



RE: Forms of expression.

Why do people need to express their beliefs?

UK being an immigrant country, history of this, people arriving. Out of Africa – human migration/mix overtime, mitochondrial, inheritance/evolution. - **To use different 1st/2nd hand sources of evidence and identify similarities/differences and read critically and evaluate evidence and apply independently**

Geography- where do we live?

To use a range of maps/atlasses to locate Bradford and Middle-Eastern countries. Migration -to explain the reasons for similarities and differences in geographical terms using physical & climatic features.

Human activity is dependent on physical features & locations (climate). People are dependent on the environment in which they live and so the environment depends on humans looking after it. **To know key topographical and physical features of UK compared to a range of other countries (hills mountains, coasts, rivers).**

History Lead question – What are our community's needs? What is missing? How can we campaign?

-Focus on British civilisation (with a focus on democracy, contributions to mathematical & scientific thinking, theatre, architecture). The voting history/suffragettes/female empowerment. -Analyse trends over time and explain the trend (why is it a trend and not a series of separate events)

- To have an overview of Bradford since and including the industrial revolution- democratic system in Bradford. Understand the hierarchy system in politics. Migration in Bradford (Maths opportunity-data handling) the tale of the Giraffe's neck -**Analyse and make links between causes and events which affect the history of a place – creating own case study/report after a week of research; subject knowledge.**

Can I make a difference in my community? How do you make your voice heard (regardless of age) for the good of the community? How can I make History?

Plan and carry out a campaign. Fly tipping/littering around Bradford;

Research- what is the current situation, cause/effect, statistics & what is the council doing?
--**Observations and data handling-** walking around local area making notes and a tally chart and identifying main issues. Data to be presented using bar/pie charts.

Chn to write a letter and take to a counsellor demanding change. Groups of chn going out cleaning the community as part of the campaign.

Democracy lessons to use

<https://www.tes.com/teaching-resource/british-values-democracy-11290324>

An introduction to Parliament video

<https://www.youtube.com/watch?v=Qs-9B3FRXCA>

Lesson sequence of democracy

https://www.parliament.uk/education-resources/FINAL%20HOP%20KS2%20BOOK%20FOR%20DOWNLOAD_LR%20-%20Copy.compressed.pdf

Reading books:

Picture Books
The Arrival
The Suitcase

Class Books
Refugee Boy
Benjamin Zephaniah inspired poetry

English –

Aut 1- persuasion

Cold – Inviting Year 5 teachers to the Talent Show

Published Piece – Persuasive letter to the community/GL parents.

Hot – Letter of persuasion to Susan Hinchcliffe alongside our campaign and petition.

Y3 Skills	Y4 Skills	Y5 Skills	Y6 Skills
Use the range of punctuation taught in mostly correctly (capital letters, full stops and question marks must always be accurate) , ' ? ! " "	Extend the range of sentences with more than one clause by using a wider range of: coordinating and subordinating conjunctions, adverbs & prepositions	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use a range of clause structures e.g. relative clauses, fronted adverbials, subordination and parentheses. Proof read to check for errors. To use semi colons and hyphens in writing. Use the range of punctuation correctly.

Vocabulary, Grammar and punctuation: apostrophes for contracted forms and possession, full stops used for emphasis (You. Can. Not. Do. That.), brackets, commas and dashes (for parenthesis), semi colon use. Noun types and identification. Tenses.

Diary entry

Cold – diary of Alem's arrival to the UK.

Published Piece – Syrian refugee travelling to UK

Hot - Syrian refugee arriving in the UK and being placed in a detention centre.

Art/DT-

Artist of the term; L.S Lowry

Record their observations and use them to review and revisit ideas. **Plan/annotate/create prototype/evaluate effectiveness/action plan**

To improve their mastery of art techniques, including drawing, painting with pencil, charcoal and paint. Research and learn about L.S Lowry and his work.

Make – 3D topographical

Evaluate – analyse existing products and compare. Evaluate against own work and improve.

*lots of maths links to geometry – nets. 3D shapes.

Science Lead question – How did we get here?

Evolution and Fossils

Concept Development

- Characteristics are passed from parents to their offspring
- Carry out thorough research from a wide range of sources about how living things on earth have changed over time - Identify secondary scientific evidence that has been used to support or refute ideas and arguments for evolution and begin to separate opinion from fact
- Variation in offspring over time can make animals more or less able to survive in particular environments.
- Use these arguments to generate their own questions and line of enquiry - Critically compare how some living things are adapted to survive extreme conditions e.g. cactus, penguins, camels - Analyse and make links between the advantages and disadvantages of specific adaptations e.g. 2 feet or 4, gills or lungs - Report and present clear findings from enquiries, offering well evidenced explanations to support their reports

<https://www.hamilton-trust.org.uk/science/year-6-science/game-survival/>

1. Inheritance Detective
2. Mutations and Adaptations

Fossil introduction

What are fossils?

How are fossils formed?

PSHE:

Link to Growth mind-set and learning

Type of learner. Growth mindset. Year 6 responsibilities within school and out in the community.

Being a good citizen.

Classroom responsibilities.

Heritage. Past reflection.

Where do I fit in? My personal strengths and talents.

Thursday 12th September 2:15

Name of the Year 6 assembly show - This is me: this is my voice!

Debating to improve confidence and self- belief

Motion- Is the UK doing enough to help Asylum find refuge?