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**Birchfield**  
PRIMARY SCHOOL

Year 6 Curriculum Overview  
Term 3.1

Teaching Team:

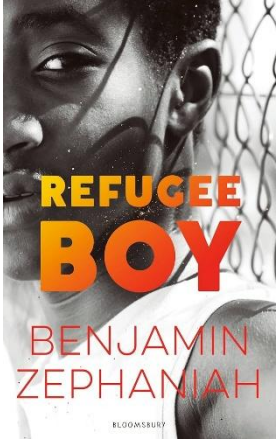
Miss Fisher, Miss Shakespeare, Mr Chapman and Miss West

SLT: Mr Aldred

PE (Physical Education) Days: Tuesday

Homework: Every Friday

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Enquiry Question	How has migration changed Britain?
Significant People	Benjamin Zephaniah
Class Texts	<p>Refugee Boy – Benjamin Zephaniah</p> 
Reading	<p><b>Reading domain:</b> 2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text  2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Test techniques:</b>  This half term, year 6 pupils will be developing their retrieval, inferential skills, the impact of selected vocabulary upon the reader, words in context and comparisons of texts. They will also recap and recall their understanding of the literal and inferential. Children will know how to find and copy</p>

	<p>words from various texts, using their prior knowledge as well as what they have read. Pupils will use clues in the text to decipher the meaning of unfamiliar words and consider how they have been used.</p>
<p>Writing</p>	<p>This unit focuses on equipping children with essential writing skills and knowledge across different genres while emphasising the editing and improvement process. Students will develop their ability to write narratives by creating engaging plots, rich characterisation, and vivid setting descriptions using techniques such as expanded noun phrases, dialogue, similes, and metaphors. Diary writing will teach children to write informally in the first person with a conversational tone, expressing personal thoughts and emotions while addressing the diary as a trusted confidant. Letter writing will focus on understanding tone, structure, and audience, teaching children how to effectively communicate ideas in formal or informal contexts. An essential aspect of this unit is revisiting their previous written work, where children will learn how to evaluate, edit, and improve their writing. They will focus on refining their vocabulary choices, sentence structures, punctuation, and overall coherence to produce a polished final piece. By doing so, children will develop not only their creative writing skills but also their ability to critically assess and improve their work, fostering growth as confident and skilled writers</p>

Maths	<p>This half term, the children will explore both algebra and statistics. As the half term progresses, we will also be revisiting and recapping various mathematical skills to ensure pupils can practise and hone skills in preparation for their SAT's tests. They shall then move on to themed projects which will help them consolidate learning on solving problems.</p>
Geography	<p>This unit explores the theme of migration, examining its causes, impacts, and connections to geography. Students will begin by comparing the topography and societies of different regions, exploring how geographical features influence human activity and settlement. They will analyse the effects of natural disasters on populations, considering why areas like the UK are less affected, and investigate the role of natural resources in shaping human geography. Using six-figure grid references, students will locate resources and eco-power sites, explaining their placements and environmental impacts. The focus then shifts to human migration. Students will study the reasons for migration, identifying countries from which people have moved to the UK and using geographical vocabulary to justify their explanations. Finally, they will investigate how migration has shaped Birmingham over time, exploring the positive impact of mass migration on society and identifying areas transformed by it. This unit fosters critical thinking, mapping skills, and an appreciation for the relationship between geography and human movement.</p>

Science	<p>This unit focuses on developing children's understanding of light and its role in vision. Students will explore how light travels in straight lines, learning to identify light sources and create annotated scientific diagrams to explain this concept. They will investigate how objects are seen, understanding that they give out or reflect light into the eye. Through this, children will examine reflective materials, predict which are most effective and discuss their properties.</p> <p>As the unit progresses, children will delve deeper into the mechanics of vision. They will explain how light travels from a source, reflects off objects, and enters the eye, enabling sight. Additionally, students will study the structure of the eye, label its key parts and discuss their functions. This unit combines practical exploration with scientific knowledge, encouraging curiosity and deepening their understanding of light and vision.</p>
Mandarin	<p>Children will be learning about the following topics, this half term:</p> <ul style="list-style-type: none"> <li>• Visiting China</li> <li>• Family members</li> </ul> <p>Famous places in China</p>
Art	<p>In this unit, students explore Eric Kennington's WW2 paintings, focusing on mediums, colour, and emotion. They practice tone, combine paint and charcoal, and create soldier portraits. Observational painting aids realism. They produce their own artwork in Kennington's</p>

