Freedom Fighters pt2

Year 6   Spring 2

Study overview

This topic will build from the children's awareness of a diverse British society (and global society) through the 20th Century. The children will learn about the fights for equal rights and progressive freedoms, from Women's rights to the civil rights groups during the 20th Century across the world, Human rights and to more recently, LGBTQ+ rights in more immediate history. This topic should link their historical understanding to current issues facing society today (PSHE link), including the rights of refugees, women and the LGBTQ+ community.

Key Vocabulary

diversity, emancipation, liberation, equality, liberty, awareness, protest, global citizen, refugee,

National Curriculum Objectives

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory):
  - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Knowledge to be gained

To know:

- how significant individuals fought for equality in women's rights, black civil rights, LGBTQ+ rights and refugee rights
- that people have needed to protest in order to get change
- that key speeches have the power to change public opinion
- the names of some key individuals who fought for freedoms we enjoy today
- the dates of key changes in rights for groups of people

Key Texts

- I am Malala by Malala Yousafzai (main class text)
- I Had a Dream speech by Martin Luther King
- I Know Why the Caged Bird Sings by Maya Angleou
- Thirteen by Caleb Femi
- I Am Not a Label by Cerrie Burnell
- Little People, Big Dreams: Freddie Mercury by Maria Isable Sanchez Vegara

Key Experiences and figures to study

- Alan Turing
- Freddie Mercury
- Terence Higgins

Linked learning in English and Grammar

Persuasive Speech – persuasive devices, modal verbs, formal language features, subjunctive form, rhetorical questions, figurative language, hyperbole

Biography – presentation and organisational devices, concise language, formal language features, bias

Linked learning in Art and Design

Our art unit will include a study of Frida Kahlo and her use of symbolism within her paintings. The children will explore scale and proportion. We will use pencil sketches to show light, shade, texture and tone, pattern and form. The children will explore examples of symbolic, surrealist and figurative artwork, which will inspire their own drawings.

Linked learning in Design Technology

The children will understand and use electrical systems to move and light up their ferris wheel (for example, series circuits incorporating switches, bulbs, buzzers and motors) which they made in Autumn term 2. This will link with their science learning.

Linked learning in Science

Our science unit for this term will be electricity. Pupils will be taught to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches and use recognised symbols when representing a simple circuit in a diagram.

Linked learning in Geography

The children will develop their knowledge of cities in America where Civil rights were fought for and other areas in the world where women's rights are limited

Discrete learning in Music

Compositions for the festival of colour: Holi. The children will suggest a colour to match a piece of music. The children will create a vocal composition and work as a group to perform their piece of music.

Discrete learning in PSHE

Our unit this term is 'Healthy Me'. The children will learn about taking responsibility for their health and well-being, understand know about different types of drugs and their uses and their effects on the body particularly the liver and heart, understand that some people can be exploited and made to do things that are against the law, know why some people join gangs and the risks this involves, learn how to be a good friend and enjoy healthy friendships and learn how to keep calm and deal with difficult situations.

Discrete learning in Physical Education

The focus of the learning in inside PE this term will be to explore the concepts of Prejudice and Discrimination through movement. Pupils will work together to demonstrate the emotions that surround prejudices. Pupils will then take a closer look at the impact of acting on this prejudice. In our outside games, the focus of the learning is to explore different forehand and backhand shots that can be played during a game of Tennis.

Discrete learning in Religious Education

Our key question in RE this term is 'Should believing in the resurrection change how Christians view life and death?'. This unit for Key Stage 2 pupils focuses on the Christian concept of 'salvation'. The children will explore beliefs about resurrection in biblical narrative, church practice and Christian living.

Discrete learning in Computing

This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit.

Discrete learning in MFL

Our topic this term is 'French Sport and the Olympics. Children will learnt to conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They will expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the Olympic Games.