

Year 6 - Topic Planner - Spring Term

In Search of Justice – Social Injustice



Project Synopsis:

In this unit the children will explore the concept of social injustice with a study on Africa, focusing in on South Africa and Benin. They will learn about searching for and giving forgiveness and how the impact their beliefs and moral values can have on society.

Project Aims:

The aim of this project is to open children's eyes and minds to the human rights they have and how these can be exploited across the world. The children will learn to empathise with, debate about and suggest solutions to the social injustice in the world.

How?

Project Launch:

The project will launch with a presentation from Chris Lubbe about his life working with Nelson Mandela.

Project Outcome:

The children will showcase their learning by writing a rap inspired by the Bars and Melody (BGT) performance about Social Injustice.

National Curriculum

Coverage and Key Skills

ENGLISH:

Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

MATHS:

Milestone Focus:

Teachers identify and personalise the key Maths skills that the children need to rehearse across the curriculum.

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UNICEF ARTICLE 2 - The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

SCIENCE: Evolution and Inheritance
NC Links: Yr6 – 3a, 3b, 3c, Yr5 – 3e, 3f

Key Milestones:

- **S1** – Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- **S2** – Describe how adaptation leads to evolution
- **S3** – Recognise how and why the human skeleton has changed over time, since we separated from other primates

HISTORY / GEOGRAPHY: Non-European Study – Africa and Benin / Locational Geography
NC Links: History - 4a, Geography – 1a, 1c, 3a, 3b, 4a, 4b

Key Milestones:

- **H1** – Select suitable sources of evidence, giving reasons for choices
- **H2** – Seek out and analyse a wide range of evidence in order to justify claims about the past
- **H3** – Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied
- **H4** – Describe the social, ethnic, cultural and religious diversity of past society
- **H5** – Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- **G1** – Name and locate some countries and cities of the world and their identifying human and physical characteristics
- **G2** – Describe how locations around the world are changing and explain some of the reasons for change
- **G3** – Describe how countries and geographical regions are interconnected and interdependent

ART AND DESIGN: Sculpture
NC Links: 1a, 1b, 1c

Key Milestones:

- **A1** – Develop and imaginatively extend ideas from starting points throughout the curriculum
- **A2** – Comment on artworks with a fluent grasp of visual language
- **A3** – Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
- **A4** – Use tools to carve and add shapes, texture and pattern
- **A5** – Combine visual and tactile qualities

DESIGN AND TECHNOLOGY: Textiles
NC Links: 1a, 1b, 2a, 2b, 3a, 3b, 3c

Key Milestones:

- **DT1** – Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles
- **DT2** – Use a range of dye techniques to create textile pieces
- **DT3** – Show precision in using techniques to colour and embellish textiles
- **DT4** – Combine elements of design from a range of inspirational designers through history, giving reasons for choice

RELIGIOUS EDUCATION: Concept of Forgiveness (Bible Stories) / Concept of sacred (Bible and Qur'an)

NC Links: 1a-e, 2a-e, 3a-e **Christianity** – 2a, 3a, 4b **Islam** – 3a

Key Milestones:

- **RE1** – Explain how some teachings and beliefs are shared between religions
- **RE2** – Explain some of the different ways that individuals show their belief
- **RE3** – Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules)
- **RE4** – Express their own values and remain respectful of those with different values

LANGUAGES: J'habite

NC Links: 1a, 1c, 1d, 1e, 1g, 1i, 1j, 1k, 1l

Key Milestones:

- **L1** – Read and understand the main points and opinions in written texts from various contexts, including present, past or future
- **L2** – Show confidence in reading aloud
- **L3** – Use knowledge of grammar to enhance or change the meaning of phrases
- **L4** – Use dictionaries or glossaries to check words
- **L5** – Be understood with little or no difficulty
- **L6** – Vary language and produce extended responses

PHYSICAL EDUCATION: Gymnastics (synchronisation and canon) / OAA / Tennis / Netball
NC Links: 1b, 1c, 1e, 1f

Key Milestones:

- **PE1** – Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking)
- **PE2** – Work alone, or with team mates in order to gain points or possession
- **PE3** – Use forehand and backhand when playing racket games
- **PE4** – Create complex and well-executed sequences that include a full range of movements
- **PE5** – Hold shapes that are strong, fluent and expressive
- **PE6** – Empathise with others and offer support without being asked
- **PE7** – Identify possible risks and ways to manage them, asking for and listening carefully to expert advice
- **PE8** – Remain positive even in most challenging circumstances, rallying others if need be

COMPUTING: Prezi Presentations

NC Links: 1f

Key Milestones:

- **C1** – Choose the most suitable applications and devices for the purposes of communication
- **C2** – Use many of the advanced features in order to create high quality, professional or efficient communications

MUSIC: African Drumming (Drumming Workshop)

NC Links: 1a, 1b, 1e, 1f

Key Milestones:

- **M1** – Describe how the lyrics often reflect the cultural context of music and have social meaning
- **M2** – Choose from a wide range of musical vocabulary to accurately describe and appraise music

Year 6 - Spring Term

STARS FOCUS

UNICEF ARTICLE 2 - The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.



Learning Journey

Chris Lubbe –
Launch

In Search of Justice – Social Injustice

1) Is it possible to break the cycle of injustice?



Nelson Mandela
Geographical locations
History
RE – Forgiveness
English – Journalistic writing, Biography

DT – Textiles
Music – African drumming
English – Recounts - Diary writing

4) How do our morals influence the choices we make?

In this unit the children will explore the concept of social injustice with a study on Africa, focusing in on South Africa and Benin. They will learn about searching for and giving forgiveness and how the impact their beliefs and moral values can have on society.

2) How do we forgive in a world of injustice?

Geography History
RE
Art – Sculptures
English – Non-chronological reports

Marchants Hill -
OAA

3) How do we allow our beliefs to impact upon society?