

Maafa—Curriculum Driver Year 5/6 Autumn Term (Year B)

Topic Question: What was the slave trade?
Linked people of study: Mary Seacole, Claudia Jones.

Linked texts: Henry's freedom box, Freedom, Pig heart boy.

Trips/Visitors: Science investigation with external visitor.

Topic Composite/Finale: A historical report about an inspirational black Briton.

Prior Learning Topic: emperors and empires, ancient civilisations, magnificent monarchs.

Future Learning Topic: Britain at war.

History

Maafa

Intent: to learn about Africa in the past and present, with a particular focus on Benin. We will trace the development of the slave trade and explore 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.

Skills and Knowledge Components Focus Year 5/6:

- Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Sticky Knowledge:

- The Kingdom of Benin gained wealth and power by trading natural resources such as gold and ivory.**
- The European slave trade began in 1441.**
- The triangular slave trade was a very profitable system of enslavement and it involved three journeys.**

Key Vocabulary: abolitionist, auction, chattel slavery, colonisation, emancipation, enslavement, indigenous, *Maafa*, plantation, trading forts, West Indies.

Subject composite: end of unit assessment to showcase learning and understanding of the European slave trade and the impact on life on today.

Impact: the children will understand the structure of the transatlantic slave trade and the consequences of enslavement for enslaved people. They will have an understanding of how the people of Britain benefited from the money and goods produced by the slave trade and the causes and consequences of the abolition of slavery in the 19th century. They will explore the lives of black people who have made significant contributions to Britain and will celebrate black culture in Britain today.

RE

How do Christians live? What would Jesus do?

(Autumn 1)

Intent: pupils will learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and the Christian tradition that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus whereas John used some different sources and includes long reflections on Jesus' teaching. They will learn about the differences between Jesus' direct teaching and his teaching through parables and other stories that he told. Pupils will talk about the meanings of different biblical texts and what they mean for Christians today. They will focus on what Christians believe the 'good news' of Jesus is, giving examples of the example of Jesus' behaviour that Christians try to follow. Pupils will also spend time discussing how Christian communities today act and how this is based on Jesus' teachings.

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

Identify features of Gospel texts (for example, teachings, parable, narrative)
Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts

Understand the impact:

Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

Sticky Knowledge: Matthew, Mark, Luke and John are the Gospel writers. Jesus gave the Sermon on the Mount to tell people how to live. The two commandments Jesus gave were to: love the Lord your God with all your heart and with all your soul and with all your mind, and, love your neighbour as yourself.

Key Vocabulary: Gospel, interpretation, Mark, theology, Christ-like, Matthew, leprosy, commandments, parables, Luke.

Subject Composite: class discussion/ debate to reflect on 'Jesus' actions and teachings are not only relevant for Christians today: his example can inspire others too.' and how much they agree/ disagree with this.

Impact: children will be able to give examples of how Jesus' teachings are used by Christians in their lives today. They will be able to reflect on different types of teaching that Jesus used and the impact that these had.

Science

Circulatory system

(Autumn 1)

Intent: The children will revisit prior learning about the systems in the human body and the seven life processes. They will explore the role of the circulatory system and its main parts. They will look closely at the structure, functions and features of the heart. They will learn about the components and functions of blood, making a representation of a separated blood sample. They will draw and label diagrams of each type of blood vessel and learn about their structure and function. They will test their resting heart rate using a variety of methods.

Skills and Knowledge Components Focus Year 5/6:

- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Sticky Knowledge:

- Name and identify the three main components of the circulatory system: the heart, blood and blood vessels.
- The heart is a muscular organ that pumps blood around the body through the blood vessels.
- The main function of blood is to transport oxygen, nutrients, antibodies, hormones and heat around the body.

Key Vocabulary: circulation, blood, blood vessels, heart, artery, vein, capillaries, hormone, immune system, respiration, valve, oxygenated.

Subject Composite: The children will carry out an investigation to identify how exercise affects the heart.

Impact: the children will be able to identify, name and describe the function and role of the main parts of the human circulatory system.

PSHE

Being me in my world

(Autumn 1)

Intent: This learning helps children recognise what they most value about themselves, their school and their hopes for the school year. It also helps them empathise with others and understand how their actions affect others.

Skills and Knowledge Components Focus Year 5/6:

Understand how democracy and having a voice benefits the school community
Understand how to contribute towards the democratic process
Understand the rights and responsibilities associated with being a citizen in the wider community and their country
Know how to face new challenges positively
Understand how to set personal goals
Know how an individual's behaviour can affect a group and the consequences of this

Sticky Knowledge: Respecting opinions, values, treating others fairly.

