

Year 6: Wakanda Forever

1. Key Vocabulary

English — Access, Acquire, Maintain, Apparent, Potential, Component, Secure, Integral, Specific, Obtain, Welfare, Widespread

Maths — Aggregate, Circumference, Compensation, Diameter, Compiled, Dimensions, Context, Financial, Converted, Fluctuations, Expression, Formula

Science — Evolution, Source, Dominant, Conduct, Generation, Output, Eliminate, Predominant, Consequence, Retail, Inherent, Expansion

Humanities — Colonial, Spoils of War, Benin, Invade, Massacre, Origin, Invasion, Punitive, Heritage, Conceal, Point of View, Density, Slay / slain, District, Pillage, Indigenous

RE — Temple, Values, Meditate, Enlightenment, Vaisakha, Pilgrimage, Lumbini, Bodhgaya, Deer Park, Kushinagar

PSHCE — Discussion, professional, questioning, abandon, debate, release, goals, dramatic, colleagues, advocate

Art/DT — concentric circles, ragged, consumer, LED, consistency, chrome, battery, switch, rhythmic, calico, electronics, plywood, style, composition, ergonomics, power source, tactile, scratching, conductor, hazard, ripples, adornment, insulator, connection

Spanish — ella es/el es/el tiene/ella tiene, escuela, pelo largo/corto, tienda, ojos negros/verdes, iglesia, piel clara/oscura, biblioteca, alto/mediano/bajo, casa, inteligente, centro deportivo, amable, supermercado

Computing — Loop, Clip, Sound, Effect, Splice, Intellectual Property, complexity, Fractal Landscape, Repeat Block, Mathematical Operator, Control Block, Automation, Algorithm

Music — lyrics, key-changes, melody, instrumentation, tonic notes, groove, song structure, reggae, verse, Caribbean music, chorus, reaching the back wall, bridge, voice placement

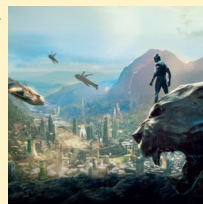
PE — regime, gyration, synchrony, Unison, posture, unanimity, aligned, conformity, aptitude, choreography, manoeuvre, stimuli

3. English

To begin our journey into exploring the Ancient Kingdom of Benin, we will be writing non-chronological reports on the kingdom. Non-chronological reports are factual pieces of writing that are not written in time order. It gives information about a place, event or thing. This type of report will be written to convey our knowledge of The Kingdom of Benin and help us progress throughout the unit with solid understanding.. Additionally, as part of our work on The Kingdom of Benin we will be looking at The Benin Bronzes and we will use the genre of persuasive letters to write letters to The British Museum persuading them to return them.

We will be looking at the process of writing a newspaper article to recount events in a journalistic style. They can be balanced or biased to one point of view and we will be exploring how, as journalists, we can make language choices to convey a point or view. We will use the Benin Punitive Expedition as our inspiration for the newspaper articles.

As we develop our narrative writing, we will use the setting of Wakanda as inspiration, to write our own creation stories.



2. Curriculum Knowledge

- To recognise the features of different genres of writing
- To write a newspaper article
- To write a non-chronological report
- To write an imaginative narrative.
- To Identify multiples and count from (and back to) 0 in multiples of 3, 4, 6, 7, 8, 9, 11, 12, 25, 50, 100 and 1000
- Find all factor pairs of a given number; find all common factors for a pair of numbers; identify common multiples
- Multiply and divide numbers mentally using known facts and a range of strategies, including the use of jottings
- Read, write, compare and order numbers with up to three decimal places
- Count forwards and backwards with positive and negative whole numbers, including through zero; calculate intervals across zero (in context)
- Compare and order fractions, including those greater than one (consider the use of diagrams and fraction walls)
- To use historical enquiry to find out about the Ancient Kingdom of Benin
- To use maps and secondary sources to find out about modern-day Africa
- To create fabric using Sgraffito and mud-cloth techniques
- To mix secondary and tertiary colours
- To identify how living things have changed over time and identify the ways in which animals are adapted to suit their environment, and how this leads to evolution.
- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	As entrepreneurs, we will create a mighty nation that harvests a powerful resource.	As communicators, we will present a speech about our nation.	We will think about what identity means to individuals.	We will have the possibility to explore places that once existed.	As environmentalists, children will think about how the land affects people, products and resources.