	style, add details, and evaluate their work against his, considering mood and proportion.
Music	This term, the children will get the opportunity to further their composition skills, as they will be learning to play glockenspiels.
PSHE	<p>What will change as we become more independent? Children will learn:</p> <ul style="list-style-type: none"> <li>• People have different kinds of relationships in their lives.</li> <li>• How growing up and becoming more independent comes with increased opportunities and responsibilities.</li> <li>• How friendships change as we grow and how to manage this.</li> </ul>
Computing	<p><b><u>Introduction to spreadsheets</u></b></p> <p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.</p>

RE (Religious Education)	Expressing Joy
	<p>Pupils will use their knowledge about Islamic festivals - Eid ul Fitr and Eid ul Adha and how people express their joy.</p> <p>Appreciating Beauty Considering The Lord's Prayer and how it helps Christians to worship God and in what ways it can be said to beautiful.</p>
PE	Cricket and Tennis.

## Knowledge Organiser:

### Reading

#### Summary

Refugee Boy explores The Impact of War on Individuals and Families through Alem and Mr. Kelo's struggles during the Eritrean-Ethiopian War. Alem experiences isolation, discrimination, and dehumanization due to the war and only begins to find healing because of the support of the good people around him.

refugee boy  
benjamin  
zephaniah

#### Key Words

Loss  
Separation  
Immigration  
Refugee  
Hope  
Discrimination



#### Key Characters

1	Alem	Alem Kelo, the novel's protagonist, is a young Ethiopian boy who escapes violence in his homeland to seek refuge in England.
2	Kelo	Mr. Kelo is Alem's father.
3	Fitzgerald	Mr. and Mrs. Fitzgerald are Alem's foster parents in England.
4	Ruth	Ruth is Mr. and Mrs. Fitzgerald's daughter.
5	Sheila	Sheila, Alem's social worker, assists him in navigating the complex asylum-seeking process in England.
6	Mariam	Mariam, a woman from the refugee council, communicates with Alem in Ethiopian.
7	Pamela	Pamela, another woman from the refugee council, supports Alem in his quest for asylum and arranges a hearing to determine his status.
8	Robert	Robert, Alem's school friend, is known for his smoking habit and becomes an integral part of Alem's life in England.
9	Sweeney	Sweeney is a bully at Alem's care home.

#### Key Terminology - Term Definition

**Refugee** A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

**Asylum** The protection granted by a state to someone who has left their home country as a political refugee.

**Identity** The fact of being who or what a person or thing is.

**Conflict** A serious disagreement or argument, typically a protracted one.

**Ally** One that is associated with another as a helper; a person or group that provides assistance and support in an ongoing effort, activity, or struggle.

**Barrister** A person called to the bar and entitled to practise as an advocate, particularly in the higher courts.

**Protest** A statement or action expressing disapproval of or objection to something.

# Writing

Spellings...I need to know some of these:			
accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
amateur	determined	leisure	rhythm
ancient	develop	lightning	sacrifice
apparent	dictionary	marvellous	secretary
appreciate	embarrass	mischievous	shoulder
attached	environment	muscle	sincere
available	equip(-ped)	necessary	sincerely
average	equipment	neighbour	soldier
awkward	especially	nuisance	stomach
bargain	exaggerate	occupy	sufficient
bruise	excellent	occur	suggest
category	existence	opportunity	symbol
committee	explanation	parliament	system
communicate	familiar	physical	temperature
community	foreign	prejudice	thorough
competition	forty	privilege	twelfth
conscience	frequently	profession	variety
conscious	government	programme	vegetable
controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Punctuation Reminders:	
<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
...	Ellipsis to show a long pause for tension.
“ ”	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for parenthesis.

