## **The Federation of the Church Schools of Shalfleet and Yarmouth**

**Medium Term Plan:** Topic **Class:** Horizon **Term:** Spring 1

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| **Title:** We Have a Voice. | **Timescale:** 6 weeks |
| **Rationale (including hook and big questions):**  The role of women in the home, workplace and society has vastly changed since the 19th century, with women having to endure severe hardships to reach our current position.; previous generations have fought for choice, rights and freedoms that many of us take for granted today.  The Suffragettes were a women's organisation who, in the early 20th century campaigned for equal opportunities for women. Their tactics weren't popular during this time, in order to make their movement serious, they let off bombs, set fire to buildings and smashed shop windows. Their main point of the campaign was to gain voting rights for women. Any women who were a part of this movement at the time would be known as a suffragette.  Was this movement an international success or did it have individual success in different countries at different times? Did WW1 have an impact on it? When did the suffragette movement end in Britain?  Hook- visit to The Houses of Parliament. | |
| **Focus Curriculum Principle:**  Coherent learning links and pathways; High quality outcomes, deep learning; Valuing all children, learning is accessible to all  Opportunities for memorable experiences; Promotes independence and curiosity | |
| **Main Subjects Covered**:  History  PSHE | **PSHE/SMSC:**  Rights, Responsibilities & the Law |
| **Maths:**  Fractions and decimals | **English:**  Text: My Story Suffragette by Carol Drinkwater |
| **Science**:  Light- how we see things | **R.E**.  Ritual Wudu & Eid-ul-Fitr |
| **Global/Cultural Link:**  How did the suffragette movement evolve across the world? What was the impact of the movement in different countries? | **Trips/Events/Visitors/Risk Day:**  Houses of Parliament. |
| **Homework:**  Weekly homework grid covering different skills for children to select a weekly task from. | |

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| **Subject** | **Week 1 6/1** | **Week 2**  **13/1** | **Week 3**  **20/1** | **Week 4**  **27/1** | **Week 5**  **3/2** | **Week 6**  **10/2** |
| Science | Plan & complete a series of light investigations, identifying variables & ensuring fair testing; Suggest patterns & connections based on observations & measurements; Draw conclusions and provide answers based on scientific enquiry; Demonstrate that light travels in straight lines.  Understand why a light source is needed to see.  Describe the movement of light beams off of reflective surfaces  Plan and carry out an investigation into the reflectiveness of given materials  Record results in the form of a graph and note patterns.  Suggest how to investigate further their findings | | | Note and explain that a shadow has the same shape as the thing or person casting it  Plan and carry out an investigation into shadow size and position of a light source; Use data from their investigation to draw a line graph Plan and carry out an investigation into the strength of various magnifying lenses; Understand that light can be bent when it is slowed down; Recognise that white light can be split into 7 rainbow colours.  Plan and carry out an investigation into light colour mixing; Record and report findings in chart form; Suggest and carry out further investigations on the effects of coloured light on coloured materials.  Assessment. | | |
| History | Using a range of sources to expand their historical enquiry to understand more about the background to the suffragette movement.  What was life like for women during the 19th century? Why was change needed? | | Identify key dates and events of the movement. Using a range of sources to expand their historical enquiry. Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. | | Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. To understand the impact WW1 had on the movement and on society in general.  Assessment. | |
| Geography | n/a | | n/a | | n/a | n/a |
| Art | n/a | n/a | Study of cubism - Picasso | | Study of cubism - Picasso | |
| Design and Technology | n/a | n/a | n/a | n/a | n/a | n/a |
| Music | n/a | n/a | n/a | n/a | n/a | n/a |
| Computing | E-safety | E-safety | Word and Desktop Publishing Project | | Word and Desktop Publishing Project | |
| PE | Netball | Sitting volleyball; netball | | Sitting volleyball; netball | | Sitting volleyball; netball |
| RE | n/a | n/a | n/a | n/a | n/a | Wudu & Eid-ul-Fitr |
| SMSC/PSHE | Rights, Responsibilities & the Law | | | | | |

This plan is subject to change depending on a range of things.