



Year 6

Whose footsteps do we follow in?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Launch:

- **Creating an immersive classroom-** children creating a Windrush ship/ painting it (communal area). They can create bunting with flags/ welcome posters linked to different cultures/ languages.
- Mapping our own history display.

Landing: *(Purpose and authentic audience)*

- Multicultural food festival/ stalls held in class.
- Welcome packs for refugees to be sent to <http://www.bristolrefugeerights.org/> 0117 914 5480
- Ujima Radio broadcast planned.

Children's questions:

- Why do people move to Bristol?
- Which celebrities were refugees?
- How did the man with the suitcase get to Britain?
- How many people live in Bristol?
- What nationalities are there in Bristol?
- What transport do refugees use and how?
- Why do asylum seekers move to different places?
- What countries do refugees often move to?
- Why do people invade/migrate?
- What is the Windrush Generation?
- What did the Windrush Generation do? Why did they come to England?

Experiences to engage and inspire *(trips, visitors etc)* :

- Bristanbul/ Zaza food tasting. Looking at multicultural food brought into Bristol.
- Boat building (possibility on the HMS Balmoral).

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

As Writers we will:

- Write in role showing empathy for a member of the Windrush Generation.
- Write letters home to loved ones.
- Write a persuasive letter (linked to the Island- persuading the islanders to welcome visitors).

As Mathematicians we will:

- Revise, use and plot co-ordinates within a real world context
- To understand the eight points of a compass and use angles to identify direction
- Convert miles, km and m

As Historians we will:

- Study a significant turning point in British History – the Windrush generation.
- Describe social, cultural, religious and ethnic diversity in Britain & the wider world.
- Know and sequence key events of time studied using relevant dates.

As Geographers we will:

- I can use scale to create my own map e.g. the distance refugees travel
- I can use a compass points to navigate to a location
- I can use digital technology (Google Earth, Ipads, data loggers) to record, interpret and present geographical data.
- I can explain how the physical features of two contrasting regions influence how and where people live (Europe and UK)
- Use maps to map out migration routes.

As Artists and Designers we will:

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

As Scientists we will:

- Identify how animals and plants are adapted to suit their environment in different ways.
- Identify scientific evidence that has been used to support or refute ideas or arguments; identify how adaptation may lead to evolution.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.