

# MAAFA "great tragedy"

## Brief outline of Learning Journey:

*This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.*

## Year 6 Autumn Term

### Main subject for topic- History

**Context-** African history linked to slavery and abolition

**Skills developed-** To describe the impact on British life; to describe causes and consequences of significant events; articulate a clear, chronological world history narrative.

**Knowledge and key vocabulary-** to understand how the British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.

**RE-** In RE the children will be comparing different religions and beliefs by learning about the Jewish festival of Rosh Hashana and Yom Kippur and the Sikh festival Bandi Chhor Divas.

### Maths

**Main units-** place value, the 4 operations and fractions (equivalent fractions and simplifying, comparing, adding and subtracting, multiplying and dividing fractions by whole numbers). The children will also be learning the long division strategy.

Maths lessons aim to build children's confidence in completing maths calculations and develop problem-solving and reasoning skills. Also, it will support them in understanding how mathematics is used in everyday life.

**Maths KIRF-** to know multiplication and division facts up to  $12 \times 12$

### English

**Reading-** Key Texts- Freedom 1783 by Catherine Johnson. The Ice Children by MG Leonard and various information texts. Children will explore vocabulary and hone skills of inference and retrieval in stories and non-fiction. They will analyse texts, giving their own viewpoint,

**Writing-** Children will be writing blogs centred on pet peeves. They will study and build on a text, learn to use adverbial phrases effectively and use figurative language. Writing will also be inspired by our topic, where they will imagine being a slave. They will use their writing skills for factual writing too - a tour of the circulatory system, which combines work in science.

**NEW English KIRF:** to use relative clauses (adding information to a sentence)

### Science

**Context:** Animals, including humans

This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.

#### Skills developed:

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Use test results to make predictions to set up further comparative and fair tests.

#### Knowledge and key vocabulary:

- Know the risks associated with an inactive lifestyle (including obesity).
- Know what constitutes a healthy diet (including understanding calories and other nutritional content).
- The role of the circulatory system is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed.

### PE

Monday - Real P.E. Core skills and ball games  
Tuesday - PE coaches - games skills





# Maafa

## Computing

**Computing systems and networks – communication and collaboration**

We will explore how data is transferred over the internet, looking at addresses and the structure of a data packet. We will look at how the internet facilitates online communication.

## Geography.

### Context: Our Planet, Our World

This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.

## French:

1st half term- As tu un animal?- learn to talk about our pets in French.

2nd half term- Au Salon du thé- talk about a wide range of foods and how to order them.

## Art and Design

**Colour Theory:** Through studying the colour wheel and exploring mixing tints, shades and tones, children will learn to create landscape paintings (going outside to paint lake views). They study significant landscape artworks and features of landscapes. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.

**Trailblazers, Barrier Breakers:** This project teaches children about significant black artists such as, Henry Ossawa Tanner, Turgo Bastien and Augusta Savage. Their work provides opportunities to analyse and create artwork inspired by them.

## Local links and Exciting Experiences

- Author visit 9<sup>th</sup> October. MG Leonard
- Trip to the British Museum, London Friday, 15<sup>th</sup> November.
- Outside learning, early in the term : This includes walk with Y1 buddies and art experience by the local lakes.

## Jigsaw- Lifeskills

Autumn 1: Being me in my World  
Autumn 2: Celebrating Difference



## Music

Hey Mr Miller!

During this unit, children will be learning about Alton Glenn Miller and the swing band, and swing - style jazz. They will explore rhythm work and create and improvise rhythm patterns and melodies.

## Design technology

This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu and evaluate their completed products.

### Skills:

- Create a detailed comparative report about two or more products or inventions.
- Analyse how an invention or product has significantly changed or improved people's lives.

### Knowledge:

- Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.
- A processed food is changed during preparation and includes processes, such as cooking, freezing, pasteurising, or the addition of ingredients. Pros of processed foods include convenience and availability. Cons include a lack of nutrients and unhealthy ingredients.