

Year Six Discover Autumn Term

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education Islam
We begin our project by learning about Muslim teachings about duty and obligation. We learn about 5 pillars and how these help Muslims to know how to lead a good life. We consider the way the 5 pillars act as a guide through the journey of life for Muslims. We find out about Muslim teachings about charity and the role of Islamic charities in helping people in need across the UK, learning about specific projects that do this.

History
The causes of World War Two: Who came when Britain called?
We find out about the events that led up to the beginning of World War Two, including the attempts by the British Government to avoid war. We form opinions about the most important factors, using sources to understand public opinion at the time. We find out what led to so many nations being involved in the war, learning about the British Commonwealth of nations and the reasons people from these countries signed up to fight. We analyse sources to learn how the British government persuaded people to do this and why they agreed.

Geography
Finding out about locations: The war in the East
Through both Project and English lessons, we discover the different places in the world where fighting happened, using maps, atlases and photographs to understand the physical characteristics of different locations. We find out about the war against Japan and the difficulties presented by the climate and terrain of Burma to the 14th Army who were fighting there.

Project Launch

FOCUS 1

FOCUS 2

Design and Technology
The cultural impact of change: Carnival
We find out about the beginnings of carnival in Britain and why it was important for people who came here. We learn about carnival in modern Britain and explore the costumes associated with it. Using images, we create our own design brief and design of a carnival costume.

History
Historical Enquiry: Why did people come to Britain after World War Two?
We learn that Britain needed help rebuilding after World War Two and about the invitations extended to people living in Commonwealth countries to be a part of this effort. We find out why people travelled from the Caribbean to Britain on ships like the Empire Windrush. We explore first hand accounts to understand the reasons why people came to Britain and what they hoped for when they got here. We consider our project values of courage, duty and freedom when we think about what motivated people to make this journey.

Art
Colour and Textiles: The Blitz
We explore depictions of the Blitz in artwork and how colour and shade are used to create striking images. We design and then create our own, planning our composition to create atmosphere. We then recreate our images using layered, cut and shaped fabric. We develop our sewing and stitching skills.

History
The consequence of a historical event: the impact of WW2 on Britain
We find out about the impact of the Blitz on cities in mainland Britain and the destruction caused.

FOCUS 6

FOCUS 5

FOCUS 4

Music: The cultural impact of change
We find out about different styles of music that the Windrush generation brought with them, listening and responding to examples of Calypso, and Reggae. We have a go at composing our own in this style, using tuned instruments.

History
Understanding the reasons for historical change: The Bristol Bus Boycott and the Race Relations Act
We use primary sources to discover the reality of life in Britain for black immigrants and the challenges they faced. We find out about the racism experienced by people trying to find jobs and about the Bristol Bus Boycott. We learn about the reasons for this protest, the reasons why people advocated for others and the achievements of the people who organised it. We learn how it led to the Race Relations Act in 1965. We learn about the limitations of this law and the subsequent Race Relations Acts and Equality Act of 2010 and consider how attitudes have changed over time.

History
How and why does change happen? The Windrush scandal
Our learning about the Windrush generation brings us into the 21st century as we find out about the Windrush scandal of 2018. We learn why the British government's policy on immigrants from this time had changed and what the consequences of this were for people who arrived in Britain at this time. We find out how the British government was persuaded to change its policy and what we can learn about advocacy from the people who campaigned for this change.

Science
Light
In this unit, we find out how light travels in waves from a source to our eyes. We learn how light is received by our eyes and turned into signals our brain can understand. We investigate the ways light travels and the creation of shadows.

FOCUS 7

FOCUS 8

FOCUS 9

FOCUS 10

FOCUS 11

FOCUS 12

Religious Education: Incarnation
We find out about the prophecies that had been written about the promised Saviour and how well Jesus met these. We discover that Christians believe Jesus was the promised Messiah and this is why his birth was celebrated. We find out how Christians try to bring peace and good news to others at Christmas.

Values Exploration
What leads to change in a society's values?
We consider what we know about modern Britain and ask if new laws are the best way to address problems of discrimination in Britain. We think about what else can influence behaviour and attitudes and the roles we can play as individuals in doing this, thinking about our project values of choice, strength and duty.

Answering the Project Question
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

Science
Electricity
In this unit, we revisit how electricity travels in a circuit. We investigate how to alter the brightness of a bulb or volume of a buzzer. We use circuit symbols to represent our circuits in diagrams.

FOCUS 13

R.E.

When should we advocate for others?

