

Hub B Year 6 Home Learning

Week beg 19th April 2021

Reading –

Lesson 1 & 2 - Retrieval

What's happening in Syria?

There's been a civil war in Syria for the last eight years, with different groups trying to seize control of the country.

The fighting has been between:

- Soldiers who support the Syrian president Bashar al-Assad
- Fighters known as rebels, who don't want Assad to be in power anymore
- The group that calls itself Islamic State (IS)

In the chaos of fighting between the government and anti-government fighters, IS took over large parts of Iraq and then moved into eastern Syria, where they were able to gain land and power.

By March 2019, IS had lost control of all the land they once occupied. More than 12,000 suspected IS members are now being held by Kurdish forces.

The situation is very complicated because other countries have got involved in the conflict.

The Syrian government's key supporters are Russia and Iran, while the US, Turkey and Saudi Arabia backed the rebels. The UK, France and other western countries have also provided varying levels of support to what they consider to be "moderate" rebels.

Fighting continues. Recently, the US removed troops from north-east of the country, which gave way for Turkey to launch a military attack against Kurdish-forces in northern Syria.

According to the United Nations (UN) - a group of countries working together to try to bring peace - at least 6.2 million ordinary people have had to leave their homes inside Syria, while another 5.6 million have left to go abroad.

Even before the conflict began in Syria, many Syrians were complaining about high unemployment, officials not behaving as they should do, and a lack of political freedom under their President Bashar al-Assad.

However, the event which caused the situation to develop into a full-blown civil war dates back to 2011, to the Syrian city of Deraa. Local people decided to protest after 15 school children were arrested - and reportedly tortured - for writing anti-government graffiti on a wall.

The protests were peaceful to begin with, calling for the release of the children, democracy and greater freedom for people in the country.

The government responded angrily and, on 18 March 2011, the army opened fire on protesters, killing four people. The following day, they shot at mourners at the victims' funerals, killing another person.

People were shocked and angry at what had happened and soon the unrest spread to other parts of the country.

At first, the protesters just wanted democracy and greater freedom. But after government forces opened fire on peaceful demonstrations, people demanded that President Bashar al-Assad resign. However, he refused to do this which made the protesters extremely angry.

President Assad still had a lot of people in Syria that supported him and his government, so they began to fight against people who were against the government.

In July 2012, the International Red Cross said the violence in Syria had become so widespread that it was in a state of civil war.

Who are the rebel fighters?

The war is being fought between two sides within the same country - this is called a civil war. There isn't one single group of people fighting against President Assad and the government's army.

The group who want the president to step down - called the opposition - is made up of several kinds of people. These include groups of rebel fighters, political parties who disagree with Assad, and those living in exile who cannot return to the country.

When the conflict began, it was thought that there could have been as many as 1,000 different groups opposing the government since the conflict began, with an estimated 100,000 fighters.

Right now there are a handful of groups remaining and the number of fighters has reduced as well.

How did Islamic State become involved?

It wasn't long before the crisis in Syria became more than just a war between people who are for or against President Assad.

In 2011, the group calling Islamic State (IS) joined the rebellion against President Bashar al-Assad in Syria, where it found a safe haven and easy access to weapons.

IS is a militant group with extreme, violent views, which has used this violence against anyone who doesn't agree with what they think. They have also persecuted other groups, including Christians and Yazidis.

In 2014, the group began to take over large areas of a country called Iraq, next door to Syria. Then, they moved into eastern Syria and - in the chaos of the war - they were able to gain land and power there too.

Raqqa was the first big city captured by IS in Syria in early 2014. The group went on to take over large parts of the country towards Aleppo in the north, and along the Turkish border.

Both Assad's forces and the rebels were fighting a separate battle against IS at the same time as fighting each other.

To try to stop IS, in September 2014 the US used planes to attack IS fighters in Iraq. These attacks are known as airstrikes.

Just over a year later, UK MPs voted in favour of military action against IS in Syria too. The first airstrikes were carried out by RAF Tornado jets within hours of the vote in the House of Commons.

Towards the end of 2017, Syrian Kurdish and Arab fighters joined together - backed by America - to take back the city of Raqqa in the north-west. This ended three years of rule by IS which had made Raqqa its headquarters.

Following this, Syrian state TV - controlled by President Assad's government - said the Syrian army had retaken the city of Deir al-Zour, the largest city in eastern Syria. The Syrian Observatory for Human Rights, a UK-based activist group, said government forces had taken control of the city after weeks of fighting.

This was a big stronghold of IS in Syria, which showed how much IS had lost the control it once had. The city had been very important to IS because it is close to the border with Iraq.

But there was still some disagreement over whether IS had been cleared from the area completely. Syrian state TV reported that the city was completely free from terrorism, while other reports said the Syrian army and its allies were still clearing IS fighters from the area.

In March 2019, the US-backed Kurdish fighters in Syria declared military victory over IS. The Syrian Democratic Forces (SDF) (a group largely made up of Kurdish fighters) gained control of the town Baghuz, which was the final stronghold of IS. This was a major moment in the fight against IS. At the group's most powerful, they controlled 34,000 square miles of land - approximately the size of the UK - stretching across Syria and Iraq.

Now, IS occupy a few hundred square metres near Syria's border with Iraq. There are still concerns about IS though, as it is thought that some of its fighters are still operating in hiding. Also, some believe that Turkey's recent invasion of north-east Syria risks the revival of the Islamic State group.

What has been the impact of the war on people living in Syria?

Millions of ordinary people living in Syria have had to escape from their homes to find somewhere safer to live.