Impact: Children will recognise how their actions/words affect those around them.

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Art and Design

Colour mixing, tints, shades and tones.

Intent: In Art, children will explore the colour wheel, mixing tints, shades and tones. Children will investigate Taotie motifs, casting methods and watercolours.

Skills and Knowledge Components Focus

Year 5/6:

Pupils should be taught to:
Create sketchbooks to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Sticky Knowledge:

Colour theory; Colour wheel; Mixing tints, shades and tones; Landscapes, Taotie, Taotie motifs; Casting methods; Watercolour

Subject Composite: Children will produce a landscape painting using a range of colour mixing using tints, shades and tones., creating different perspectives.

Impact: All future art lessons involving colour mixing with shades, tints and tones.

Design Technology

Food for life

Intent: children will learn 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 and Knowledge Components Focus:

Year 5/6:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand and apply the principles of a healthy and varied diet.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Subject Composite: healthy food canapes.

Impact: Children know the difference between processed and unprocessed foods and what constitutes a healthy meal. They will have prepared and made their own healthy snacks/ meals in groups.

Computing

6.1 Coding

Intent: to develop coding skills using PRIMM – predict, run, investigate, modify, make. Children will explore different codes and identify what commands have been used for what intended outcome. They will apply their knowledge to create their own program on Purple Mash.

Skills and Knowledge Components Focus

Year 5/6:

- To design a playable game with a timer and a score.
- To plan and use selection and variables.
- To understand how the launch command works.
- To use functions and understand why they are useful.
- To understand how functions are created and called.
- To use flowcharts to create and debug code.
- To create a simulation of a room in which devices can be controlled.
- To understand how user input can be used in a program.
- To understand how 2Code can be used to make a text-adventure game.

Subject Composite: Children will create their own program. children will learn to understand that coding can contain errors and that debugging is a way to resolve algorithms not performing as they should.

Impact: Children will know a variety of different concepts to apply to their own program. They will have increased confidence with solving problems when becoming stuck with their code through reading through different code and adapting it.

Music

Intent: The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing **instruments are all linked.**

Skills and Knowledge Components Focus Y5/6:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Subject Composite: Children will identify and perform songs about the theme of 'happy' and comment on what makes them happy.

Impact: Children will be able to identify preferences in musical styles based on their personal tastes linked to their emotions and feelings.

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Art and Design

Colour mixing, tints, shades and tones.

Intent: In Art, the children will explore significant black artists and their work, and have opportunities to analyse and create artwork inspired by them.

Skills and Knowledge Components Focus

Year 5/6:

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about great artists, architects and designers in history.

Sticky Knowledge:

Give examples of the messages Chris Olifi portrayed in his artwork.
Explain how artwork can express a historical concept.

Subject Composite: the children will create a class gallery of artwork with personal, historic or conceptual meaning.

Impact: the children will draw links between their learning in history and of significant artists to create their own artwork that reflects on their work.

Spanish

Exploring a Spanish town

Intent: In this 'Exploring a Spanish Town' unit, we will consolidate previous knowledge of verbs and adjective agreement and will learn to describe their town. Then, we will apply these new skills to compare towns and extend their sentences using opinions to add more detail. By the end of this unit, we will prepare a paragraph to describe a town, using all the phrases and vocabulary they have learnt during the lessons.

Skills and Knowledge Components Focus

Year 5/6:

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Subject Composite: children will present their knowledge by sharing conversations with one another about where they live and what they like about their town.

Impact: the children will speak with increasing confidence, fluency and spontaneity, they will be able to identify shops and places in town and write a short sentence saying where they live. They will recognise opinions and share ideas.

RE (Autumn 2)

Intent: In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

Skills and Knowledge Components Focus Year 5/6:

Make sense of belief:

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible
- Identify Gospel and prophecy texts, using technical terms
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms

Understand the impact:

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Make connections:

- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.

Sticky Knowledge:

Christians believe that when Adam and Eve disobeyed God, it was called the Fall. A saviour is someone who comes to save someone from a particular situation. The prophet Micah and the prophet Isaiah both speak of a rescuer that God will send to heal the damage caused by people's disobedience. Christians say this saviour is Jesus, who is God in human form, which is a belief they call incarnation.

Subject Composite: children to create their own Christmas advert based on their learning from within this unit, reflecting on why Christians believe that Jesus was the Messiah.

Impact: children will have a greater understanding of how 'incarnation' fits into the bigger picture in the Bible, making links to Jesus' birth and Christian beliefs.

Hooks for new learning: For Christians, what kind of king was Jesus?