

## Year 6 -autumn 1 curriculum

**Curriculum driver:**  
Aspiration & Enterprise

**Concept:**  
Adversity, Diversity, Fairness

**Essential question:**  
Why do people leave their homes?

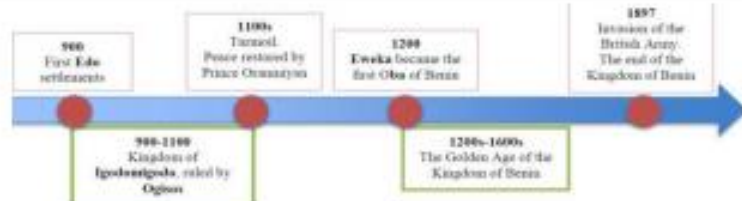
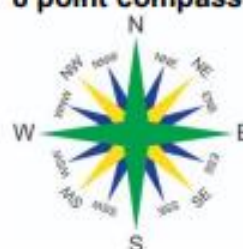
### Key Vocabulary – History/Geography

Map	A symbolic drawing of different areas.
8 point compass	A tool for finding directions.
Timeline	A tool to organise and describe events in the order they happened.
Trade	The process of buying goods and services.
Trade routes	Long distance journeys to transport goods and services from one country to another.
Trade Triangle	Trade between three ports or regions.
exportation	The process of transporting goods and service.
slavery	Forced to work really hard, against your will, without being properly paid or looked after
exploitation	Treating someone unfairly.

### Trade Triangle



### 8 point compass



**Timeline**

### Key Knowledge

Who?	slaves
Where?	Africa
When?	900 – 1897
Who?	Portuguese, French & English
Where?	Europe
When?	1600s (16 <sup>th</sup> Century)

### Know how to:

- Order different events from their research on a timeline.
- To describe and discuss people from the past.
- Use questions such as: Why do people leave their homes? How long ago?
- To identify oceans, continents and trade routes
- Know and understand how a compass can be used to find directions.
- To use world maps, atlases and globes.
- To research the key features of slavery to analyse cause and effect

This term we will explore and celebrate our school values of 'friendship' and 'respect'.

Life is better  
with friends :)



Develop your vocabulary with support from:



<https://www.wordhippo.com/>

Develop your understanding of maths concepts:



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**English:** Our core reading texts this term are:



**English (purpose for writing – to entertain):**

We will start this term with our core text - 'The Arrival'. This fictional picture book leads us on one man's journey to explore another country leaving behind his wife and daughter in an impoverished town while he searches for better prospects elsewhere. We will discuss and explore the elaborate illustrations and sequenced story boards to develop our writing skills. This will provide opportunities for the children to produce writing outcomes including a setting description, characterisation and a short narrative. We will also enjoy reading 'The Island' and dipping into some poems about migration.

During our three **Guided Reading** lessons, we will be learning to annotate these texts, explore new vocabulary and develop our comprehension skills to be able to, infer, predict, explain and retrieve and summarise information accurately.

The children will be encouraged to select texts from our 'Reading Roadmap' so please do encourage their love for reading by asking questions at home to support their comprehension skills and reading for pleasure.

In year 6 the children should be using joined up **handwriting** so please support them to develop this habit by encouraging them complete home learning written tasks in this way and self-editing to check their punctuation, which we will focus heavily on in class throughout the year ahead.

**Maths:**

- Reading and writing numbers to 10,000,000
- Comparing and ordering numbers to 10,000,000
- Rounding integers (whole numbers)
- Negative numbers
- Understanding and applying formal methods for addition, subtraction, division and multiplication to solve multi-step word problems

**RE:** We will be exploring aspects of Buddhism to understand their beliefs in practice so that we develop our understanding of how Buddhists can lead a good life.

**Home Learning Expectations:**

Wherever possible the children should complete these activities independently but please feel free to encourage and give lots of praise for their efforts.

- Reading for pleasure (20 minutes a day)
- Complete a weekly comprehension
- Learn and apply 5 new spellings
- Maths scrapbook activity
- Doodle maths/TTRockstars (10 minutes a day – longer if your child does not yet know their tables)



**Art:**

The children will be learning about the artists **Artist Studies: Kara Walker, Mary Evans and Yvette Drury Dubinsky**. We will explore colour and pattern through drawing and printing processes

Below are some activities that you could explore at home linked to our learning this half term. These questions and projects can be worked on over the whole half term. Please bring in one completed home learning every week and we will add it to our home learning displays in class.



Home Learning Activities	Done
Create your own illustrated timeline of the key events that explain the British involvement in the 'Trade Triangle'	
Take a walk on the wild side! Visit this website - <a href="https://www.rspb.org.uk/fun-and-learning/">https://www.rspb.org.uk/fun-and-learning/</a> and choose one of the family activities. Enjoy exploring habitats in nature. Perhaps you could take some photos or draw a picture to share with the class and explain what you discovered.	
Research Olaudah Equiano, a key figure in the slave trade, to produce a fact sheet, explanation text or perhaps even a mini biography.	
Write a book review to express your opinions about a book you have read recently that you would like to persuade other children to read.	
Make your own globe using a balloon and paper mache. How accurately can you represent the oceans and continents? Can you identify and show the 'Trade Triangle'?	
After we have learnt about <b>MRS NERG</b> in Science, create your own poster to explain and illustrate these important processes.	
Perhaps a close member of your family or family friend has migrated to live in this country. Think and record 8-10 open questions that you would like to ask to deepen your own understanding of what it is like to leave another country. Interview them to write a brief recount of their experience.	



We are looking forward to an exciting term ahead getting to know each other and immersing ourselves in our learning. If you have any questions, please do not hesitate in contacting me.

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