According to the United Nations (UN), a group that works to try to solve some of the world's problems, more than five million Syrians have had to leave the country. Many have gone to neighbouring countries, like Jordan, Lebanon, Turkey or Iraq. More than six million more people have tried to find safety elsewhere in Syria.

Turkey is the largest host country of registered refugees with over 3.6 million Syrian refugees living in the country.

By December 2018 the Syrian Observatory for Human Rights recorded that 367,965 people had lost their lives, including more than 120,000 ordinary people who aren't even soldiers or meant to be involved in the fighting. This figure doesn't include people who are missing or who aren't recorded though, so the actual number is thought to be much higher.

By February 2019, some 13 million people were estimated to be in need of humanitarian assistance, including 5.2 million in desperate need. Lots of children can no longer go to school because their schools have been destroyed or there are no teachers where they have moved to.

When people are forced to leave the country where they live like this, they become known as refugees. The conflict in Syria has caused one of the largest refugee movements in recent history. Many refugees made the decision to try to reach Europe. This is because some countries in Europe said they would accept refugees who wanted to start a new life here.

Millions of people both inside and outside Syria are in desperate need of help, but aid agencies say that getting help to people inside the country is very difficult and dangerous.

What else do we need to know about this war?

One other topic that has been talked about a lot is the use of chemical weapons. There is an international law which bans countries from using chemical weapons in wars, as they are deemed too cruel to use on other people.

However, in August 2013, it was reported that they were used in the war in Syria, which caused anger around the world. Both the rebels and the Syrian government denied that they were responsible. MPs in Westminster voted against responding to this with military action in Syria. But the US and French governments discussed limited missile strikes against military targets.

In September 2013, Russia and the US reached an agreement which said the Syrian government should give up its chemical weapons and destroy them so they can never again be used. This was important as Russia and the US support different sides in the Syrian war. The process of destroying the weapons began in October 2013 and the people working on this project were awarded the Nobel Peace Prize later that month.

In April 2017, there was reportedly another chemical weapons attack on a town in north-west Syria, which killed and injured many people. At the time, many weapons experts, the UK and other countries, and US President Donald Trump said President Assad's government was to blame

for the attack. But the Syrian President said he didn't do it and Russia, which supports him, said it was the result of aircraft hitting chemical weapons on the ground, which belonged to the rebels. The US responded with military action by carrying out missile attacks on Syria, which the UK said it supported.

Another suspected chemical weapons attack took place in Douma in April 2018. Again experts blamed the Syrian government for what happened but both they and Russia said they didn't do it. That led to most recent air strikes by the UK, the USA and France against what they said are Syrian government chemical weapons factories.

So what next for Syria?

It doesn't look like the fighting is likely to end any time soon, as there is still a big power struggle going on in the region. There is a stalemate between the two sides. This means that the government forces and the rebel groups are unable to defeat each other or agree on the future.

And now Turkey has begun military action in the north of the country, causing more people to flee their homes. Turkey's president Tayyip Erdogan has said he will "never declare a ceasefire" which would end the military action against Kurdish forces in northern Syria. Turkey wants to push these forces away from Syria's border area.

The country is being destroyed by the conflict, including a lot of its rich cultural heritage. All six of the country's six Unesco World Heritage sites have been significantly damaged. Lots of countries are trying to continue to supply aid, such as food and emergency supplies. But it is difficult when almost 3 million Syrians live in areas which are very difficult for aid workers to get to. The rest of the world will continue to try to work out if there is a way to help Syria achieve peace. But for the time being, the conflict continues.

Questions:

1. Who is the fighting between?
2. How many suspected IS members are held by Kurdish forces?
3. Who are the UN?
4. What event caused the full-blown civil war?
5. Where did the event take place?
6. What did the protesters want?
7. Describe what a civil war is.
8. Name 2 groups who make up the opposition.
9. What is IS?
10. What is the significance of the city Raqqa?
11. Name 2 countries that Syrians have fled to.
12. In which country do 3.6 million Syrians live in?
13. Why did the US and French governments discuss missile strikes in 2013?
14. Who was awarded the Nobel Peace Prize in 2013 and why?
15. Which country has now begun military action in the north of Syria?
16. Name 2 things which make up 'aid'.

Lesson 3 - Summarising

Choose 2 pages or the whole article to summarise.

Identify keywords and facts and put them into concise sentences.

Use the summarising sentence stems:

The key idea is...

The most important ideas are _____ and I know that because...

This part is about...

The headline would be...

In ten words...

The main theme is...

Lesson 4 - Inference

Choose a page from the article to make inferences about.

If you struggle focus on the Syrian refugees and aid agencies on pgs 3&4.

Use the sentence stems:

- The word _____ tells me that
- The part _____ tells me that
- This makes me think that ...

Big Picture questions

Retrieval – pg 1

1. Name 2 supporters of the Syrian government and 2 supporters of the rebels.
2. What is the UN?

Read pg 2

3. Define civil war.
4. Name 2 groups that make up the opposition.

Read pg 3

5. According to the UN, how many Syrians have had to leave the country?

Clarifying

6. Tick the definition of 'rebel'.

A person who rises in opposition or armed resistance against an established government or leader

A person who serves in the army

A person fleeing from war

Inference

7. Why do you think the army opened fire on the protesters in March 2011?

8. Why do you think missing people are not recorded on the death records?

Writing

Lessons 1 & 2

Lessons 3-5

Word Bank

To describe settings		
noise	large room	Empty/handful
hubbub clamour commotion babble clatter cacophony jangle bewailing	airy spacious open vast large ample wide sweeping	Deserted Vacant Smattering Scattered Seldom Sparse Scarce Sporadic
busy	quiet	smelly
lively crowded hectic teeming swarming bustling	peaceful tranquil still silent noiseless calm serene	Putrid Rancid Strong-smelling Reeking

