

### National Curriculum Programmes of Study and Attainment Targets

#### History

As **historians** we will look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.

##### Chronology:

Place current study on time line in relation to other studies  
Use relevant dates and terms  
Sequence up to 10 events on a time line

##### Range and Depth of Historical Knowledge:

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  
Compare beliefs and behaviour with another time studied  
Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  
Know key dates, characters and events of time studied

##### Interpretations of History:

Link sources and work out how conclusions were arrived at  
Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  
Be aware that different evidence will lead to different conclusions  
Confidently use the library and internet for research

##### Historical Enquiry:

Recognise primary and secondary sources  
Use a range of sources to find out about an aspect of time past  
Suggest omissions and the means of finding out  
Bring knowledge gathered from several sources together in a fluent account  
Select and organise information to produce structured work, making appropriate use of dates and terms.

#### Science

As **scientists** we will be studying 'Animals Including Humans'

Through our topic we will cover the following programmes of study:

##### Animals Including Humans

Understand The Functions Of The Heart  
Identify and Compare Blood Vessels  
Explore Blood  
Learn How The Body Transports Blood and Nutrients  
Investigate Heart Rate  
Learn About The Impact of Drugs and Alcohol On The Body

#### Geography

As **geographers**, as we learn about segregation in America and South Africa, this is an opportunity for us to understand how social and economic issues impact on human geography e.g., slums, overcrowding, with a clear visible distinction between the white and non-white areas during the apartheid era.

##### Locational Knowledge

Can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  
Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  
Can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

##### Place Knowledge

Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

##### Human and Physical geography

Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  
Can describe and understands key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

##### Geographical Skills and Fieldwork:

Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
Is able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

## More Than A Dream

#### Religious Education

As **theologians** we will be studying 'Christianity' and 'Humanists'

Through our topic we will cover the following programmes of study from the Sefton LA Agreed RE Syllabus :

##### Christianity and Humanists

##### Activities will include:

Do rules matter? Why? What is a code for living?  
Who is a humanist? What codes for living do non-religious people use?  
What can we learn from discussion and drama about good & bad, right & wrong?  
What codes for living do Christians try to follow?  
What can we learn from a Values Game?  
Peace: is it more valuable than any money?  
Can we create a code for living that would help the world?

### National Curriculum Programmes of Study and Attainment Targets

#### Art & Design

As **artists** we will be focusing on 'Exploring Identity'

In this pathway children are introduced to artists who explore their identity within their art.

Pupils explore how artists use various aspects of their identity, creating imagery which explores many different aspects within one image by using layers and juxtaposition. Children listen to how the artists construct their work, before working physically in drawing and collage or digitally on a tablet to make their own layered and constructed portrait.

Pupils also use sketchbook throughout to help them generate ideas, experiment with materials and techniques, and record and reflect.

Children Will find out:

- That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to.
- That people are the sum of lots of different experiences, and that through art we can explore our identity.
- That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.
- That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.

#### Music

As **musicians** we will be studying: Singing, how to control the voice and learning to play the ukulele including performing, listening, composing and improvising.

##### **Singing**

We will sing a broad range of songs, including those that involve syncopated rhythms, continue to sing three- and four-part rounds and perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

##### **Listening**

We will listen to a broad range of recorded performances and live performances. At the end of Year 6, pupils should be able to identify some pieces of music.

##### **Improvise**

We will create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.

##### **Compose**

Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments and notate this melody.

##### **Performing**

We will perform both singing and playing the ukulele, playing a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud, and moderately quiet.

##### **Reading Notation**

We will further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations

#### Design Technology

During this theme we will be focusing on Art.

## More Than A Dream

#### Physical Education (Dance)

As **dancers** we will be studying dances from the African culture.

Through our topic pupils should be taught to:  
develop flexibility, strength, technique, control and balance  
perform dances using a range of movement patterns

Activities will include:

Dancing to African music and music from other cultures.

### Learning across the curriculum

#### Using English

##### Reading Opportunities

- Texts:
- The Man Who Walked Between The Towers
  - Journey To Jo'burg
  - Long Walk To Freedom

##### S&L / Drama / Role Play / Opportunities

- Conscience alley-  
Debates  
Performing Poetry from other cultures

##### Writing Opportunities

- Writing a diary in the role of Phillip Petit
- Writing a newspaper report about Phillip walking between the towers.
- Writing a biographical text about Nelson Mandela.
- Retelling the story of Journey To Jo'burg.
- Writing a letter in the role of Shackleton.

#### Using Mathematics

Measurement – Calculate the length of famous marches, like Martin Luther King Jr.'s march to Washington, and compare it to local distances they are familiar with (e.g., the distance from their school to a nearby park).