**Splendid Subordination!**  
Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Can you use a subordinate clause in different places in your sentences?

## Writing Mat Working towards Year 6

### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

Use a mixture of simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

### Important Links!

Link your sentences and paragraphs using adverbials:

#### Time

Subsequently, Later that day, Finally,

#### Place

Deep inside the forest, Below the sea,

#### Frequency

Occasionally, Often,

#### Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

#### Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,

### It's All Relative!

Use a relative pronoun to add a relative clause.

**who, which, where, when, whose, that**

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.



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**Creating Cohesion Top Tip:** Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

**Be a Punctuation Professional!**

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
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,	Commas in lists, and sentences.
...	Ellipsis to show a long pause for tension.
" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphens to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for extra information or asides.
:	Colon to separate clauses.
;	Semi colons to separate clauses.

**Writing Mat**  
Expected Year 6

**Perfect Parenthesis!**  
Use brackets, commas or dashes to punctuate extra information and asides:  
The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.  
The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils - my favourite sign of spring - swayed gently in the woodland breeze.

**Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...**  
startled alarmed apprehensive

**Or 'show' a character's feelings:**  
his breathing quickened her heart raced  
sweat trickled gasping for air

**Spellings... I need to know all of these:**

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
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Use active and passive sentences appropriately:  
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**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

**Check for:**

- cohesive links
- consistent tense and person
- genre features
- subject/verb agreement
- layout devices
- paragraphs with

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**Writing Mat**  
Greater Depth Year 6

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**Punctuation Reminders:**

<b>A</b>	.	!	?	'	“ ”	( )	...	:	;	-
----------	---	---	---	---	-----	-----	-----	---	---	---

Use a full range of punctuation.

**Check for:**

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

**Active and Passive**  
Use active and passive sentences appropriately:  
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**Create a Mood!**  
Where appropriate, in formal writing, use the subjunctive mood:  
If I were The Queen, ...  
Were there to be a change in my circumstances...

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The advancing alien, who was speaking a Martian language, looked dangerous.  
The daffodils - my favourite sign of spring - swayed gently in the woodland breeze.

**Be a Punctuation Professional!**  
Use semi colons, colons and dashes to mark independent clauses:  
It felt like forever- the longest six weeks holiday of all time.  
Jack's eyes slowly opened; there was no one to be seen.  
They all knew his secret: he was a specialist secret agent.

**Important Links!**  
Link your sentences and paragraphs using adverbials:

**Time**  
Subsequently, Later that day,

**Place**  
Deep inside the forest, Below the sea,

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Occasionally, Often,

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On the other hand, In contrast,

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As a result, Consequently,  
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Key Vocabulary	
<b>Commonwealth</b>	An association of independent countries, some of which used to be part of the British Empire.
<b>famine</b>	An extreme lack of food.
<b>migrants</b>	People who move from one place to live in another place.
<b>natural disasters</b>	A naturally occurring event that can lead to damage, injury or death, such as an earthquake.
<b>persecution</b>	The act of treating people cruelly because of their race, sexuality or beliefs.
<b>refugees</b>	People escaping danger in their own country to seek safety in another country.

## Migration

When people move from one country to live in another country, it is known as human migration. Sometimes, this move is temporary but often, it is permanent.

Migration has occurred for thousands of years.



## Reasons for Migration

Often migration is a choice that people make. They may choose to live in another country to seek better job opportunities or homes.

In the past, many **migrants** sought more fertile land in order to grow crops and rear animals.

Sometimes, people are forced to leave their home country. This can be because of:

- political, social or religious **persecution**;
- **natural disasters**;
- war;
- **famine**.

These **migrants** are known as **refugees**.

## Migration in Britain Before the 20th Century

People have been migrating to Britain for over 4000 years. Reasons have included good farmland and to work with natural resources, such as copper and wool.

