

# Term 2 – The British Empire

## Summary

1.	By 1901, Britain ruled the largest empire the world had ever known. This included over 450 million and covered ¼ of the surface of the world.
----	---

## Key Events

2.	1586 Sir Walter Raleigh organised a small settlement in America named Virginia in honour of Elizabeth I.
3.	1620: The Mayflower ship set sail for America taking the first English colonisers called the Pilgrim Fathers.
4.	1756-63: The Seven Years War resulted in England winning Canada from the French.
5.	1770: Captain Cook claimed Australia for Britain. It became a penal colony.
6.	1775-83: Britain was defeated in the American War of Independence and lost its 13 American colonies. Remembered in America on 4 <sup>th</sup> July.
7.	1845: The Irish Potato Famine began.
8.	1876: Queen Victoria was declared Empress of India.
9.	1919 The Amritsar massacre. The British massacre peaceful protestors who wanted Indian independence.
10.	1921: Southern Ireland won its independence from Britain.
11.	1947: India gained independence from Britain's Empire
12.	1960's most of Britain's colonies become independent countries.

## Key places

11. Australia	Used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce
12. Caribbean	Sugar, cocoa and coffee were all grown and taken to Britain.
13. Africa	Britain used the people as slaves and made a lot of money selling them at auctions. The Gold Coast was important because it held lots of gold, ivory and silver, which were traded for fortunes.
14. India	Provided spices, jewels and silks that were traded for money across the Empire. The Kohinoor jewel – one of the biggest diamonds ever found- belonged to an Indian prince and is now amongst the crown jewels.



## Key Terms

15.	Empire	A group of countries, people or land ruled by one single country referred to as the “mother” country.
16.	Colony	A country that is part of an empire.
17.	Jewel in the crown	The largest and richest part of Britain’s Empire
18.	Commonwealth	A group of countries that were once part of Britain’s Empire
19.	Imperialism	The act of building an empire.
20.	Nationalism	Wanting your country to be the best or to be free from someone's empire
21.	Britannia	A female figure used to symbolise the British Empire
22.	East India Company	Trading company that gradually took control of India
23.	Famine	A shortage of food.
24.	The Raj	The period of British rule in India after 1857. From the Hindi word for reign.
25.	Mahatma Gandhi	A leader of the Indian independence movement.

# Term 2

**Religion /Worldview: Christianity**

**Enquiry Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?**

<b>Core Knowledge</b> (see also background information documents)		<b>Link to other aspects of belief</b>	<b>Personal connection / resonance</b>
<p>Christian's celebrate the arrival of Jesus as God's Son. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "<u>incarnate</u>"(God made man). The "incarnation" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.</p>		<ul style="list-style-type: none"> <li>• Sacrifice of the life of Jesus at Easter</li> <li>• Salvation: Jesus dying and rising again to bring humanity back to relationship with God.</li> <li>• Jesus' ability to perform miracles as God's son – Jesus as a gift to humanity</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand the significance of some symbols to Christians?</li> <li>• Are there symbols about special events which are meaningful to me?</li> </ul>
<b>Key Terms and definitions</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	<b>Spiral curriculum link</b>
<p><b>Incarnation:</b> God becoming man <b>Messiah:</b> a saviour from God prophesied about in the Old Testament and Jewish Scriptures.</p>	<p>Jesus' birth in a dirty stable showed that he was not traditional royalty, and not the type of Messiah that the Jews were hoping for to free them from Roman rule. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to the poor and needy.</p>	<p>Some Christians may commit to going to church at Christmas even if that is the only time in the year that they go. Christian (and other) houses will use symbols such as the star or angel on the Christmas tree to remind them of the story of the birth of Jesus.</p>	<p>Link with the commitment studies about Christianity in Year 4 Summer 2 and Year 5 Summer 2</p>

# Term 2      Year 6 - Keeping Safe

## Key vocabulary

online safety   legal   privacy  
sharing online   emotional needs  
inappropriate   physical needs  
age restrictions   possess  
parental consent   permission  
social media   alcohol   medical  
supply   non-medical   produce  
personal information

## I can ...

I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.

I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.

I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

## Key questions

### Emotional Needs

Are emotional needs equally important as physical needs? Why? What might happen if someone's emotional needs are not met?

