

<b>Class: Miss Hughes/Mr Green/Mr Oyston</b>	<b>Term: Summer 2</b>	<b>Year Group: 6</b>
<b>Prime Learning Challenge</b>	<b>Topic- What has been the impact of immigration on Britain over the past 100 years?</b> <b>Science- How can you light up your life?</b>	

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b><u>History:</u></b> Immigration is a new topic to our curriculum.</p> <p><b><u>Science:</u></b> The children have learnt about light earlier on in school. They have studied how light made shadows. This year, the children will learn about refraction and reflections.</p>	<p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>• Why is Britain seen as an attractive place to live?</li> <li>• Why were so many immigrants met with prejudice when they arrived in Britain?</li> <li>• What is meant by the Windrush Generation?</li> <li>• Why are there large Asian communities in England?</li> <li>• Who are the individuals from immigrant families who have made an impact on our lives today?</li> </ul> <p><b><u>Science:</u></b></p> <ul style="list-style-type: none"> <li>• Why does light travel in straight lines?</li> <li>• What is refraction?</li> <li>• What is reflection?</li> <li>• What is a periscope and how do you make one?</li> <li>• What is the light spectrum?</li> <li>• What did Isaac Newton find out about light?</li> </ul>	<p><b><u>History:</u></b> Children will discuss sensitive topics and debate them within class.</p> <p><b><u>Science:</u></b> The children will be able to conduct an experiment investigating refraction of a straw in a cup. They will also be able to create periscopes and explore how they work.</p>

By the end of this prime learning challenge...	Some: More Able	<p><b>History:</b> To be able to explain what immigration is and give various reasons as to why people may migrate. To be able to explain in depth what the Windrush Generation is and what they had to face. To be able to list and describe individuals who were from immigrant families.</p> <p><b>Science:</b> To be able to explain how they know that light travels in straight lines; to be able to explain how objects are seen by the eye using the term reflection; to be able to explain how we see objects using light sources; to be able to explain what refraction is and the difference between refraction and reflection; to be able to explain why shadows have the same shape as the object that casts them.</p>
	Most: Core	<p><b>History:</b> To be able to explain what immigration is and why people may migrate. To be able to explain what the Windrush Generation is. To be able to list and describe individuals who were from immigrant families.</p> <p><b>Science:</b> To be able to recall that light travels in straight lines; to be able to explain how objects are seen by the eye; to be able to explain how we see objects using light sources; to be able to explain what refraction is; to be able to recall that shadows have the same shape as the object that casts them.</p>
	All: Less able	<p><b>History:</b> To be able to explain what immigration is. To acknowledge what the Windrush Generation is. To be able to list individuals from immigrant families.</p> <p><b>Science:</b> To be able to recall that light travels in straight lines; to be able to explain how we see objects using light sources; to be able to recall that shadows have the same shape as the object that casts them.</p>
	Specific Children	N/A

<b>Pre-Learning</b> How will you make sure you are pitching appropriately?	<b>Wow!</b>	<b>Reflection</b> How will you reflect & evaluate?
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<p>Children to complete post learning tasks and write questions about what they want to find out about the topics.</p> <p>Questions to be used for the classroom display board. Children to complete these as the topic evolves.</p>	<p>WOW ideas:</p> <p><b><u>History:</u></b></p> <p><b><u>Science:</u></b></p> <p>Hook lesson - children spend the lesson using torches and creating shadow puppet shows.</p>	<p>The children are to complete their post learning tasks. Allow children time to answer questions if not already done so. Return to the overall topic questions and discuss them.</p>
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<b>Literacy</b>	Alma. <b>Narrative</b>	Alma. <b>Narrative</b>	Alma. <b>Narrative</b>	The Final Year <b>Poetry</b>	The Final Year <b>Poetry</b>	The Final Year <b>Poetry</b>
<b>Maths</b>	Project themed activities.	Project themed activities.	Project themed activities.	Project themed activities.	Project themed activities.	Project themed activities.
<b>Science</b>	LO- To recognise that light appears to travel in straight lines by creating a model of light travelling. <i>C1: How does light travel?</i>	LO- To be able to explain how light reflects by making a periscope independently. <i>C2: How does light reflect?</i>	LO- To explain what refraction is and conduct an experiment to test refraction. <i>C3: What is refraction?</i>	LO- To explain what the light spectrum is. <i>C4: What is a spectrum?</i>	LO- To find out about what Isaac Newton discovered about colour. <i>C5: Who was Isaac Newton and what did he discover about light?</i>	LO: To be able to create a shadow theatre. <i>C6: What is a shadow puppet theatre and can you create one?</i>
<b>History</b>	LO: To understand why Britain is seen	LO: To understand what prejudice means and understand why	LO: To be able to explain what the Windrush Generation is.	LO: To understand why there are large Asian communities in England.	LO: To be able to identify individuals from	

	<p><b>as an attractive place to live.</b>  <i>C1: Why have so many people found Britain an attractive place to live?</i></p>	<p><b>many immigrants are met with it.</b>  <i>C2: Why were so many immigrants met with prejudice when they arrived in Britain?</i></p>	<p><i>C3: What is meant by the Windrush Generation?</i></p>	<p><i>C4: Why are there large Asian communities in England?</i></p>	<p><b>immigrant families who have made an impact.</b>  <i>C5: Who are the individuals from immigrant families who have made an impact on our lives today?</i></p>	
<b>Geography</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Music</b>	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba
<b>PSHE</b>	Jigsaw- Changing Me	Jigsaw- Changing Me	Jigsaw- Changing Me	Jigsaw- Changing Me	Jigsaw- Changing Me	Jigsaw- Changing Me
<b>Art/DT</b>	<b>Digital World: Navigating the World</b> Applying computing skills to program a Micro:bit animal monitor and using 3D CAD tools in Tinkercad to design a case, housing or stand.					
	Lesson 1: Navigating the World	Lesson 2: Programming a Navigation Tool	Lesson 3: Product Concept	Lesson 4: 3D CAD Models	Lesson 5: Product Pitch	
<b>RE</b>	<p><b><u>KS2 Religious Education:</u></b>  <b><u>Why do some people believe in God and some people not?</u></b>          Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God. The investigation implements the <b>principal aim of RE</b>, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>					
	<p><b>LO: Be able to analyse religious data in order to predict the future.</b>          Lesson 1: Belief in God: what patterns can we see in our local area, our country and our world?</p>	<p><b>LO: Be able to define the meaning of agnostic, atheist and theist.</b>          Lesson 2: What do we mean by agnostic, atheist or theist?          Introducing the lens of philosophy</p>	<p><b>LO: Be able to understand the role of a psychologist and how they might support religion.</b>          Lesson 3: How can psychology help us understand what people mean when they think about the idea of God?</p>	<p><b>LO: Be able to explain how Christian theologians believe in God.</b>          Lesson 4: What can we learn from theology about the idea of God?</p>	<p><b>LO: Be able to explain how Humanists see the world.</b>          Lesson 5: Why do some people believe that God does not exist?</p>	<p><b>LO: Be able to give reasons why some people believe in God and others do not.</b>          Lesson 6: Why do some people believe in God and some people not?          Where do I stand?</p>