To describe actions		
to walk	to think	to look
falter lumber stagger shuffle stalk march stroll amble meander	ponder, reflect, deliberate, contemplate, muse, ruminate, recall, remember, recollect, consider, contemplate	glare, glower, scowl, glance, gaze, stare, gape, peer, peek, survey, regard, glimpse, spot, spy, ogle, observe, squint, gawp
to say	adverbs	

whisper, reveal, utter, mumble, gasp, stammer, grunt, groan, sigh, exclaim, thunder, cried, plead, remark, roar	solemnly, inexplicably, wearily, despairingly, deceptively, enquiringly, ominously, threateningly, menacingly, longingly, fervently, fiercely, recklessly, hastily, apprehensively, gravely, sombrely, lethargically
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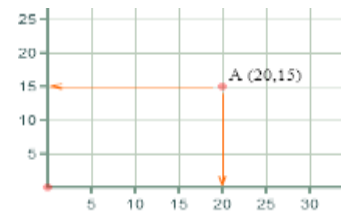
Maths: Ratio/Scale Factors

Lesson 1:

LI: to **accurately plot** co-ordinates.

STS:

- Explain that the **vertical** axis is the **y-axis**.
- Explain that the **horizontal** axis is the **x-axis**.
- Use the mnemonic, 'along the corridor and up/down the stairs', to help plot coordinates.

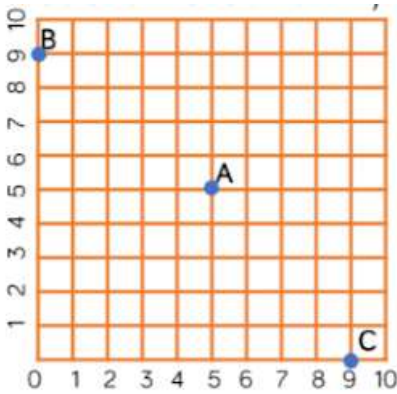


Vertex: A corner or a point where lines meet. For example a square has four corners, each is called a vertex. The plural form of vertex is **vertices**.

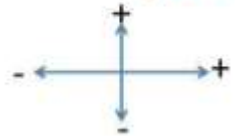
Coordinate: A set of values that show an exact position.

1) Chris plots three coordinates.

Work out the coordinates for **A**, **B** and **C**.



“Along the corridor and on the stairs”.
 This means go along first and then up/down.
 Even works when we have co-ordinates in all 4 quadrants, **just remember:**

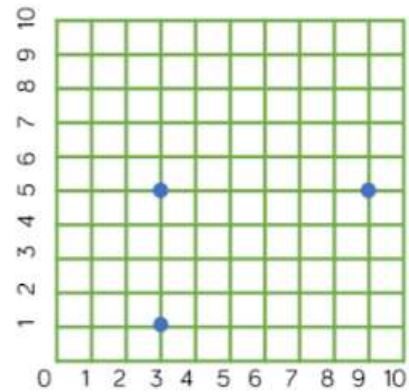


2) id. Plot the final vertex of the rectangle.

Write the coordinate of the final vertex.

3) Draw the vertices of the polygon with the coordinates **(7, 1)**, **(7, 4)** and **(10, 1)**.

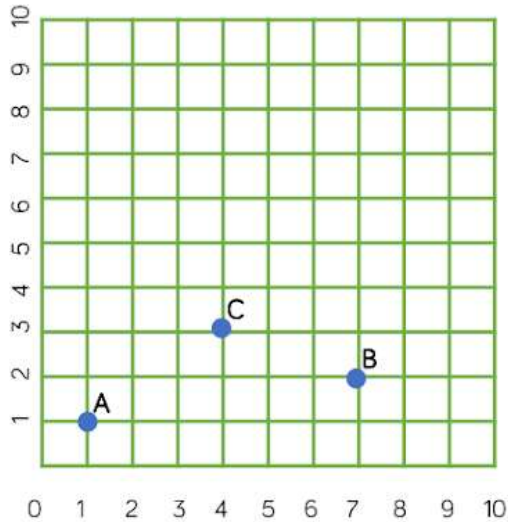
What type of polygon is the shape? How do you know?



Marie has written the coordinates of point A, B and C.

A (1,1) B (2,7) C (3, 4)

Mark Marie's work and correct any mistakes.

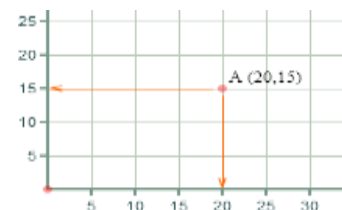


Lesson 2:

LI: to accurately plot coordinates on four quadrants.

STS:

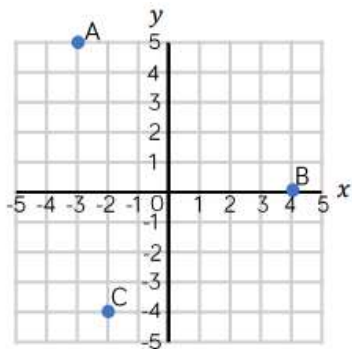
- Explain that the vertical axis is the y-axis.
- Explain that the horizontal axis is the x-axis.
- Use the mnemonic, 'along the corridor and up/down the stairs', to help plot coordinates.



Vertex: A corner or a point where lines meet. For example a square has four corners, each is called a vertex. The plural form of vertex is **vertices**.