4. Maths

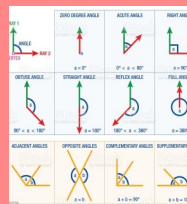
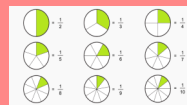
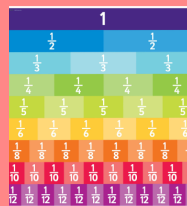
We will be starting the year by focusing on number and place value. Reading, writing, ordering and comparing seven digit numbers as well as decimals.

The four operations will be covered in detail, consolidating the formal written method for addition, subtraction, short multiplication, long multiplication and short division as well as mental methods. We will consolidate our learning of multiplying and dividing by 10, 100 and 1 000 as well as recognising and recalling square, cube and prime numbers.

We will be adding and subtracting fractions with different denominators as well as multiply simple pairs of proper fractions. We will consolidate our understanding of per cent, find percentages of whole quantities and solve percentage problems.

Calculate missing angles in a triangle and on a straight line and at a point. Introduce pie-charts as a way of representing data, interpret simple pie charts and answer questions. We will calculate the area and perimeter of composite rectilinear shapes and irregular shapes. Express the formula for finding the volume of a cube/cuboid.

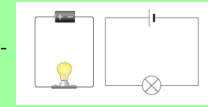
We will also explore the order of operations using brackets. Introduce the mean as an average. Convert between units of time, length, mass and capacity/volume of metric and imperial units.



5. Science

We will be beginning the term by focusing on electricity, electrical components and the physics behind how it functions. Pupils will explore electron flow, diagrammatic circuitry/symbols and the use of material/s and their role in electrical functions.

As scientists we will explore the nature of what electricity is and how it is governed by the flow of electrons, which are negatively charged particles. Through the study of key inventors/innovators, we will study the components of a circuit and explore how the flow of electrons (current) can be altered by increasing or decreasing the power source (batteries/ cells). Modern electrical components can be represented using symbols that make up circuit diagrams and they are integral to modern electronics; displaying important information about the functioning and positioning of different components. Pupils will analyse how some materials allow electricity to flow freely (conductors) and some slow down, or stop, the flow of electrons (insulators).

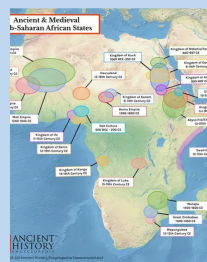
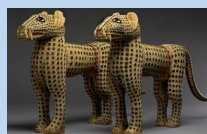


6. History/ Geography

As historians we will find out about the Ancient Kingdom of Benin, which began in the 900s AD when the Edo people settled in the rainforests in West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba, who gradually won more land and built up an empire and started trading with Europe (such as the British, Portuguese and Dutch); this was known as The Golden Age of Benin and was when it was at its most powerful. The Ancient Kingdom of Benin was destroyed in the Punitive Expedition of 1897, when the British Army invaded and made it part of the British Empire. We will compare life during the Ancient Kingdom of Benin to that of Britain during the same time period.



As geographers, we will understand that the Ancient Kingdom of Benin is located in modern day Nigeria, Africa. We will explore the human and physical features of Nigeria and look at the modern day culture of African tribes and how they inspired the nation of Wakanda in "Black Panther".



We will use the film 'Black Panther' (2018) to support our learning and understanding as it drew influences from both modern African nations and the Ancient Kingdom of Benin. Tribes and locations from all over Africa were used to inspire the geography, clothing and actions of people in the fictional nation of Wakanda.

10. Spanish

Over the Autumn term, children will be recapping knowledge of the Spanish language taught in year 5 and applying this in new contexts.

The children will begin by using their listening skills to show an understanding of language. They will then use this to be able to describe their friends and their town. The children will learn how to name places in towns and describe their details using their taught adjectives.

