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| **Afternoon tasks 14.02.22** | | |
|  | **HISTORY**  HOW DO WE KNOW ABOUT THE BATTLE OF BRITAIN?  Children to examine and evaluate the reliability of sources of evidence about the Battle of Britain.  Think about how we know about the Battle of Britain? How do we know about the past? What is the difference between a primary and secondary source?  ●● List on the board the major categories of historical sources – documents, video recordings, audio recordings, buildings, images (such as photographs), artefacts (made objects), and oral testimony (eyewitness accounts which may be recorded in written or audio form).  Using primary sources:  ●● a video clip of newsreel footage <https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-bbc-news-summary-1940/z46gy9q>  ●● an artefact relating to the Battle of Britain, such as a medal won by a Battle of Britain pilot  ●● a photograph from the time (such as showing pilots preparing to fly, or damage caused by the battle).  This website <https://www.iwm.org.uk/history/listen-to-raf-pilots-tell-the-story-of-the-battle-of-britain> enables children to listen to RAF pilots were at the heart of the Battle of Britain. Just 3,000 men stood between Britain and a German invasion – those who Winston Churchill famously called ‘The Few’. From terrifying dogfights in the skies over England, to the impact of heavy losses and extreme fatigue, listen to the memories of men who played a vital role in Britain’s struggle for survival in the summer of 1940.  <https://www.youtube.com/watch?v=D37-Xx58LUo> What was the Battle of Britain? | Newsround | CBBC  C:\Users\KPress\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F4D48E15.tmpSecondary sources:  ●● a modern newspaper article (such as from the 50th anniversary of the battle)  ●● an excerpt from a modern children’s history book  ●● an audio clip or written transcript of an oral testimony (such as a recent(ish) interview with someone who fought in the Battle of Britain).  Horrible histories RAF pilots <https://www.youtube.com/watch?v=GLUyEXO-jI0>  TASK: examine the sources above and any others you find. Make some notes for each source, assigning it to the appropriate category: primary or secondary source, write down what it tells us about the Battle of Britain, and how reliable it is as a source of evidence.  ●● HAPPY EXPLORING – WHAT INTERSTING THINGS CAN YOU FIND OUT FROM THE BATTLE OF BRITAIN SOURCES OF EVIDENCE? | |
| **Evolution Myths and Facts | Wrestling with FaithSCIENCE : LO: To explain how a chosen animal has adapted to its habitat.**  -Some animals have changed over time to suit their habitat. Sometimes changes to animals can be advantages or disadvantages  - Adapting to suit a particular environment helps animals to survive  YOUR TASK: research an animal using books, the internet, or other secondary sources. Take effective notes including habitat, appearance, diet, defence.  - Produce a detailed fact-file – could be hand-written, or as a Powerpoint or website.  KEY VOCABULARY : appearance, diet, defence, predator, prey, protection, habitat,  Which animal did you choose? Why?  What habitat does it live in?  How is it suited to that habitat?  What does it eat?  How does it catch its food?  How does it defend itself?  Resources:  - Secondary sources on different animals (books, websites)  - BBC Nature website includes information on a large range of animals including videos | |
|  | **C:\Users\KPress\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A7B48DF5.tmpART**  LO: To CREATE your own version of Munch – The scream based on The Watertower and Dr Trotter.  Use various art material at home and get creative!  <https://www.royalacademy.org.uk/article/eight-best-art-activities-kids-lockdown?gclid=EAIaIQobChMI-YanuKXU9QIVIe_tCh0TJwXEEAAYAiAAEgK3iPD_BwE> | **MUSIC**  Link to home pageLog in to charanga via this link <https://www.entrustinteractivemusic.co.uk/site/contact-us/>  Take part in the assigned activity in ‘**Assignments for Year 6’**. Happy Step 6. |
|  | **PE**  There are lots of ways to keep active and burn off some of that energy. There are numerous ideas to tap into on :  <https://www.yorkshiresport.org/get-active/thisispe/> | **FRENCH**  LO: To ask and answer questions about how to get to school.  LO in French: Poser des questions sur l’accès à l’école et y répondre.  Work through the **powerpoint** to understand how to find out about how you go to school.  Why not have a conversation with people at home.  Investigate the BBC Bitesize website <https://www.bbc.co.uk/bitesize/subjects/z39d7ty> for more learning. |