### Staying Safe Online

Can having a mobile phone be both negative and positive? How? How can someone keep themselves safe when using a mobile phone? Why is there a law about sharing inappropriate images on mobile phones?

### Drugs: Norms and Risks (Including the Law)

Is young people's use of alcohol increasing or decreasing? Will knowing the norms about young people and alcohol, help someone choose not to take part in risky behaviour? Why?

# PE - Basketball

Subject Specific Vocabulary			Sticky Knowledge about Basketball	
dribble	Dribbling is bouncing the ball on the floor continuously with one hand at a time.		<h3>Key skills</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> To understand the rules of basketball and explore different ways of moving with the ball effectively</li> <li><input type="checkbox"/> To learn different techniques to dribble the ball with control.</li> <li><input type="checkbox"/> To identify and use a variety of passes and use tactics to use them in a game situation.</li> <li><input type="checkbox"/> To shoot with control and accuracy</li> <li><input type="checkbox"/> The use all skills learnt and put them into a game situation.</li> <li><input type="checkbox"/> To plan and run a mini tournament.</li> <li><input type="checkbox"/> To explain why physical activity has health benefits</li> </ul>	<input type="checkbox"/> Basketball is an invasion game played on a rectangular court between two teams of five players.
tactics	Tactics are actions and strategies planned to achieve an overall objective - in sport that objective is predominantly to win..	<input type="checkbox"/> When a player has the ball they must dribble (bounce) it with one hand while moving both feet.		
dodge	The skill of quickly moving the body in a direction other than the original line of movement.	<input type="checkbox"/> If a player stops dribbling, or they touch the ball with two hands at the same time, they can only move one foot.		
shooting	When a player aims to score by throwing the basketball into the hoop.	<input type="checkbox"/> A goal is worth two points. If a basket is scored from behind the three point line, three points are awarded.		
chest pass	It is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When the pass is thrown, the fingers are rotated behind the ball and the thumbs are turned down. The resulting follow through has the back of the hands facing one another with the thumbs straight down	<input type="checkbox"/> Players can only dribble once. If they stop dribbling they must pass the ball and not attempt to move with the ball again.		
bounce pass	A bounce pass is a short pass that enables the player to find a teammate in a crowded area.	<input type="checkbox"/> The ball has to stay inside the marked court area. If the ball falls outside this space, the team who touched it last has to allow their opponent to have a free pass.		
defender	Works as part of a team to stop the other team from scoring or gaining possession of the ball.	<input type="checkbox"/> If a player puts their hand underneath the ball when dribbling this is called 'carrying the ball' and is not allowed.		
		<input type="checkbox"/> When you are in possession of the basketball you become the offensive team. Once the offensive team have crossed the centre line, they cannot go back across.		
		<input type="checkbox"/> When defending, players cannot touch the offensive players in a way that makes them lose the ball - this is called a foul.		
		<input type="checkbox"/> Players are not allowed to kick the ball or use their fist to move it.		

# Term 2 Art – Exploring Identity

## Key Concepts:

- 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.

Artists: **Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett**

## I Can...

- I have seen how artists explore their identity by creating layered and constructed images. I can share my response to their work with my classmates.
- I can use my curiosity to think about how I might adapt techniques and processes to suit me.
- I can use my sketchbook to record, generate ideas, test, reflect and record.
- I can work digitally or physically to create a layered portrait to explore aspects of my identity, thinking about line, shape, colour, texture and meaning.

The aim of this pathway is to enable children to explore how artists embrace aspects of their experience of life – using their background, culture, race, gender, and interests to inform and shape their artwork.

- I can share my work with my classmates, articulate how I feel about the journey and outcome. I can listen to feedback from my classmates and respond.
- I can appreciate the work of my classmates and I can reflect upon the differences and similarities of their work (and experience) to mine. I can share my response to their work.

Soft B pencils, handwriting pens, sharpies, oil/chalk pastels, acrylic or ready mixed paints, inks, brushes, A4 cartridge paper, collage papers, digital devices (tablets) if working digitally.



## Unit Objective:

To say what pet you have and do not have in Spanish

By the end of this unit we will be able to:

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in Spanish what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the Early Learning units.
- Vocabulary from 'Me presento' and 'Mi familia' units.
- The difference between a definite and indefinite article/determiner.
- That nouns in Spanish have gender and this has an impact on the determiner.

