



Why should the world be ashamed of slavery?

Pre-Learning Experience and/or Hook:

Children take part in a slavery 'experience' including a journey, auction and day in the life of a slave.

Visits/Visitors:

Just Enough Group – Modern Slavery

Local, National and Global links:

UNICEF
Anti-slavery UK

Post Learning Experience:

Create a Horrible History documentary exploring the concept of slavery to show another Year Group.

Reading, Writing and Maths opportunities

Letter Writing
Reading – non-fiction links
Maths – statistics
Retrieval from non-fiction texts

Suitcase for life including key words (Vocab Blast sessions)

Civilisation, Colony, Commonwealth, Empire, Exploitation, Independence, Plantation, The Middle Passage, Racism, Rebellion, Slave, Trade, Triangular, Trade, Abolition, Liberty

PSHE

Difference and Diversity

About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.

To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

History

Why should the world be ashamed of slavery?

- Can they say where a period of history fits on a timeline?
- Can they place a specific event on a timeline by decade?
- Can they place features of historical events and people from past societies and periods in a chronological framework?
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can they summarise how Britain has had a major influence on world history?
- Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
- Can they describe features of historical events and people from past societies and periods they have studied?
- Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
- Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
- Can they identify and explain their understanding of propaganda?
- Can they describe a key event from Britain's past using a range of evidence from different sources?
- Can they suggest relationships between causes in history?
- Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
- Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?
- Can they suggest why there may be different interpretations of events?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they pose and answer their own historical questions?

Art

Portfolio of collages, prints relating to the concepts of slavery.

Portfolio of collages, prints relating to the concepts of adaptation and evolution.

Can they overprint using different colours?

Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?

Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.

Do they use software packages to create pieces of digital art to design.

Can they create a piece of art which can be used as part of a wider presentation?

Can they justify the materials they have chosen?

Can they combine pattern, tone and shape?

Music Journeys

Can they sing a harmony part confidently and accurately?

Can they perform parts from memory?

Can they perform using notations?

Can they take the lead in a performance?

Can they take on a solo part?

Can they provide rhythmic support?

Can they show how a small change of tempo can make a piece of music more effective?

Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

P.E

Gymnastics and Dance

Can they develop imaginative dances in a specific style?

Can they choose their own music, style and dance?

Can they explain how the body reacts to different kinds of exercise?

Can they choose appropriate warm ups and cool downs?

Can they explain why we need regular and safe exercise?

R.E

Why is pilgrimage important to some religious believers?

Identify what pilgrims hope for from their religious journey and suggest ways in which this has an impact on their life

Explain the meaning of pilgrimage for some believers

Suggest meanings in the practice of Hajj and make links to Muslim beliefs, stories and commitments

Ask some thoughtful questions about why pilgrims choose to undertake a pilgrimage and suggest some possible answers about the relationships between pilgrimage and faith

Express their own ideas about the value of times of reflection, repentance, journey, remembrance.

Science 'Did we always look like this?'

Evolution and Inheritance

Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?

Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?

Can they give reasons why offspring are not identical to each other or to their parents?

Can they explain the process of evolution and describe the evidence for this?

Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?

Can they explain how some living things adapt to survive in extreme conditions?

Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?

Can they begin to understand what is meant by DNA?