

**As writers, we will be writing about:**

- Letter Writing – King Alfonso’s Fear
- Persuasive Speech – Leopold requests more funds.
- Diary Entry – George Washington Williams visits the Congo
- Instruction Text – How to catch a Goliath Tiger Fish.
- **Writing linked to science**



**Year 6 – Congo**  
(Geography Focus – Medium Term Plan)

**As historians, we will be learning about:**

- How Leopold was able to take control and manipulate the world into believing his ventures were philanthropic.
- How individuals such as Morel and George Washington Williams were able to expose the realities of Leopold’s Congo regime.
- Congo after Leopold to the modern day.

**As scientists, we will be learning about:**  
**The Human Body:**

- How the human circulatory system works.
- The impact of diet, exercise, drugs and lifestyle on the way bodies function.
- How nutrients and water are transported through the human body.

**As geographers, we will be learning about:**

- The topographical features of Congo.
- Comparing the features of England and Congo. Looking at similarities and differences. Trying to understand how the differences have shaped both countries.
- Comparing the natural resources available to England and Congo and this supports the country economically. How has this changed over time and why? From rubber and ivory to minerals.
- Comparing and contrasting the vegetation belts in England and Congo.
- Recapping and developing – parts of a river The Congo River and the water cycle.
- Congo has an estimated \$24 trillion of untapped minerals within the country. However, it is one of the poorest countries in the world. How is this so?

Our Global Goal focus for this topic will be:  
**16: Peace and Justice**  
Was justice ever served to Congo after Leopold’s regime?

**As mathematicians, we will be learning about:**

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

Our RRS Strand focus for this topic will be:  
**Article 35: Prevention from sale and trafficking**  
How was Leopold allowed to exploit the country of Congo and its

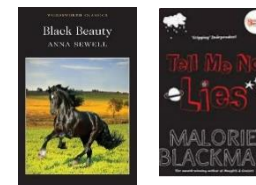
**Non-topic based subjects**

- Art and DT** – Sketching - Portraits
- Computing** – Big Data
- Maths** – Fractions, decimals and percentages
- Music** – Influential artists and their impact
- PE** – African Dance
- PSHE** – Celebrating Difference/ Dreams and Goals
- RE** – Hajj Id Ul Adha (Islam)

**Key Vocabulary**

- Colony
- Exploitation
- Rubber
- Leopold
- Vegetation belt
- Economic
- Minerals

**In George Spicer Reads we will be reading:**



- Key Skills:**
- Inferring
  - Evaluating
  - Summarising