Dates	
c. 2400 BC	Beaker people (from Central Europe)
AD 43	Romans (Italy and around the Mediterranean)
c. AD 410	Angles, Saxons and Jutes (Germany, Denmark and the Netherlands)
c. AD 793	Vikings (Scandinavia)
1066	Normans (Northern France)
12th to 16th centuries	Dutch and Flemish settlers (Low Countries - now Belgium, Luxembourg and the Netherlands)
17th century	Huguenots (France)
19th century	Germans, Irish people, Russians and many more people from across the British Empire (Germany, Ireland and Russia)

## Migration in Britain in the 20th Century Onwards

Migration to Britain rapidly increased in the 20th century. From 1933 and at the start of the Second World War in 1939, many Jewish people fled to Britain to escape **persecution** by the Nazi regime.

Following this war, more workers were needed to help rebuild Britain. In 1948, British citizens from the Caribbean arrived on a ship named HMT Empire Windrush. Many of those who came worked in public transport, industry and the NHS. They (and others who came later on) became known as the Windrush Generation.



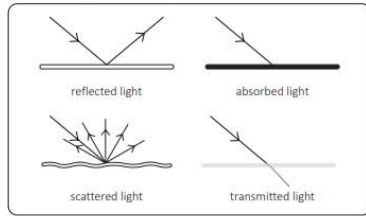
In the late 1950s and 1960s, people from India, Pakistan, Bangladesh, Nigeria, Ghana, as well as other **Commonwealth** countries, settled in Britain. Some worked in textile and engineering industries. By 1971, over half a million people from **Commonwealth** countries had settled.

Since the 1950s, **refugees** from Cyprus, Iran, Afghanistan, Sri Lanka and Syria, as well as many other countries, have sought safety and have settled in Britain.

# Light Theory

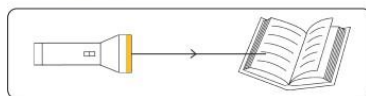
## Light sources

A light source is something that produces light. This can be a natural source, such as the Sun or a glow worm, or an artificial source, such as a light bulb or candle. Most objects do not produce light. Instead, they either reflect, absorb or scatter the light given out by a light source. Light can also travel through transparent objects.

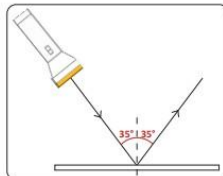


## How does light travel?

Light is a form of energy that travels as waves in straight lines. In diagrams, light waves are drawn as straight lines with arrowheads that show the direction of travel.

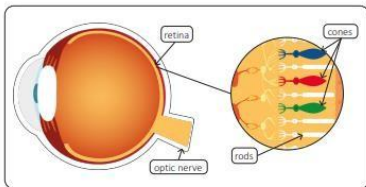


Light continues to travel when it is reflected off the surface of an object. When light hits a mirror, it reflects off the surface in a straight line. All mirrors reflect light at an angle equal to the angle of impact.

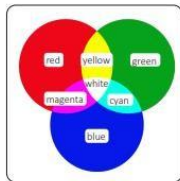


## Perceiving colour

Light enters our eyes through the pupil and is focused onto light-sensitive cells called rods and cones that cover the retina at the back of the eye. Rods help us to see light and dark and cones help us to see different colours. Once the cone cells have been stimulated, a signal is sent to the brain through the optic nerve. The brain interprets the signal as a particular colour, giving us colour vision.



Red, green and blue are the primary colours of light. When the red and green cones in our eyes are stimulated, we perceive a yellow colour. When the blue and green cones are stimulated, we perceive a cyan colour. When the red and blue cones are stimulated, we perceive a magenta colour. If the red, green and blue cones are all stimulated, we see white.



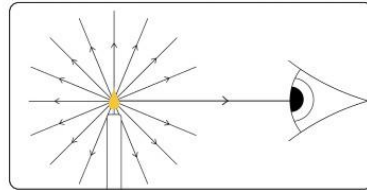
## Shadows

Shadows form when an object blocks the passage of light, leaving an area of darkness. The size and length of an object's shadow can vary depending on the position of the light source.