Coordinate: A set of values that show an exact position.

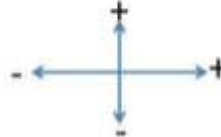
1) Dora plotted three coordinates. Write the coordinates of A, B and C.



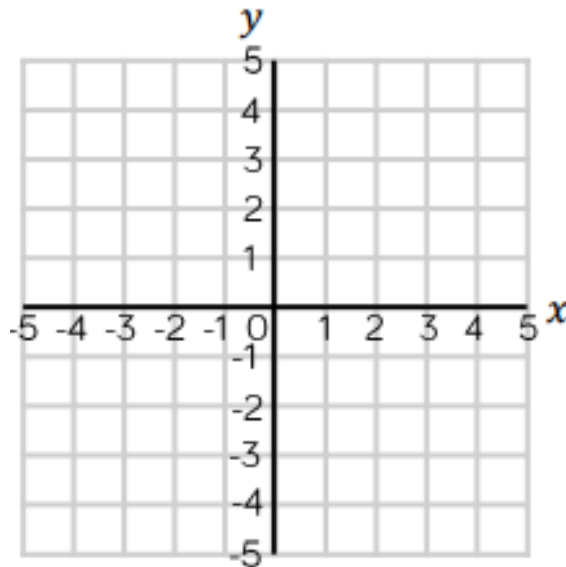
“Along the corridor and on the stairs”.

This means go along first and then up/down.

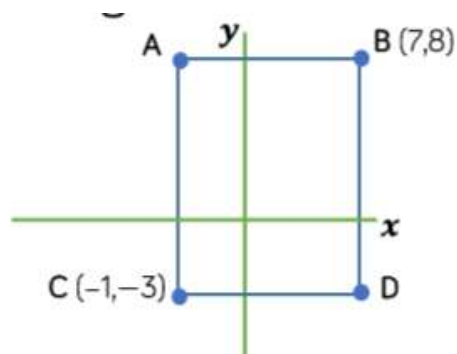
Even works when we have co-ordinates in all 4 quadrants, **just remember:**



2) Draw a shape using the coordinates $(-2,2)$ $(-4,2)$ $(-2,-3)$ $(-4,-2)$. What is the name of the shape?

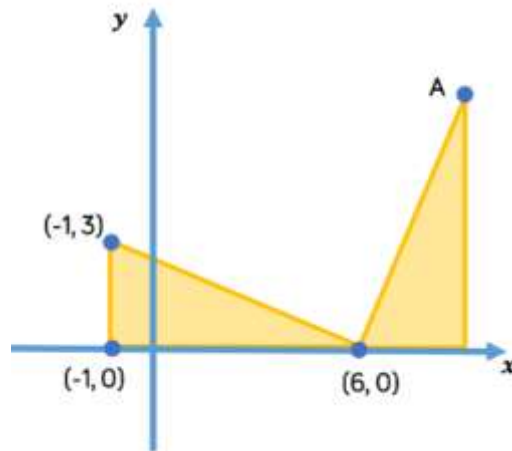


Work out the missing coordinate of the rectangle.



