

Year Six: Wakanda Forever

1. Key Vocabulary

Kingdom – A country, state or area ruled by a king or a queen.
Tribe/ Nation/ Civilisation – A group of people who live together and share the same language, culture or history
Continent – A large area of land made up of different countries. There are seven in the world.
Africa – The continent that is to the south of the Mediterranean Sea, to the east of the Atlantic Ocean, and to the west of the Indian Ocean.
Origin – How something began or started.
Heritage – Historical features (such as language, culture, traditions) belonging to a particular place, group, tribe or nation.
Topographical/ physical feature – The appearance of the natural features of a place, especially the surface
Human feature – Changes that people have made to the land.
District/ Location/ Region – An area of a country or a particular part of the world.
United Nations – An organisation that works with different countries to solve problems peacefully.
Composition – The way that things are arranged in a piece of artwork, a painting or a photograph.
Component – A part that can be combined with other parts to create something bigger.
Electricity – The energy that flows through circuits, providing power for components.
Current – The movement of electricity, water or air in a particular direction.
Volt/ Voltage – The unit of measure that shows the power of an electrical current
Massacre – The act of killing a large number of people
Punitive – Behaviour that is intended to be a punishment
Emotive/ Sensationalist – language that is used to make the reader feel strong emotions
Bias/ Perspective – A particular point of view
Widespread - Found or distributed over a large area or number of people
Fluctuations- An irregular rising and falling in number of amount
Aggregate- A whole thing formed by combining several separate elements
Colonial- A native or inhabitant of a colony
Pillage- To rob (usually a place) using violence, especially during wartime
Indigenous- Originating or occurring naturally in a particular place
Algorithm- A process or set of rules to be followed in calculations or other problem-solving operations.

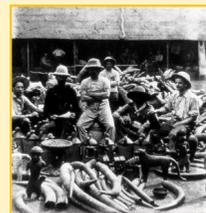
3. Art/ DT

This term we will be looking at body adornment and how it is used in countries and tribes across the world. We will explore body adornment designs from different tribes using a variety of media including powder paint. For our final piece we will use a method called Sgraffito in which colours are layered using different textures of paint and then scratched away to reveal new colours beneath. 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.



4. English

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. 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. 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. As we develop our narrative writing, we will use the setting of Wakanda as inspiration, to write our own stories set in an imaginary world.



2. Curriculum Knowledge

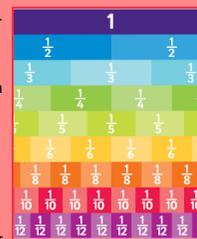
- To recognise the features of different genres of writing
- To write a newspaper article
- To write a non-chronological report
- To write an imaginative narrative.
- Identify multiples and count from (and back to) 0 in multiples of 3, 4, 6, 7, 8, 9, 11, 12, 25, 50, 100 and 1000
- Find all factor pairs 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
- To 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.
- To compare and give reasons for variations in how components function, including the brightness of a bulb, the loudness of buzzers and the on/off position of switches



	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 their 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, produce and resources

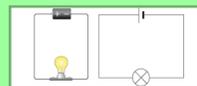
5. Maths

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.



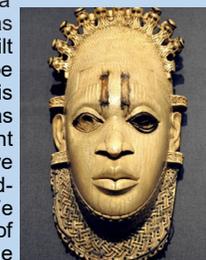
6. Science

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).

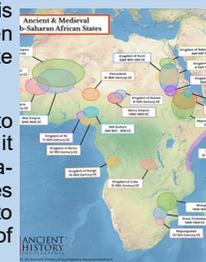


7. History/ Geography

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 look at and describe key physical and human features and their impact on settlements, land use, distribution of natural resources and trade routes and using these to explain the relationship between landscape, climate and trade and compare the impact of this relationship in different countries. We will then use our knowledge and understanding to create our own detailed maps for our African nations.



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.