

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.

Strength Lies in Difference

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

Languages

Hobbies:

WALT understand the nouns for different hobbies
WALT understand nouns for equipment you use in hobbies
WALT begin to understand the verb 'to do'
WALT create extended opinions about hobbies (including reasons)
WALT read and understand information about hobbies
Write a short description of a hobby
WALT talk about other people's hobbies using 1st, 2nd and 3rd person

Personal, Social and Emotional Development

PSCHE: How can social media influence people?

WALT understand the role of social media in most societies but especially Britain.
WALT understand how social media influences your view of the world.
WALT understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
WALT know that not everything should be shared online or social media and that there are rules about this, including the distribution of images
WALT know how text and images can be manipulated or invented online; learn strategies to recognise this
Learn to evaluate how reliable different types of online content is, e.g. videos, blogs, news, reviews, adverts
WALT know how to recognise unsafe or suspicious content online and what to do about it
WALT know how to make decisions about the content they view online and know if it is appropriate for their age range
WALT know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
WALT recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
R.E.: Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?
WALT examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.
WALT explain how the influence people have had on me has affected what I see as important.
WALT explain how some of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

SPRING TERM 2 Activities Let's Liberate! Year 6

Physical Development

Cricket:

WALT understand how to accurately bat a cricket ball
WALT understand how to throw and catch a ball accurately
WALT understand how to bowl a ball accurately
WALT understand how to use a long barrier to stop a ball
WALT understand how to play a game of Kwik cricket and develop our knowledge of tactics and strategies

Understanding of the World

History:

WALT understand about a 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: Living Things and their Habitats

WALT describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
WALT give reasons for classifying plants and animals based on specific characteristics.

Computing: iProgram

WALT understand the difference between games and simulations
WALT identify the various inputs that computer games can use
WALT program a computer game by sequencing conditional statements
WALT program an algorithm according to a plan
WALT develop a program according to a plan
WALT develop strategies for testing and debugging computer programs

English / Mathematics

Included on the termly Success and Challenge cards

Expressive Art and Design

Art and Design: Collage

WALT add collage to a painted or printed background.
WALT use a range of mixed media to create a collage.
Plan and design a collage.
WALT develop skills in stitching using different threads and fabrics.

Music: Rhythm, pitch, notation

WALT further develop the skills to read and perform pitch notation within an octave.
WALT read and play confidently from rhythm notation cards and rhythmic scores.
WALT read and play from notation a four-bar phrase, confidently identifying note names and durations.