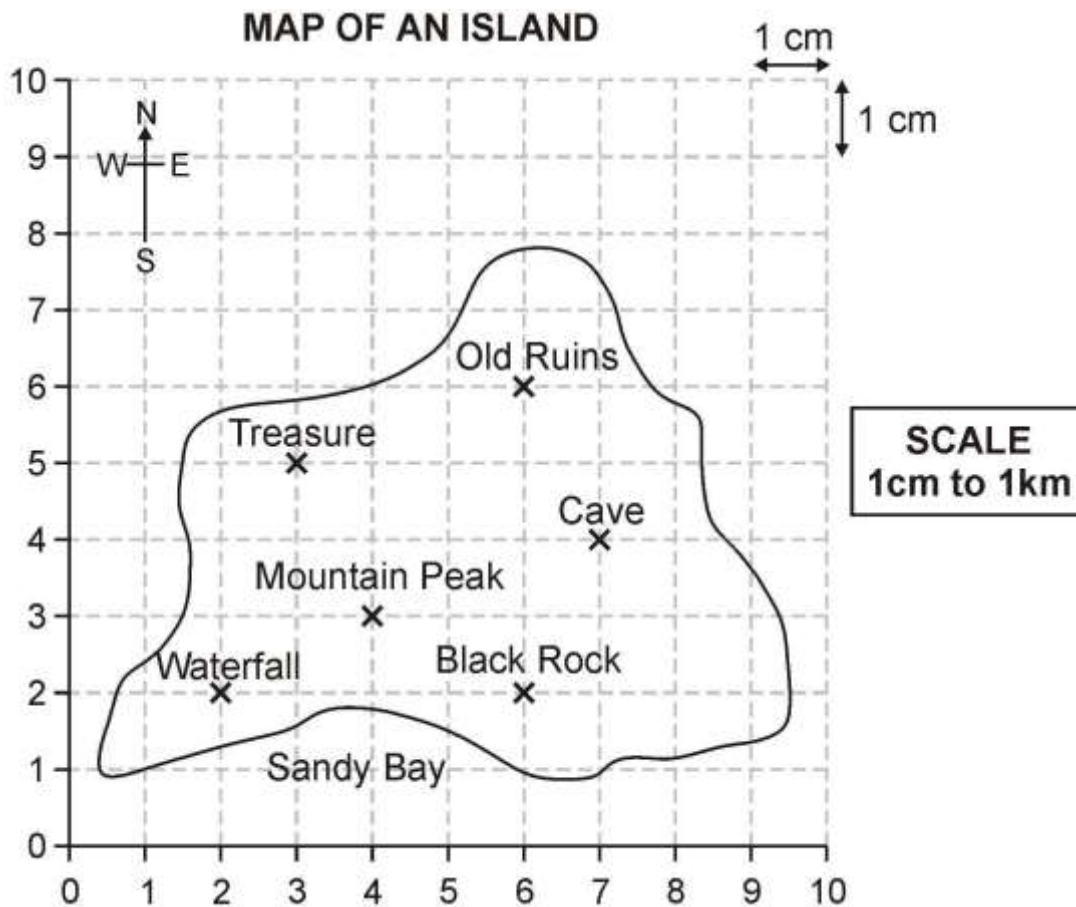
Level 2 Ext

The diagram shows two identical triangles.
The coordinates of three points are shown.
Find the coordinates of point A.



Lesson 3:

Q1.



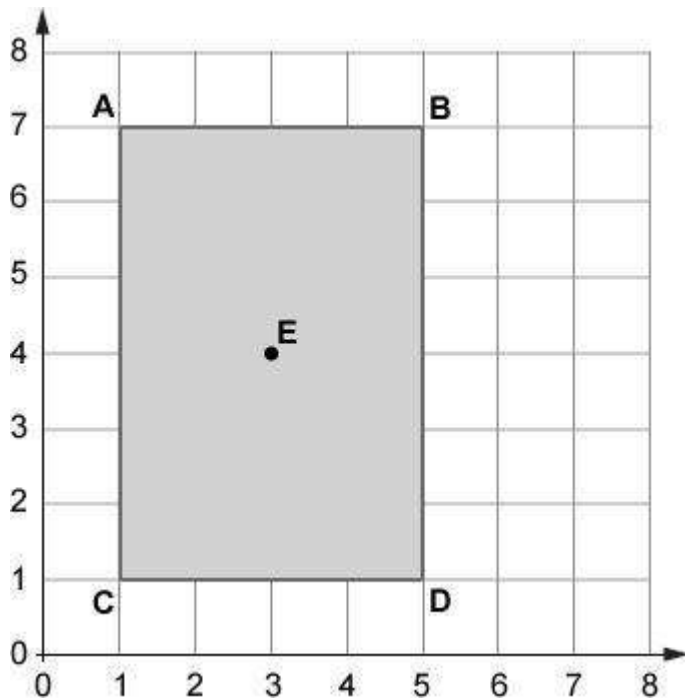
The Cave has co-ordinates (7 , 4).

What are the co-ordinates of the Treasure?

1 mark

Q2.

A, **B**, **C** and **D** are the vertices of a rectangle.



Write the coordinates of point **B**.

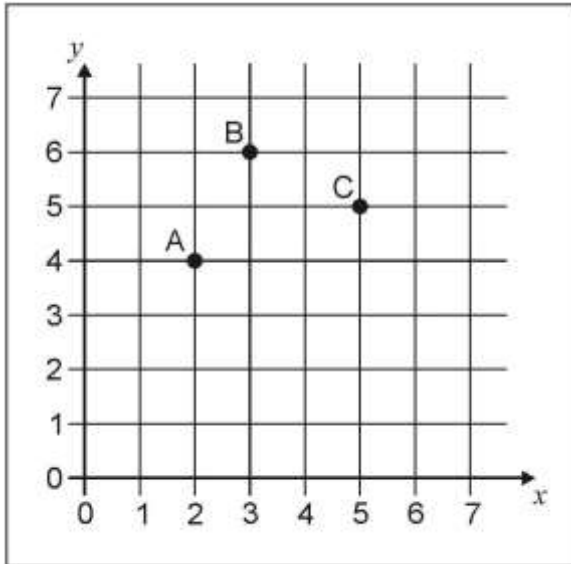
1 mark

Point **E** is the centre of the rectangle.

Write the coordinates of point **E**.

1 mark

Q3.



A, B and C are three corners of a **square**.

