



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. Look at countries that migrate to the UK (partition). 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,**

History Lead question – Where did we come from?

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-, Migration to Bradford., British Empire in India ,Partition in 1947, creation of Pakistan. 1971 formation of Bangladesh.

Analyse industrial revolution in Bradford and why migration was needed

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; about migration to the UK

1. Research and understand the Industrial Revolution.
2. Partition of India – How did the choices of a few people affect the country?
Key figures involved with the partition of India
Nehru – India 1st President
Gandhi – India How did he fight for democracy?
Muhammad Ali Jinnah – Pakistan Original idea of partition - Photograph in businesses (fought for Pakistan independence)
Cyrill Radcliffe – Lawyer who drew separation lines What effect did his decision have on the population of India?
Last viceroy of India - Lord Mountbatten Last British ruler of India
Mujibur Rahman – Fought for Bangladesh independence 1971
Cyrill Radcliffe <https://www.bbc.co.uk/news/av/world-asia-40788079/cyrril-radcliffe-the-man-who-drew-the-partition-line>
3. Workers brought from India to help with the Industrial Revolution workforce – what were the push and pull factors for economic migration?
Propaganda focus. Mill work.
Creation of NHS 05.07.1948 - Migrant workers and end of WW2
https://www.bbc.co.uk/history/british/modern/partition1947_01.shtml
V:\10_YEAR_GROUPS\2019-20\Year 6 Shared Folder\Migration Stories
4. **End of term target: Collate all research and understanding to create a project answering.... How did the Industrial Revolution and migration change the face of Britain?**

Concept
Continuity between the way we live today and previous civilisations
-**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.**

Reading books:

Picture Books
The Arrival
The Suitcase
Here to Stay
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.

Aut 2: 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
Aut 2: Descriptive piece
Cold – descriptive write about refugee photograph – boat journey
Published Piece – refugee camp
Hot – boat journey

Art
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.

DT-

Bug hotels - climate change friendly

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

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

Design
use research and develop generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Make
select from and use a wider range of tools and equipment select from and use a wider range of materials and components,

Evaluate
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 understand how key events and individuals in design and technology have helped shape the world

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?

Timeline of fossils.

How do fossils support the theory of evolution? Why is it not 100% accurate and only a theory.

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. Migration to the UK. Stories from a suitcase

Environmental issue focus (whole school)

<https://www.eco-schools.org.uk/eyfs-primary-pathway/seven-steps/>

Eco - Committee to be created – Year 6 Walk to school campaign launched Nov 19 MP Naz Shah competition

Debating to improve confidence and self- belief

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

Zones of Regulation – understanding and controlling our emotions. How can I support those around me?