

Spring Year 6	Is life always fair?				
Justice		Equality	Oppression	Democracy	Rights
Solo Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre-structural (No real understanding of the topic – fails to grasp concepts)	Uni-structural (Able to identify intended learning & follow simple instructions – but limited knowledge),	Multi-structural (Can perform & combine <u>simple</u> skills but not independent in using strategies for learning)	Relational (With limited support: able to analyse / apply / compare & contrast / explain & justify information gathered)	Extended abstract (Fully independent in making connections between facts learned & able to reflect & draw conclusions)
Key Learning	With help, I can consider the question – is life always fair?	I can use a range of resources to explore the question – is life always fair?	I can investigate – using a range of sources- the question: is life always fair?	I know how to analyse my findings about our topic question and draw conclusions from them.	Class museum – sharing topic work with parents and carers at the end of the term.
Key Questions:					
What is the meaning of fair? How are our lives fair or unfair? Relate this to different personal experiences.	I can understand and quote the definition of fair.	I can provide some examples of what is fair in my life.	I can investigate parts of my life that are fair and unfair and explain why I think they are unfair.	I can explore the concept of this question in relation to society and our world.	
Which past time periods had fairness and unfairness in their society? Chronology included.	I can recall time periods where they might have been unfairness	I can choose a time period where elements of society have been unfair	I can explain why there was unfairness in a previous society that I have learnt about	I can explore similarities and differences between unfairness and fairness in previous time periods to now.	
What is the difference between fairness and equality?	I know what equality means.	I can explain some periods in time and some situations where there hasn't been equality.	I can choose one of these situations in history and explain the inequality.	I can analyse the world today and identify where there is inequality and explain how this impacts those involved.	
How does the Black Lives Matter movement link to our question of 'Is life always fair?'	I know what Black Lives Matter represents.	I understand what Black Lives matter means and why this movement happened.	I can explain which of our concepts are related to Black Lives Matter and explain these links.	I can use the information I have gathered to explain my opinion on Black Lives Matter including our topic concepts.	
What is the impact of oppression on people?	I know what oppression means and can identify periods in time when people have been oppressed.	I can identify why oppression isn't moral relating to the rights of a human being.	I can explain how oppression can still be identified in our world today.	I can propose alternatives and solutions to oppression in our current society.	
Who were the Ancient Greeks and when did they reign?	I know when the Ancient Greeks were around.	I can place them in a timeline which includes	Choose 5 significant events that happened during the reign of the Ancient Greeks.	I can compare Ancient Greece to another time	

		other time periods I am familiar with.		period drawing on what I know.	
<b>What were the Ancient Greeks famous for?</b>	I can list some significant developments from Ancient Greece.	I understand how some of these significant developments happened and what they entailed.	I can identify one key legacy from the Greeks and explain why this is significant.	I can choose what I think is the most significant development from the Greeks and explain its impact on the world today.	
<b>What did democracy look like in the Ancient Greek times?</b>	I understand what democracy is.	I can explain the conception of democracy in Ancient Greece.	I can describe in depth the 3 different forms of government in Ancient Greek times and relate them to society today.	Explain and compare how Ancient Greece's democracy compares to democracy in our country today.	
<b>Should everyone have the opportunity to vote?</b>	I know what voting is and the impact that it has.	I can explain who can vote today in society and who could vote in Ancient Greece.	I can explain whether I think the voting system in this country and in Greece was and is fair and equal.	I can explain how I think the voting system could have been more fair in Greece but why this may not have been the case.	
<b>Was the class system in Ancient Greece equal and just for all?</b>	I can understand what the class system in Greece entailed.	I can explain the class system and the impact this may have had on the different people living in Ancient Greece.	I explain if the Ancient Greek class system in comparable to any other class system.	I can describe how slavery continued after Ancient Greece and the impact that this has had on society today.	
<b>Why is slavery a crime?</b>	I can explain what slavery is.	I can identify societies where slavery has been prevalent.	I can explain why slavery is not acceptable in our society.	I can explain how our society has moved on and away from slavery i.e. rights, democracy, equality.	
<b>Why is justice important?</b>	I understand what justice is.	I can explain how there is justice in our society.	I can compare justice in Ancient Greece and our society today.	I can evaluate our criminal justice system and show how this represents justice.	
<b>How do we promote a just and fair society?</b>	I can explain what a just and fair society would look like.	I can explain whether I think our society is just and fair.	I can provide ideas for how our society could become just and fair.	I can describe whether I think our justice system makes our society fair and just.	