

# GS Year 6 Home Learning for Week Commencing 25<sup>th</sup> January 2021

## Topic

**LO: To use historical sources of evidence to find out about the Great Plague.**

Pre task: Complete a KWL grid for the Great Plague

Activity 1:

Watch the video [Plague 1665 - YouTube](#) and make notes on the key facts and information. Add to these notes by conducting research. In the resources section, there is a PowerPoint presentation as well as fact files that might help you. Produce a poster to share the key facts and your most interesting findings.

Activity 2:

Write about the plague (up to one side of A4). For this, you need to think specifically about what it would have been like for people living through it. Empathise with them and think about the sort of decisions people would have had to make in order to survive.

*Extension: Choose one or more of the research and challenge questions to answer; ensure you fully explain your answers.*

*Extension: Reflect on KWL grid and answer any questions that have not been covered through this task*



## Science

**LO: I can explain how planets move in our solar system**

Activity 1:

Think about the difference between orbit or rotate. Can you show this in a video or diagrammatical form? Can you think of any misconceptions that people might have with these terms? Produce a document that covers possible misconceptions.

Activity 2:

How do planets in the solar system move? How do you know? Where is your evidence? Think about how this information can be shared with others.

Activity 3:

Geocentric versus Heliocentric. *You may need to complete additional research for this task.*

How are the planets moving? What is the centre of the solar system? Which model or planetary movement is correct? Why?

Look at the two video animations provided to understand the different concepts.

Use 'differing statements' sheets to help with perceptions of our solar system.

*Extension 1: Research one of the scientists and find out more information about them.*

*Extension 2: Pick one of the scientists and write a diary entry describing their ideas about Planetary Motion. Make sure that details about other scientists are included which agree with/refute their ideas.*

## French

**LO: To name body parts**

French with Mr Innes:

Watch the series of videos '[French body parts](#)' and practise saying the words and phrases along with Mr Innes. This will recap some of our French learning last year. How much of it do you remember?

*Extension: Can you draw a monster and describe it in French? This [BBC bitesize](#) page might prove useful!*

## RE

**LO: To describe the Five Pillars of Islam and explain their importance to Muslims.**

Watch this [BBC video](#) about the Pillars of Islam. Use this as a starting point for researching more about them. You can choose how to present your work; it could be a poster for our classroom, a leaflet to share with other year groups, written in paragraphs in your book or in an alternative, creative way. Make sure you explain why the Pillars of Islam are important to Muslims.

## PSHE

**LO: To understand aspects of the ethnic make up of the local community and the national context.**

Through the PowerPoint, you will read the poem 'The British' by Benjamin Zephaniah. The questions and activities will guide you through thinking about the meaning of the poem and the ethnicities that make up our country, before giving you the opportunity to write your own poem about a community that you belong to.



**Bonus activity:**



Reflect on your experiences of home learning so far. What have you enjoyed? What have you found tricky? What piece of work are you most proud of?