

Year 6 Unit Plan: Is there any justice in the world? (8 weeks)



Intent:	To understand a significant event in British history and how it has impacted the modern world. To appreciate why people might migrate. To empathise with injustices past and present. To investigate social, cultural and religious diversity globally.	
Starter:	Hold a Titanic launch party	
Core Texts:	Survivor Titanic	
Key Concepts:	Poverty, Justice, Power, equality, Diversity. Migration, responsibility, impact	
Outcome Pieces:	Court case assembly: White Star Line vs Edward John Smith, Perspective drawings of the Titanic , Newspaper report	
Enrichment:	Visit courts, Titanic Launch party decorate the base/Hall	
Subject Area:	Statements:	Key Vocabulary:
Science		
	National Curriculum:	
Geography	<ul style="list-style-type: none"> Can I plot significant locations of the Titanic on a world map? Can I explain the terms migration, immigration and emigration? Can I explain why people migrate? 	Immigrant, migrant, emigrant, country, city, continent, USA, New York, Atlantic Ocean, port, dock, boarding, passengers, push and pull factors, poverty, war, population, climate, religious freedom, rights, opportunities, iceberg, longitude, latitude, Europe
	National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none"> 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 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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
History	<ul style="list-style-type: none"> Can I use a range of sources to research information about the Titanic? Can I compare and contrast the lives and treatment of different classes? Can I debate the possible causes of the Titanic disaster? Can I understand chronology? Can I apply my knowledge of chronology? Can I research Captain E.J.Smith and understand his significance? 	Artefacts, research, sources, primary, secondary, chronology, discover, wreckage, museum, sacrifice, hull, ship, voyage, promenade, deck, key, annotate,
	National Curriculum:	Pupils should be taught about: <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Design Technology	<ul style="list-style-type: none"> Can I research clothes from 1920? Can I compare clothes from different classes? Can I use exploded drawings to design an outfit for a given class? Can I print a sample fabric design? Can I choose appropriate materials to enhance my design? 	Analyse, annotate, justify, quality, materials, silk, satin, fabric, lace, fur, leather, dye, pattern, print, durable, fashionable, gown, tuxedo. Exploded diagrams
	National Curriculum:	When designing and making, pupils should be taught to:

Year 6 Unit Plan: Is there any justice in the world? (8 weeks)

	<ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
Art	<ul style="list-style-type: none"> • Can I understand perspective? • Can I use perspective to draw the Titanic? • Can I appraise the work of Titanic artists? • Can I choose appropriate mediums to extend my work? • Can I carry out preliminary tests of mediums and paper? 	Perspective, sketch, medium, overlay, proportion, tint, tone, shade, hue, colour mixing
	<p>National Curriculum: Pupils should be taught:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	
Music	<ul style="list-style-type: none"> • Can I appraise different styles of folk music? • Can I compare instruments from folk (3rd class) and classical (1st class)? • Can I perform a ceillidh? • Can I perform music on tuned and untuned instruments? • Can I compose a piece of folk music with a focus on rhythm? • Can I record my composition using graphic notation? 	Appraise, tempo, dynamics, rhythm, duration, structure, texture, notation, compose, perform, evaluate,
	<p>National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 	
PSHE	<ul style="list-style-type: none"> • Can I compare my life with the lives of children around the world? • Can I empathise with the passengers on the Titanic? • Can I understand why different classes were treated differently? • Can I show what feelings and emotions live beneath the surface? • Can I understand British values? 	Class, equality, diversity, feelings, aspirations, surface, poverty, discrimination, injustice, government, death rate, culture, exploitation, water, hygiene, sanitation,
	<p>National Curriculum: See PSHE Subject Leader Document.</p>	
Religious Studies	<ul style="list-style-type: none"> • Can I understand fairness and justice? • Can I understand inequality and its impact upon the world? • Can I understand how different religious charities try to reduce inequality in the world? (Islamic relief, Christian aid) 	N/A



