

**Peasants, Princes and Pestilence**  
**Medium Term Topic Plan – Year 5**

Term	Autumn 2 (7 weeks)	Curriculum Strands	Death, Disaster & Conflict, Rulers & Monarchy and Society & Culture
<b>Classroom Environment</b>	Topic board to celebrate children’s learning from school and home Age-appropriate historical vocabulary related to the 15th century Range of topic books including different genres and text types	<b>Super Starter &amp; Education Visit/Visitor</b>	English: meet Pestilence D&T: a medieval banquet
<b>Key Texts</b>	<b>Class read: Children of Winter – Berlie Doherty</b> Selection of diary entries inspired by 15th century England	<b>End Product</b>	Class assembly
<b>English</b>	Talk for Writing – speech – Peasants’ Revolt - writing to persuade- 3 weeks Diary entry based on the Children of Winter - writing to record and reflect - 3 weeks		
<b>Science</b>	<u>Forces</u> <b>N.C. Obj.</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <b>N.C. Obj.</b> Identify the effects of air resistance, water resistance and friction that act between moving surfaces. <b>N.C. Obj.</b> Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <u>Working Scientifically</u> <b>N.C. Obj.</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <b>N.C. Obj.</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. <b>N.C. Obj.</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. <b>N.C. Obj.</b> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations.		
<b>P.E.</b>			
<b>Geography</b>	<u>Investigate and Discover the Origins of the Black Death: where did it originate and how did it first come to Britain?</u> <b>N.C. Obj.</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>How did the Black Death spread through London?</u> <b>N.C. Obj.</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
<b>History</b>	<u>Symptoms of the Black Death</u> <b>N.C. Obj.</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <u>Knights: the feudal system and their role in battle</u> <b>N.C. Obj.</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <b>Knowledge.</b> Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. <u>Kings and Peasants: creating royal timelines and considering the life of a peasant</u> <b>N.C. Obj.</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <b>Knowledge.</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <u>The Black Death Spreads: the role of the Flagellants – religious zealotry</u> <b>N.C. Obj.</b> Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <b>Knowledge.</b> Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. <u>Timeline: when did the plague occur and will it happen again?</u> <b>Obj.</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.		
<b>Art</b>	<u>Shield Designs</u> <b>Medium:</b> sketching. <b>Skill:</b> using pattern, shape, reflecting and symmetry, creating heraldic designs seen on a knight’s shield. <b>N.C. Obj.</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).		
<b>D&amp;T</b>	<u>Medieval Banquet: research and follow recipes to make food typical of a king's feast.</u> <b>N.C. Obj.</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		

## Music

Instrument: ukulele

**N.C. Obj.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**N.C. Obj.** Improvise and compose music for a range of purposes using the interrelated dimensions of music.

**N.C. Obj.** Listen with attention to detail and recall sounds with increasing aural memory.

**N.C. Obj.** Use and understand staff and other musical notations.