## Skills we will develop:

To work on creating longer, accurate yet authentic pieces of spoken and written Spanish using the connectives **y** (and) and **pero**. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.

## Activities we will complete:

A number of different activities to learn the 8 nouns and indefinite articles for the pets using a variety of speaking, listening, reading and written tasks (including crosswords, word banks and word puzzles). After recycling and revisiting 'tengo...' (I have) learning how to say 'no tengo...' (I do not have...) plus the pet in Spanish. Learning how to use the structure 'que se llama' and complete more demanding listening and reading tasks. There will be a class survey and an extended final written task, in the form of an email reusing language we have previously learnt.

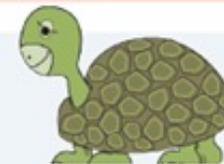
## Grammar we will learn &amp; revisit:

**Indefinite articles, high frequency verbs & negative.**

Revisiting 1st person singular conjugations of high frequency verbs **me llamo**, **tengo**, **soy** and **vivo**. Indefinite articles/determiners **un** and **una**. Negative structure **no tengo...** Differences in Spanish punctuation marks like ¿

## Phonics &amp; pronunciation we will see:

Recommended phonics focus: GA GE GI GO GU

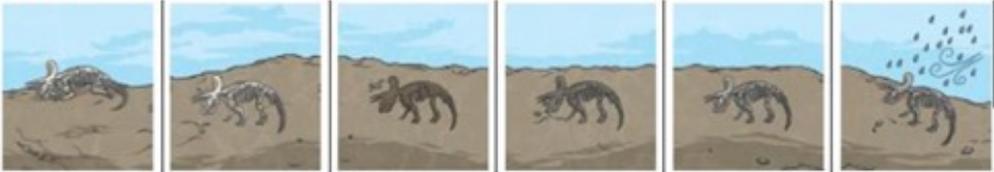


- GA sound in **gato** & **tortuga**.
- GO sound in **gorra** & **abrigo**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **co-to-rra**, **tor-tu-ga** and **pe-rro**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **rat-ón**.

## Vocabulary we will learn &amp; revisit:

Revisiting personal details (names/ age/where we live) and the high frequency verbs **tengo**, **soy** and **vivo**. 8 nouns and indefinite articles for common pets and how to ask and answer the question '¿Tienes una mascota?' using the structure **que se llama** and the two conjunctions **y** (and) and **pero** (but). All listed in the Vocabulary Sheet.

# Year 6: Evolution & Inheritance Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about evolution & inheritance
<b>off-spring</b>	When living things reproduce they pass on characteristics to their offspring. All living things produce offspring of the same kind, but normally offspring are not identical to their parents	<ul style="list-style-type: none"> <li>To be able to recognise that living things have changed over time and that fossils can provide evidence for this.</li> <li>To be able to use scientific vocabulary and articulate scientific concepts clearly and precisely, for example the process of fossilisation.</li> <li>To be able to work scientifically and to understand how animals are adapted to their environment and to be able to compare how some living things adapt to live in an extreme environment.</li> <li>To be able to analyse the advantages and disadvantages of specific adaptations.</li> <li>To be able to identify patterns and relationships in evolution linked to environmental factors and make suggestions for future evolutionary responses.</li> <li>To analyse data and make links to wider science.</li> </ul>	<p><b>Sticky Knowledge about evolution &amp; inheritance</b></p> <ul style="list-style-type: none"> <li>Evolution is a scientific theory used by biologists. It explains how living things changed over a long time, and how they have come to be the way they are.</li> <li>We know that living things have changed over time, because we can see their remains in the fossils.</li> <li>We know that the animals and plants of today are different from those of long ago.</li> <li>Evolutionary questions are still being actively researched by biologists.</li> </ul>
<b>adaptation</b>	Adaptation is the process by which animals, plants and other living things have changed so that they better suit their habitat.		
<b>evolution</b>	Evolution is the theory that all the kinds of living things that exist today developed from earlier types.		
<b>inheritance</b>	When living things reproduce they pass on characteristics to their offspring. This is known as inheritance.		
<b>palaeontologist</b>	A palaeontologist is someone studying the life of past geological periods, as known from fossil remains.		
<b>Charles Darwin</b>	Charles Darwin was an English scientist who studied nature. He is known for his theory of evolution called Natural Selection. He studied finches on Galapagos and suggested the fittest animals of the species will survive.		
			
