

Knowledge Outcomes

An enslaved person is someone who has no freedom or rights.
Slavery is against international law.
Britain was involved in the Transatlantic Slave Trade from the 16th Century for nearly 300 years. Britain would trade goods for enslaved Africans and then re-sell them in either America or the Caribbean for crops such as cotton, tobacco or sugar.
Enslavement led to people being kidnapped, separated, beaten, exploited and killed.
After many failed attempts, William Wilberforce succeeded in passing the bill to abolish the slave trade in 1807.

Engage: Exploration of Artefacts on Freedom
Express: Personal Art Gallery

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.

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.
WALT describe a sport simply.

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
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
know how to evaluate how reliable different types of media are, e.g. videos, news, reviews, adverts
WALT understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them to 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

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

Physical Development

Multi-Skills:

WALT show control at take-off in jumping activities
WALT show accuracy and good technique when throwing for distance
WALT show good control, speed, strength and stamina when running, jumping and throwing
WALT adapt their skills and techniques to different challenges and equipment
WALT use good technique
WALT pace effort well

Understanding of the World

History:

WALT explore a significant turning point in British history – the slave trade and its abolition

Science: Electricity

WALT learn 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

Literacy / Mathematics

Included on the termly Success and Challenge cards

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: Composing

WALT create music with multiple sections that include repetition and contrast.
WALT extend improvised melodies beyond 8 beats over a fixed groove.
WALT plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A).
WALT incorporate rhythmic variety and interest into compositions.
WALT understand that melodies can be enhanced with rhythmic or chordal accompaniment.
WALT compose a 3-part piece and use available music software/apps to create and record it.