

### Key Vocabulary

auction British Empire campaigners Committee for the Abolition of the Slave Trade discrimination Elizabeth Heyrick enslaved Harriet Tubman Mary Prince Middle Passage Olaudah Equiano plantation prejudice revolt shackle slave Thomas Clarkson Transatlantic Slave Trade Underground Railroad William Wilberforce Zong Massacre

### As Historians we will...

make links with our prior learning about how individual and societal **beliefs** can lead to **conflict**. We will develop our understanding of how the slave trade developed and the role of the British Empire, and we will use **historical sources** to find out about the experiences of those who were enslaved, as well as key individuals who contributed to the eventual abolition of the slave trade including Harriet Tubman and William Wilberforce.

**Throughout, we will make links with our prior learning about conflicting beliefs** of society about women's roles including Florence Nightingale, Mary Seacole and Mary Murdoch. We will also make links about **beliefs** that led to **conflict** which resulted in war during the time of the Romans and the Tudors.

### As Scientists we will...

make links with and build on our prior learning of **light, light sources and shadows** from Year 3. We will develop our understanding of how **light** travels and investigate the effect this has on the size and shape of shadows through recording, presenting and evaluating our data. We will also investigate reflection and how it enables us to see.

### In Jigsaw we will...

explore the theme, 'Healthy Me'.

### In PE we will...

develop our teamwork skills as we compete and cooperate in various different physical challenges.

### In RE we will...

explore the theme of 'Living a Faith' through the question, 'What is identity?'

## Year 6 - Spring 2025

### The Transatlantic Slave Trade



### In the Arts we will...

explore a variety of music from American artists, studying a different era each lesson (starting in the 50s up to the 00s). We will discuss and share our opinions on the musical styles, comparing and contrasting the musical features of the pieces.

In DT, we will use and build on skills learned in research, developing and design to plan and construct our own model diorama of a children's playground. Including at least five different apparatus (including moving parts), we will apply our understanding of how to strengthen, stiffen and reinforce more complex structures. **In order to complete this project, we will make links with our prior learning about constructing bridges (Yr 4), with regards to having a choice of materials to select from, and also make links with previous woodwork projects in Year 2 and 3.**

### In MFL we will...

develop our skills in order to describe what subjects we learn and which we like or dislike in French.

### As Readers we will...

read and explore a wide range of texts including fiction, non-fiction and poetry. We will continue to develop our comprehension skills by analysing the author's use of language, making comparisons between texts and clarifying unfamiliar phrases and vocabulary within the context of the story.

### As Writers we will...

examine how to create and build different levels of mystery and suspense in a narrative, inspired by the short story, 'Alma'. We will then explore the story, 'Dreamgiver', comparing its main character to others we may have encountered in similar stories, and write diary entries from the main character's perspective.

### As Mathematicians we will...

continue our work on fractions, by first adding and subtracting both mixed numbers and proper fractions, before moving on to multiplying and dividing fractions, sometimes involving whole numbers.

Following on from this, we will explore the concept of percentages, including familiar contexts they may be used in. We will learn how to calculate common percentages (e.g. 50%, 25%, 75%, 10%), before moving on to calculating more trickier percentages, such as 35% or 62%.

### In Computing we will...

explore 3D modelling and how this is used in real life contexts, in particular architecture. We will first build our 3D modelling skills using Tinkercad, before creating our desk tidy model and then designing and creating our own digital house.

Alongside this, we will explore the terms 'reliability' and 'bias', to support us in understanding 'fake news', and identifying strategies of how to determine fact vs. opinion.