<b>genes</b>	Genes that are passed on to you determine many of your traits, such as your hair colour and skin colour. Some of these genes are more dominant than others.		
<b>fossil</b>	Any preserved remains, impression or trace of any once living thing from a past geological age (at least 10,000 years).		
<b>habitat</b>	A specific area or place in which animals and plants can live, e.g. a bird lives in a tree.		
<b>environment</b>	An environment contains many habitats and includes areas where there are both living and non-living things.		



**Habitat and environment**

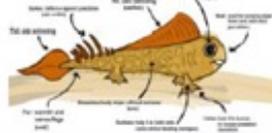
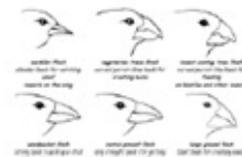
antarctica  
cold



**arctic fox**

**Adaptations**

- thick fur
- insulation
- keen sense of hearing
- thick fur on paws





## Overview

### Spreadsheets



-Data is raw numbers and figures. Information is what we can understand from analysing data.

-There are lots of different ways that we can collect, log and interpret data, including by using spreadsheets.



-Spreadsheets organise and store data in meaningful ways so that it can be easily accessed and analysed. Computer spreadsheets are particularly useful for powerful calculations, graphs and charts.

## Formulas, Calculating and Duplicating

**Formulas:** A formula can tell a computer which mathematical operation to use for a calculation: add, multiply, divide, or subtract. It also tells the computer which data to use.

+ = add   - = subtract   \* = multiply   / = divide

Select your cell. Use cell references to create your formula.

E.g. In D3, you enter the formula =D1\*D2. The answer will appear in D3.

fx =D1*D2	
D1	*
4	*
6	*
24	

-**Calculations:** Sometimes there are large amounts of data that require multiple or complex sums. The 'fx' or 'sigma' icons (see below, depending on the program you are using) can help you to find averages (AVERAGE) add many cells together (SUM) and many other calculations.



-**Duplicating:** Duplicating allows you to create copies of the same data, without having to type it out multiple times. The copy and paste function (Ctrl+C and then Ctrl+V) can duplicate individual cells. You can duplicate whole worksheets by clicking on the worksheet name and selecting 'move or copy' then tick 'create a copy.'

## What are Spreadsheets?

-A spreadsheet is a computer application that allows users to organise, analyse and store data in a table. Programs such as Microsoft Excel and Google Docs help users to make spreadsheets.

-A spreadsheet can be made up of multiple worksheets. They can be reordered and renamed. Each cell has a unique reference, made up of a number (the row) and letter (the column).

-Data headings allow data to be stored in a meaningful way.

-To select a cell, we click on it. To enter data, we double click on it. Data can be typed directly into a cell or into the formula bar.

-By clicking on a column or row, we can sort information in different ways (e.g. alphabetically, 0-9, etc).

Product	Unit	Price	Profit
Chocolate bar	20	0.50	10
Chocolate bar	10	0.50	5
White Chocolate bar	20	0.50	10
Assorted Chocol	10	0.50	5
Chocolate bar	20	0.50	10

Item	Price	Quantity	Total
Copy paper	£2.40	20	£48.00
Post-it Notes	£3.99	10	£39.90
Stapler	£7.99	5	£39.95
Paper punch	£11.90	15	£178.50
Highlighter pen	£1.99	50	£99.50
TOTAL COST OF ORDER			£427.85
AVERAGE PRICE			£8.56

## Other Functions

-Formatting makes a spreadsheet easier to read. Hovering the mouse between two columns/ rows allows the user to drag them to the desired size. Right-clicking on a cell and selecting 'format cells' presents a number of options, including fonts, borders, fill etc.

-Charts and graphs can be created using the data in the spreadsheet. Select the charts icon (see below) and which fields to display in the x-axis and y-axis.



## Using Spreadsheets

-Spreadsheets are commonly used by individuals and businesses across the world. They are most commonly used for organising and presenting finances, for example budgets and finance reports.

-Spreadsheets may be used by businesses to look back on past income and expenditure and to forecast future performance. They are also used for calculating taxes and deductions.



## Important Vocabulary

Information

Data

Spreadsheet

Format

Formula

Accounting

Filter

Software

Tax

Business