Geometry - Design simple geometric patterns for a peace mural or create shapes to represent signs or banners used in protests. They could also map out basic routes of marches using grid coordinates.

Statistics- Create bar charts or pie charts to show data, such as the number of people who attended the "I Have a Dream" speech or changes in voting rights over time. Geometry: Design simple geometric patterns for a peace mural or create shapes to represent signs or banners used in protests. They could also map out basic routes of marches using grid coordinates.

#### Computing

##### Blogging

- To identify the purpose of writing a blog.
- To identify the features of successful blog writing.
- To plan the theme and content for a blog
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog
- To understand the importance of commenting on blogs.
- To peer-assess blogs against the agreed success criteria.
- To understand how and why blog posts and comments are approved by the teacher.

#### Personal development (PSHE)

##### Computer Safety: Making Friends Online

Making Friends Online looks at the dangers of meeting people we have only spoken to online.

#### Moral & Spiritual

This theme encourages children to reflect on moral values such as justice, equality, and compassion, as exemplified by leaders like Martin Luther King Jr. and Nelson Mandela. It explores how their spiritual beliefs inspired their fight for human rights and non-violence. Children will be challenged to consider their own values, the importance of standing up for what is right, and how moral courage can lead to meaningful change in the world.

### Curriculum Drivers

#### Challenge

The theme highlights the challenges faced by individuals and groups fighting against discrimination and inequality. Children will examine the courage and determination required to stand up for justice, inspiring them to confront and overcome challenges in their own lives.

#### Community

This topic emphasises the power of united communities in driving social change. Children will learn how collective action, empathy, and collaboration have played a key role in movements against apartheid and segregation, encouraging them to value and strengthen their own communities.

#### Culture

Through the lens of figures like Martin Luther King Jr. and Nelson Mandela, children will explore how cultural identity, traditions, and heritage have been both celebrated and suppressed throughout history. This driver will help students understand the richness of diverse cultures and the importance of respect and inclusion.

#### Environment

Children will explore how the physical and social environment shapes people's lives and opportunities, from segregated communities in apartheid South Africa to the unequal living conditions during the civil rights era. This driver will encourage children to consider how equitable access to resources and spaces can create a fairer, more inclusive society.

### Other Information

#### Real Life Experience/s

Looking at diaries of people who live through Apartheid.  
Looking at images that were taken of the segregation that occurred.  
Visit to the Slavery Museum in Liverpool.

#### Creative Home Learning Opportunities

- Create a collage or poster illustrating your own dreams for a better world, inspired by Martin Luther King Jr.'s "I Have a Dream" speech
- Interview family members about any challenges they've faced or times they've stood up for what they believe in.
- With help from a parent or guardian, think of a small way to improve your community, such as picking up litter or writing a thank-you letter to someone who helps others. Reflect on how small actions can lead to big changes

#### Careers Link/s

**Human Rights Lawyer:** Advocating for justice and representing people who face discrimination or inequality.

**Community Worker:** Supporting local communities to improve living conditions, promote inclusion, and resolve conflicts

**Politician or Activist:** Working to create laws or lead movements that promote equality and fight discrimination.

**Journalist:** Reporting on social issues, giving a voice to marginalized groups, and raising awareness about discrimination and injustice.

**Historian or Archivist:** Researching and preserving stories of civil rights movements and significant social changes.

**Teacher or Educator:** Sharing knowledge about historical and current struggles for equality to inspire the next generation.

**Social Worker:** Helping individuals and families overcome challenges caused by inequality or unfair treatment.

**Charity Worker or Fundraiser:** Supporting organizations that fight discrimination or provide aid to disadvantaged communities.

### Pupil Voice

#### Pupil's Questions

Why were people treated unfairly because of their skin colour?  
Did everyone agree with ending apartheid or segregation?  
Are there places in the world where this kind of unfair treatment still happens?  
Why did it take so long for things to change?  
Were there other people like Martin Luther King Jr. or Nelson Mandela in other countries?  
How did they know their protests would work?  
What happened to Martin Luther King Jr. after his famous speech?

#### Possible Lines of Enquiry

From your own planning, and from the children's responses to the topic, outline below some possible areas through which the children could develop their own independent learning:

- Find out what rules are now in place so this doesn't happen again
- Find out what other types of discrimination take place now.
- Find out about any other significant individuals
- Explore ways to promote peace

#### Promoting Fundamental British Values through our theme

##### British Values

- democracy - respect for democracy and support for participation in the democratic process
- the rule of law –respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all individual liberty
- support and respect for the liberties of all within the law
- mutual respect and tolerance of those with different faiths and beliefs

We believe that our School Values and Golden Promises underpin the fundamental British values. Wherever possible and relevant we actively promote these fundamental values through our curriculum.