

## 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.**

## 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

### Sports

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

## Personal, Social and Emotional Development

### PSCHE: How can the media influence people?

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  
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  
Learn 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  
Be familiar with these key terms and understand their meaning: *Discrimination, Society, Media, Perception, Stereotype, Identity, Justice, Injustice, Prejudice*  
Understand the role of the media in most societies but especially Britain.  
Understand how media influences your view of the world.  
Understand how biased opinions are sometimes presented as facts and the impact this can have on individuals and the wider community.

### R.E.: What is Religion?

#### Is anything ever eternal?

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

## SPRING TERM 1

### Objectives

## Let's Liberate! History focus Year 6

## Physical Development

### Multi-Skills:

Show control at take-off in jumping activities  
Show accuracy and good technique when throwing for distance  
Show good control, speed, strength and stamina when running, jumping and throwing  
Adapt their skills and techniques to different challenges and equipment  
Use good technique  
Pace their effort well

## Understanding of the World

### History:

Learn about a significant turning point in British history – the slave trade and its abolition

### Science: Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

### Computing: iModel

Become familiar with basic Sketchup tools  
Build a house to scale using Sketchup  
Use features of graphical modelling software to develop a 3D model  
Evaluate and improve 3D models  
Add images to 3D models  
Import a Sketchup model into Google Earth

## English / Mathematics

Please see termly Success and Challenge cards

## Expressive Art and Design

### Art and Design: Sculpture

Plan and design a sculpture.  
Use tools and materials to carve, add shape, add texture and pattern.  
Develop cutting and joining skills, e.g. using wire, coils.  
Use wire and foil to create a 3D sculpture.

### Music: Composing

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