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:
Learn the nouns for different hobbies
Learn nouns for equipment you use in hobbies
Begin the understand the verb 'to do'
Create extended opinions about hobbies (including reasons)
Read and understand information about hobbies
Write a short description of a hobby
Talk about other people's hobbies using 1st, 2nd and 3rd person

Personal, Social and Emotional Development

PSCHE: How can social media influence people?
Understand the role of social media in most societies but especially Britain.
Understand how social media influences your view of the world.
Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images
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
Know how to recognise unsafe or suspicious content online and what to do about it
Know how to make decisions about the content they view online and know if it is appropriate for their age range
Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
Learn to 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?
Examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.
Explain how the influence people have had on me has affected what I see as important.
Explain how some of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

SPRING TERM 2
Objectives
Let's Liberate!
Year 6

Physical Development

Parkour:
Learn what 'parkour' is
Develop ability to maintain balance when moving

Orienteering:
Develop children's ability to use a key to find where they are on a map
Children should learn to move the map to display where they are and which way they are facing

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: Living Things and their Habitats
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
Give reasons for classifying plants and animals based on specific characteristics.

Computing: iProgram
To understand the difference between games and simulations
To identify the various inputs that computer games can use
To program a computer game by sequencing conditional statements
To program an algorithm according to a plan
To develop a program according to a plan
To 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
Add collage to a painted or printed background.
Use a range of mixed media to create a collage.
Plan and design a collage.
Develop skills in stitching using different threads and fabrics.
Music: Rhythm, pitch, notation
Further develop the skills to read and perform pitch notation within an octave.
Read and play confidently from rhythm notation cards and rhythmic scores.
Read and play from notation a four-bar phrase, confidently identifying note names and durations.