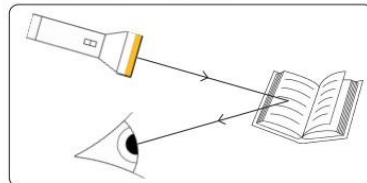


## Light and sight

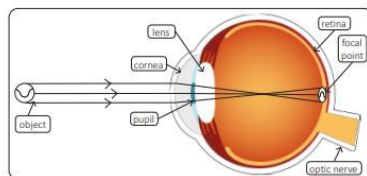
For us to see any object, light must enter our eyes. Light rays can travel to our eyes directly from a light source, so we can see the light source.



Light can also travel to our eyes after it has been scattered or reflected. In this diagram, light from the torch travels to the book and is then reflected from the book into the person's eye.



Light rays reach the eye and travel through the cornea before entering the eye through the pupil. The lens focuses the light onto the back of the eye, called the retina. The retina turns this light information into electrical signals, which travel through the optic nerve to the brain, where the signals are 'seen' as an image. Without light, we cannot see.

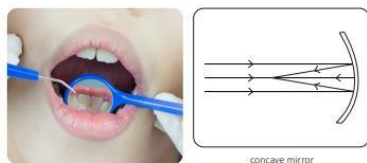


## Reflection in different mirrors

There are three main types of mirror: plane, concave and convex. A plane mirror has a flat reflective surface, so perpendicular light rays are reflected back along the same path. This means the reflected image is the same size and the same way up as the object, but the image is reversed.



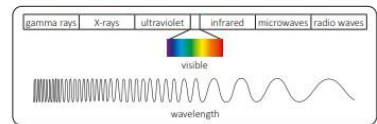
The surface of a concave mirror curves inwards, so light rays are reflected inwards to a focal point. Images appear larger and brighter in a concave mirror, but they reflect a narrower view. Dental mirrors and torches use concave mirrors.



The surface of a convex mirror curves outwards, so light rays are reflected outwards and dispersed. Convex mirrors make images smaller, but they reflect a wider view. Shop security mirrors and car wing mirrors are convex.



## Electromagnetic spectrum



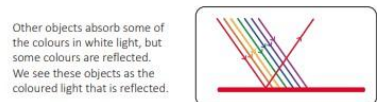
The electromagnetic spectrum shows all the different types of light, from gamma rays with waves that are close together, to radio waves with waves that are far apart. Visible, or white light is the only light the human eye can see and is only a small part of the electromagnetic spectrum.

## Visible light

Visible light is made up of a continuous spectrum of different colours of light, from violet to red. All the colours of light mix together to create white light.

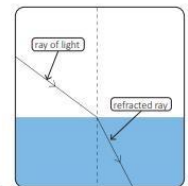


The way objects reflect or absorb light determines their colour.



## Refraction

Refraction is the change in direction of light as it passes from one transparent material to another. This diagram shows a light ray travelling in a straight line through the air, then hitting the surface of the water. Water is denser than air because water is a liquid and air is a gas, so the light slows down and changes direction.



When white light travels through a triangular prism, light is refracted twice. This, along with the prism's angled edges, splits white light into a spectrum of colours from red to violet.



Refraction creates different phenomena on Earth. For example, light refracted by raindrops creates a rainbow. Light refracted by a glass of water can make a straw look bent or disjointed.



## Glossary

<b>absorb</b>	The ability to soak something up, such as a liquid or light.
<b>reflect</b>	To bounce off a surface.
<b>scatter</b>	To move apart in different directions.
<b>spectrum</b>	A band of colours produced when white light is separated.
<b>visible light</b>	The part of the electromagnetic spectrum that the human eye can see, also known as white light.

Children to use the knowledge organisers provided to help them further their learning regarding the enquiry question.

### Useful Links:

#### Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

#### Writing:

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zncscw>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

#### Maths:

<https://www.bbc.co.uk/bitesize/subjects/z826n39/year/zncscw>

#### Science:

<https://www.bbc.co.uk/bitesize/topics/z3nnb9q>

#### Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

#### PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS](#)

[Foundation Trust \(wmas.nhs.uk\)](#)

#### PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)