I give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials?</p> <p><u>T.L.C.</u>: Can I plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</p>

Week 7 PSHE	<p><u>PSHE -One Week</u></p> <p>Relationships Can I manage friendships and peer influences. Can I discuss physical contact and feeling safe. Can I respond respectfully to a wide range of people recognising prejudice and discrimination.Science</p>
	<p><u>French (Weekly)</u></p> <p>L1-TLC: Can I talk about the seasons in French? L2-TLC: Can I talk about the months in the context of seasons? L3- TLC: Can I respond to questions? L4-TLC: Can I use my knowledge of the date?</p>
Reflection of Learning	<p>A poster detailing their learning during the topic Kahoot quizzes</p>
Sticky Know	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Britain was the first country in the world to abolish slavery in 1807. <input type="checkbox"/> 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	<p>Rule of Law - Slavery, and why it is wrong under the human rights convention 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</p>
Maths links	<p>Graphs - Timeline</p>
Computing Links	<p>Kahoot quizzes Research</p>
Outdoor learning	<p>Drama / Debating - Discovering local history</p>
Home learning	<ul style="list-style-type: none"> * Knowledge Mats * Brainbuilder * Appropriate reading texts available * Kahoot quizzes * Follow up research