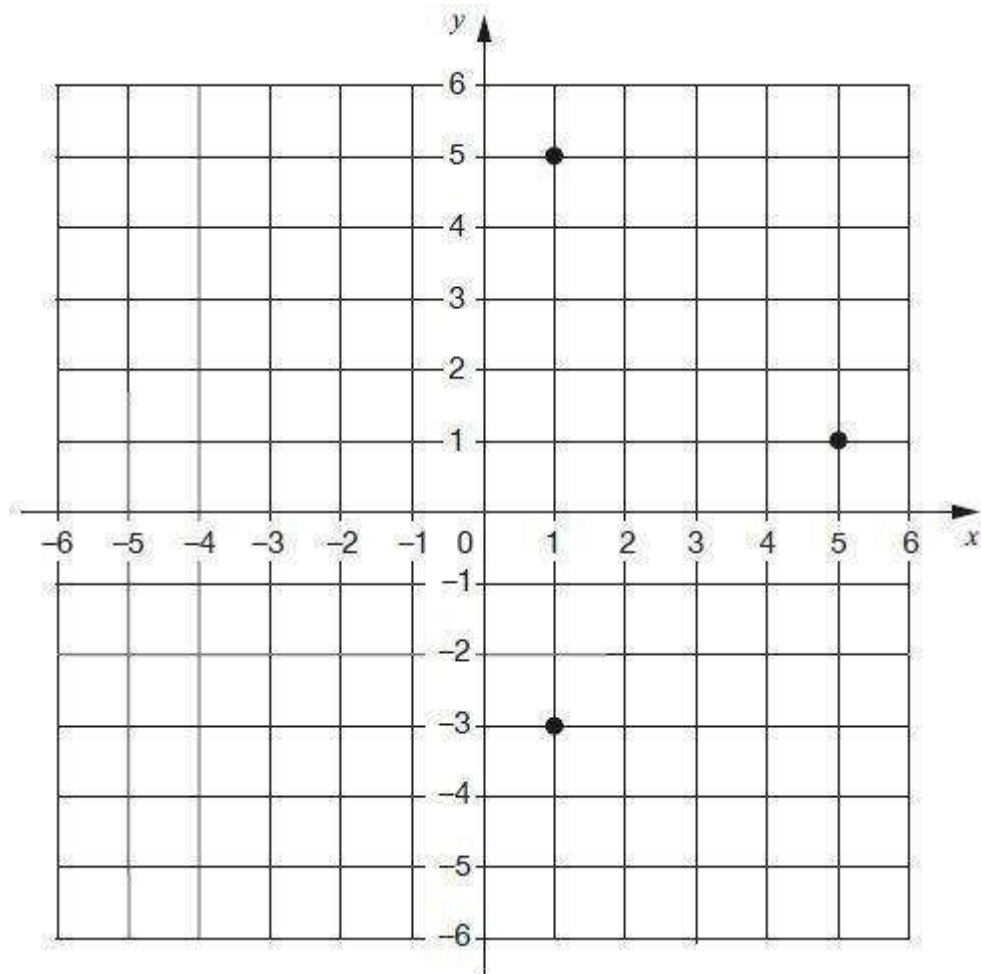
What are the **co-ordinates** of the **other corner**?

1 mark

Q4.

Layla draws a **square** on this coordinate grid.

Three of the vertices are marked.



What are the coordinates of the missing vertex?

(,)

1 mark

Q5.

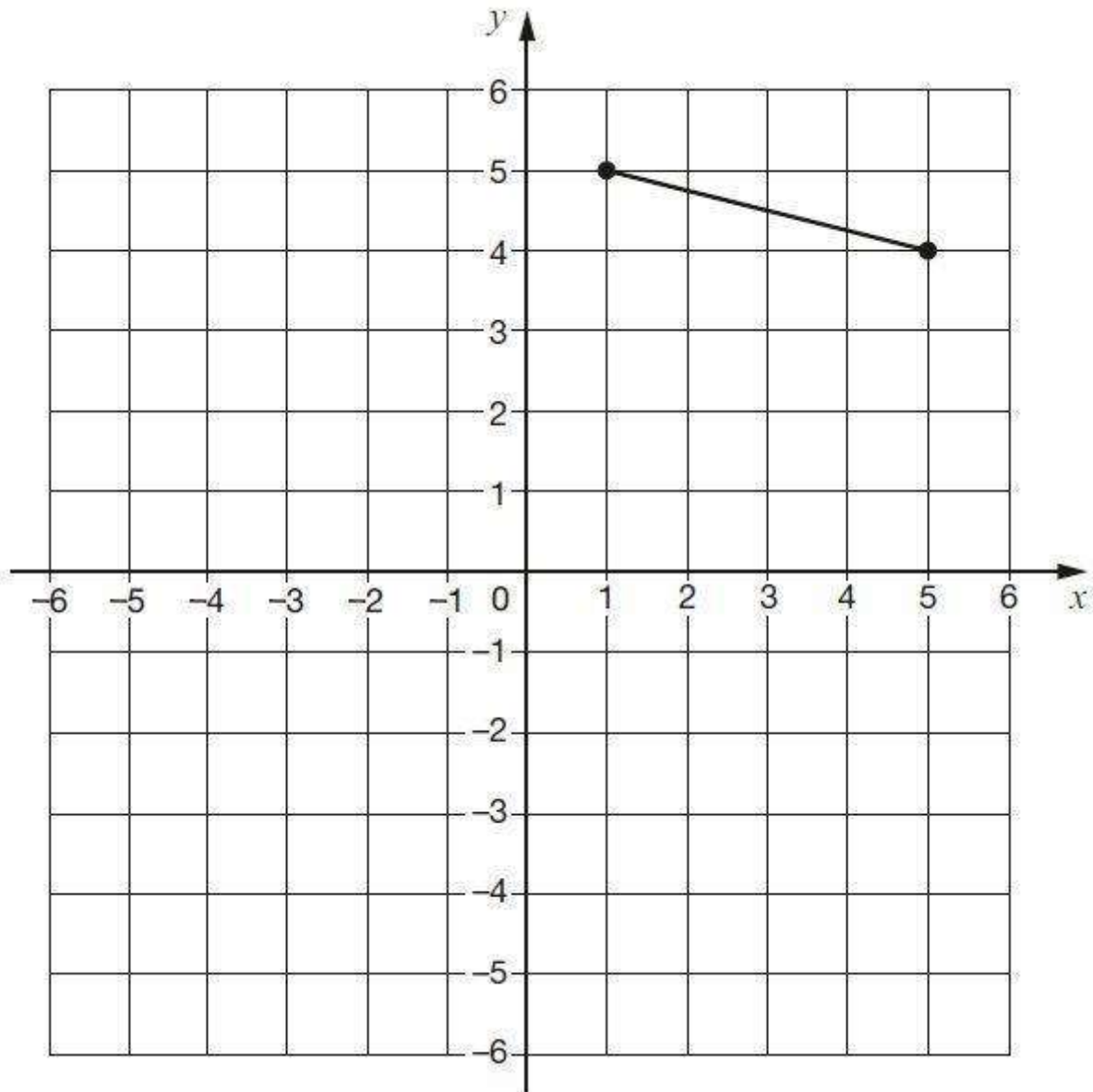
The vertices of a quadrilateral have these coordinates.