Towards the end of the Autumn term, the children will then look at Christmas and learn key phrases relating to the holiday and they will be able to ask questions to their friends about Christmas and their plans whilst also describing key details of the holiday in Spanish.



7. RE

This term in RE the children will be learning about one of the world's largest religions, Buddhism. They will be looking closely at the teachings of Buddha and discussing how Buddhists apply these teachings to their every day life.



The children will have the opportunity to explore special places that are important to Buddhists as well as special celebrations. They will gain an understanding in regards to what the daily life of a Buddha is like and reflect on how their daily life differs in comparison to ours. In addition to this, they will have the opportunity to look more closely at significant meals, items and clothing related to Buddhists.

8. PSHCE

My identity: In Autumn 1, as year 6 children we will develop our independence and take ownership in our PSHE lessons: the children will lead their own lessons through discussion, questioning and debate. The children will be given open questions to discuss what they consider their identity to be and how this has changed over time; what their goals for the future are and how they might go about achieving them. They will be encouraged to be reflective and considerate of other people's views.

Diversity and Equality: In Autumn 2, the children will consider diversity and equality and we will discuss ways in which difference can be a source of conflict or celebration. The children will have opportunities to identify situations in which inequality is being shown and suggest ways to change it into an equal situation. We will look at and identify a range of types of bullying including physical, social, emotional, racial, and homophobic and suggest strategies to combat these. Children will also be given the opportunity to consider why individuals might become bullies.



11. Computing

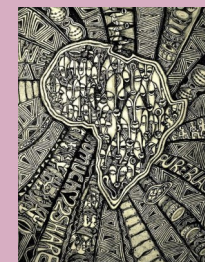
In Computing in Autumn 1, the children will be focusing on Digital Literacy (Sound). They will be creating a score for a scene/ still from the film "Black Panther". They will be introduced to the Topic by thinking about how soundtracks scores make them feel. They will then use the GarageBand app to compose, edit and uplevel their own pieces of music.

In Computing in Autumn 2, the children will be focusing on Programming. They will be designing a game inspired by the film "Black Panther" on Kodu. The children will recap how to use Kodu and then use their understanding of programming and coding to create their own game.



9. Art/ DT

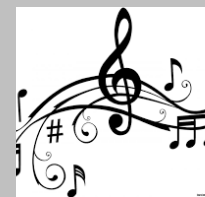
As artists we will explore the work of Nigerian artist, Laolu Senbanjo. We will explore body adornment and practise on photos of ourselves. We will use Senbanjo's style to design our own patterns that represent us and our heritage. Using all the skills that they have learnt they use sharpies on a canvas fabric that can then be joined together to make a wall hanging.



In term two we will create a wheeled vehicle with a motorised system for DT. We will investigate and disassemble an existing toy and look at the history of motorised vehicles before designing our own to meet a design brief.

12. Music

In the Autumn term, children will use a variety of different musical devices in composition (including melody, rhythms and chords). Children will explore melody in various forms such as an exposure and introduction to forms of musical notation, patterns and musical structures. Through the use of percussion instruments, children will be introduced to the forms of rhythm and the integral role rhythm plays in maintaining tempo and pace within music. Children will improvise and compose music for a range of purposes using the inter-related dimensions of music, in line with the objectives of the National Curriculum. Further exploration of Songwriting / Music & Culture / Production will supplement our children's musical immersion in the form of evaluating how the venue, occasion and purpose affects the way a piece of music is created.



13. PE

During this dance topic, children will create a compilation of dance moves that uses the music from different scenes from the film Wakanda. Children will change movements in accordance with the beat & tempo of the music. They will incorporate a range of movements and body shapes to best express the sounds they are hearing.

In Autumn 2, children will develop their skills in Tag Rugby. They will practice passing a rugby ball with accuracy using elements of the correct technique while stationary and then while moving; use the sidestep to get around a passive defender at a walking pace; explain and demonstrate the rules of tagging; sometimes use attacking and defending skills to contribute towards the success of their team; show some knowledge of the rules of tag rugby and adhere to them