	<ul style="list-style-type: none"> • How can you make a difference to the world? (Pledge) • Can I learn from the experiences of our school heroes? (Wall) 							
	<p>National Curriculum: See Sacre Document.</p>							
<p>Computing</p>	<ul style="list-style-type: none"> • Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? • Can I use filters to discern how children are treated around the world? • (HUMANIUM website) • Can I use excel to present information in a chosen format? • Can I analyse and evaluate passenger statistics? • Can I use the internet safely and responsibly? • Can I use PowerPoint to present research around charities? <p>E-Safety – Project Evolve Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document</p> <p>NCEE Unit 2: Web Page Creation</p> <table border="1" data-bbox="353 794 1359 1161"> <tr> <td>To review an existing website and consider its structure</td> </tr> <tr> <td>To plan the features of a web page</td> </tr> <tr> <td>To consider the ownership and use of images (copyright)</td> </tr> <tr> <td>To recognise the need to preview pages</td> </tr> <tr> <td>To outline the need for a navigation path</td> </tr> <tr> <td>To recognise the implications of linking to content owned by other people</td> </tr> </table>	To review an existing website and consider its structure	To plan the features of a web page	To consider the ownership and use of images (copyright)	To recognise the need to preview pages	To outline the need for a navigation path	To recognise the implications of linking to content owned by other people	<p>Excel, spreadsheet, analyse, likely, probability, percentage, present, filter, search, responsibility, app, PowerPoint, slide, transition</p> <p>Website, web page, browser, media, Hypertext Markup Language (HTML) Web page, website, logo, layout, header, media, purpose Copyright, fair use Web page, home page, preview, evaluate, device, Google Sites Website, web page, breadcrumb trail, navigation, hyperlink, subpage Hyperlink, evaluate, website, web page, implication, external link, embed</p>
To review an existing website and consider its structure								
To plan the features of a web page								
To consider the ownership and use of images (copyright)								
To recognise the need to preview pages								
To outline the need for a navigation path								
To recognise the implications of linking to content owned by other people								
	<p>National Curriculum: Pupils should be taught:</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 							

Year 6 Unit Plan: Is there any justice in the world? (8 weeks)

Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
PSHE	Can I understand British values?	Key strands of British Values- floor book How we can embody these in our community, school and daily life.	
Geography	Can I explain the terms migration, immigration and emigration? Can I understand why people may wish to migrate to the UK?	Reasons for migration, push and pull factors and how these have an impact on a person. Look at migration- specific examples from BBC Read 'The Island' Discussion over wealth and tolerance. Media portrayal of immigration- link to heritage. Vocabulary work Migration creating diversity.	Migration, Heritage, Change,
WOW	Titanic Launch Party Can I use a range of sources to research information about the Titanic?	Discussion Dress up Serve food and drinks Explore a range of sources about the Titanic Quiz outside- find the info to answer the questions.	Curiosity
History	Can I research Captain E.J.Smith and understand his significance?	Literacy- Biography See literacy document but write up in Topic book NOT polished piece.	Impact, Responsibility, Leadership, Migration,
Geography	Can I plot significant locations of the Titanic on a world map?	Map work Understanding a world map- discussion over countries	
History	Can I understand chronology? Can I apply my knowledge of chronology? Timeline of events	Twitter- hall timeline Timeline in groups Create their own timelines having ordered key events.	Impact, Curiosity,
PSHE	Can I compare and contrast the lives and treatment of different classes? Can I empathise with the passengers on the Titanic? Can I understand why different classes were treated differently?	Hotseat and Sketch Notes Bloom's questions	Empathy, Heritage, Freedom, Poverty, Inequality, Human Rights, Beliefs, Prejudice

Year 6 Unit Plan: Is there any justice in the world? (8 weeks)



	Can I use excel to present and analyse Titanic statistics?	Analyse data Create a piece of data	
Literacy/Computing	Typing up newspaper reports: Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard?	Polished piece/display	
Art	Can I appraise the work of Titanic artists? Can I carry out preliminary tests of mediums and paper?	Sketch books	Curiosity, Choices
Art	Can I understand perspective? Can I use perspective to draw the Titanic? Can I refine my work through my experiences? Can I choose appropriate mediums to extend my work?	Sketch books/display	Curiosity, Choices
Music	Can I appraise different styles of folk music? Can I compare instruments from folk (3rd class) and classical (1st class)? Can I perform a ceillidh? Can I perform music on tuned and untuned instruments? Can I compose a piece of folk music with a focus on rhythm? Can I record my composition using graphic notation?	Non-Chron report on Irish Folk Music	Curiosity
History/D&T	Can I research clothes from 1920? Can I compare clothes from different classes? Can I use exploded drawings to design an outfit for a given class? Can I print a sample fabric design? Can I choose appropriate materials to enhance my design?	Sketch book mood board	Curiosity
PSHE	Can I understand fairness and justice? Can I understand inequality and its impact upon the world?	Considering feelings in different situations.	Empathy, Heritage, Freedom, Poverty, Inequality, Human Rights, Beliefs, Prejudice
PSHE/Computing	Can I compare my life with the lives of children around the world? Can I use filters to discern how children are treated around the world? (HUMANIUM website) Can I use the internet safely and responsibly?	Research	Empathy, Heritage, Freedom, Poverty, Inequality, Human Rights, Beliefs, Prejudice
RE/Computing	Can I understand how different religious charities try to reduce inequality in the world? (Islamic relief, Christian aid) Can I use PowerPoint to present research around charities?	PowerPoint	Empathy, Heritage, Freedom, Poverty, Inequality, Human Rights, Beliefs, Humanity, Prejudice
RE	Can I make an impact on the world?	Letter to a charity	Change, Choices, Empathy, Humanity
PSHE	Can I understand British values?	Key strands of British Values- floor book How we can embody these in our community, school and daily life.	