

Knowledge Outcomes

An enslaved person is someone who has no freedom or rights.
Slavery is against international law.
From the 16th Century for nearly 300 years, Britain was involved in the Transatlantic Slave Trade.
It is estimated that over 12 million African people were enslaved during this time and taken to work in America and the Caribbean.
The Slave Trade was abolished in the British Empire in 1807.

Challenge: Enslaved people often had to work on huge plantations, growing crops which were transported back to Britain.

Engage: Visit to Museum of London (Docklands)
Express: Tasting of dishes originating from slave dishes.

Strength Lies in Difference

WALT understand the strategies needed to be anti-racist
WALT be familiar with these key terms and understand their meaning: *Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice, Activism, Prejudice*
WALT understand what the slave trade was.
WALT understand the effect and impact of the transatlantic slave trade on both British society and the world at large
WALT understand why historically people have campaigned for freedom
WALT understand what an activist is and what an activist does.
WALT understand the importance of legislation (the law) that abolished slavery but also prevents discrimination today etc.

Literacy

Included on the termly Success and Challenge cards

Mathematics

Included on the termly Success and Challenge cards

Personal, Social and Emotional Development

PSCHE: How can the media influence people?

WALT understand how the media can affect people's wellbeing – their thoughts, feelings and actions
WALT know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
WALT understand how text and images can be manipulated or invented; learn strategies to recognise this
WALT know how to evaluate how reliable different types of media are, e.g. videos, news, reviews, adverts
WALT learn how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
WALT discuss and debate what influences people's decisions, taking into consideration different viewpoints
WALT be familiar with these key terms and understand their meaning: *Discrimination, Society, Media, Perception, Stereotype, Identity, Justice, Injustice, Prejudice*
WALT understand the role of the media in most societies but especially Britain.
WALT understand how media influences your view of the world.
WALT understand how biased opinions are sometimes presented as facts and the impact this can have on individuals and the wider community.

R.E.: Is anything ever eternal?

WALT express the feelings we have when we think about situations or things I would like to last forever.
WALT make links between different Christian beliefs and their views on whether anything is ever eternal.
WALT reflect on our own beliefs about whether anything is eternal.

SPRING TERM 1 Activities *Let's Liberate!* Year 6

Physical Development

Gymnastics:

WALT use running, jumping, throwing and catching in isolation and in combination
WALT develop flexibility, strength, technique, control and balance
WALT perform dances using a range of movement patterns
WALT compare our performances with previous ones and demonstrate improvement to achieve their personal best.

Rugby:

WALT develop ability to run with the ball
WALT develop ability to pass the rugby ball effectively

Understanding of the World

History:

WALT understand about the significant turning point in British history – the slave trade and its abolition

Geography:

WALT describe and understand key aspects of human geography – economic activity including trade links, distribution of natural resources (energy).
WALT use maps, atlases, globes and digital mapping to locate the countries and features studied.

Science: Electricity

WALT to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
WALT compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
WALT use recognised symbols when representing a simple circuit in a diagram
Computing: iModel
WALT become familiar with basic Sketchup tools
WALT build a house to scale using Sketchup
WALT use features of graphical modelling software to develop a 3D model
WALT evaluate and improve 3D models
WALT add images to 3D models
WALT import a Sketchup model into Google Earth

Languages

Sports

WALT recognise, say and write some nouns for sports.
WALT recognise and use parts of the verb to play in the present tense.
WALT express a like or a dislike and my opinion about a sport.
WALT express simple opinions about sports.

Expressive Art and Design

Art and Design: Sculpture

WALT plan and design a sculpture.
WALT use tools and materials to carve, add shape, add texture and pattern.
WALT develop cutting and joining skills, e.g. using wire, coils.
WALT use wire and foil to create a 3D sculpture.

Music: Singing

WALT sing rounds, canons and simple harmonic two / three-part arrangements and observe the rhythm, phrasing pitching and styling of the piece.
WALT show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.
WALT sing songs, including their own simple compositions, from a wide range of musical genres and styles