(1, 5) (5, 4) (1, -3) (-3, 4)

One side of the quadrilateral has been drawn on the grid.

Complete the quadrilateral.

Use a ruler.

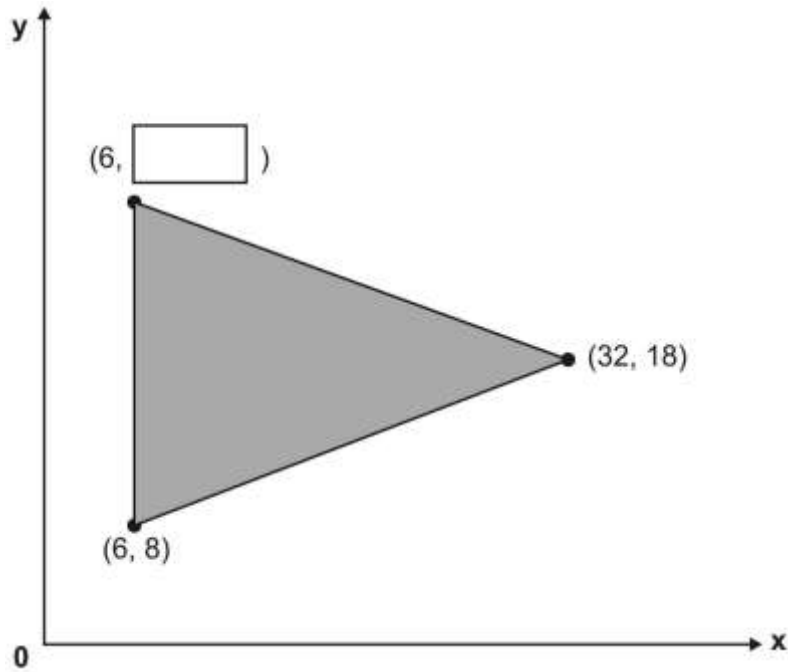


1 mark

Q6.

The shaded shape is an **isosceles** triangle.

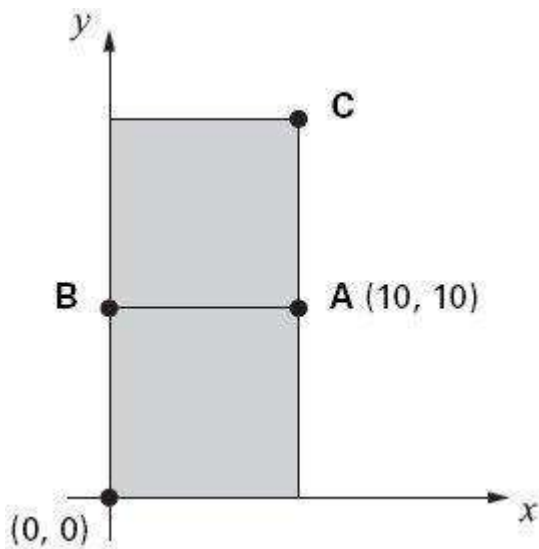
Write in the missing co-ordinate.



1 mark

Q7.

The diagram shows two identical squares.



A is the point $(10, 10)$

What are the coordinates of **B** and **C**?

B is

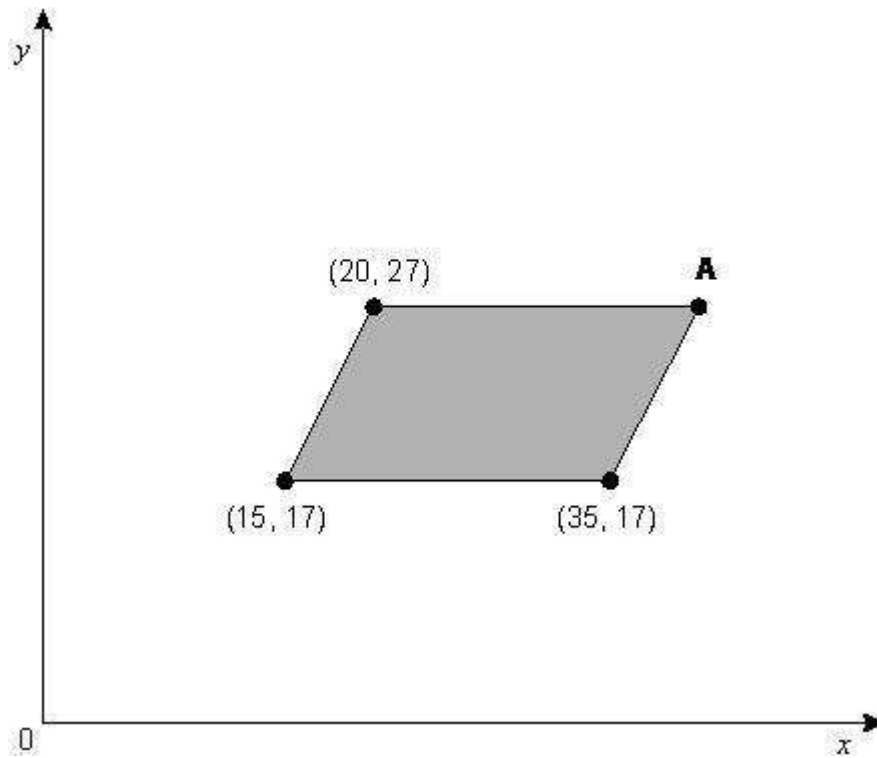
1 mark

C is

1 mark

Q8.

