

## Knowledge Outcomes

An enslaved person is someone who has no freedom or rights.  
Slavery is against international law.  
From the 16<sup>th</sup> 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:**

**Express:**

## 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.

## 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?

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.: 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!* Year 6

## Physical Development

### Gymnastics:

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

Perform dances using a range of movement patterns

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Rugby:

Develop ability to run with the ball

Develop ability to pass the rugby ball effectively

## Understanding of the World

### History:

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

### Geography:

Describe and understand key aspects of human geography – economic activity including trade links, distribution of natural resources (energy).

Use maps, atlases, globes and digital mapping to locate the countries and features studied.

### Science: Electricity

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

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

Use recognised symbols when representing a simple circuit in a diagram

### 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

## 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.

## 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: Singing

Sing rounds, canons and simple harmonic two / three-part arrangements and observe the rhythm, phrasing pitching and styling of the piece.

Show an understanding of how lyrics can reflect cultural and social meaning and use this to enhance their performances.

Sing songs, including their own simple compositions, from a wide range of musical genres and styles