The shaded shape is a parallelogram.

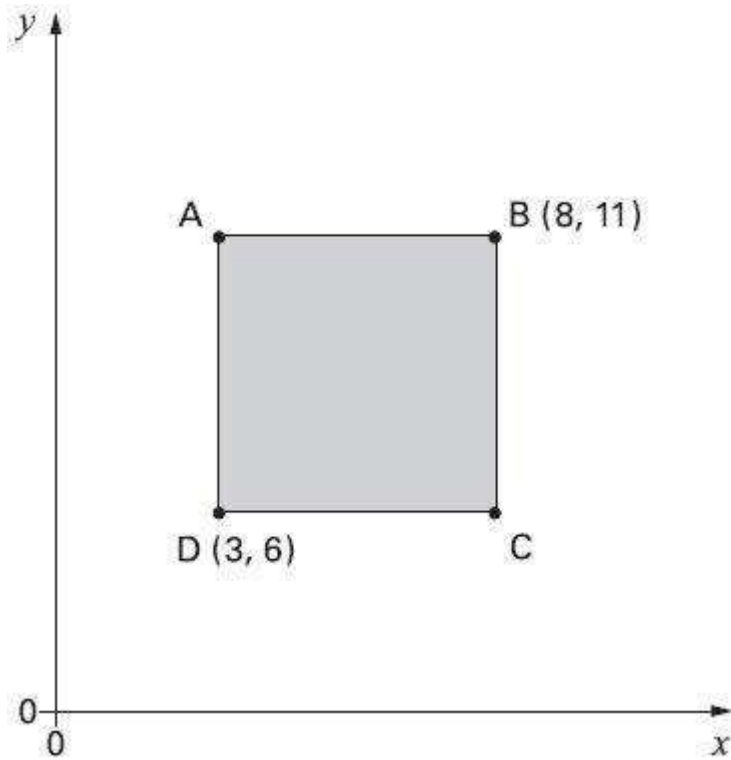


Write in the coordinates of point **A**.

1 mark

Q9.

Here is a shaded square.



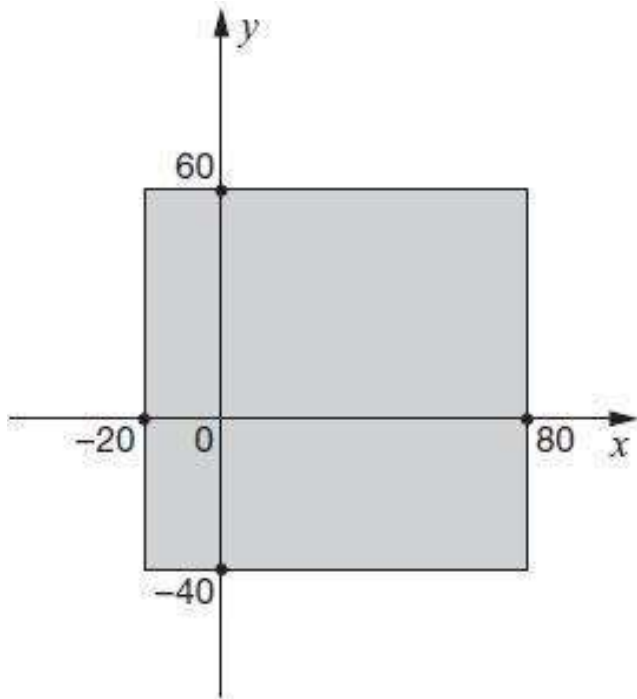
Write the coordinates for point **A**.

$A = (\quad , \quad)$

1 mark

Q10.

Here is a shaded square on x and y axes.

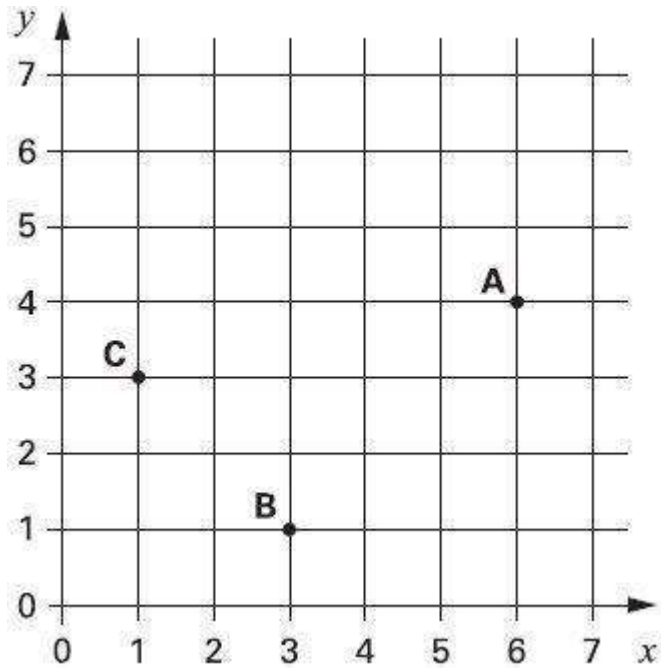


For each of these points, put a tick (✓) to show if it is inside the square or outside the square.

	inside the square	outside the square
(50, 70)	<input type="checkbox"/>	<input type="checkbox"/>
(60, -30)	<input type="checkbox"/>	<input type="checkbox"/>
(-10, 50)	<input type="checkbox"/>	<input type="checkbox"/>
(-30, -30)	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

Q11.



A, B and C are three corners of a rectangle.

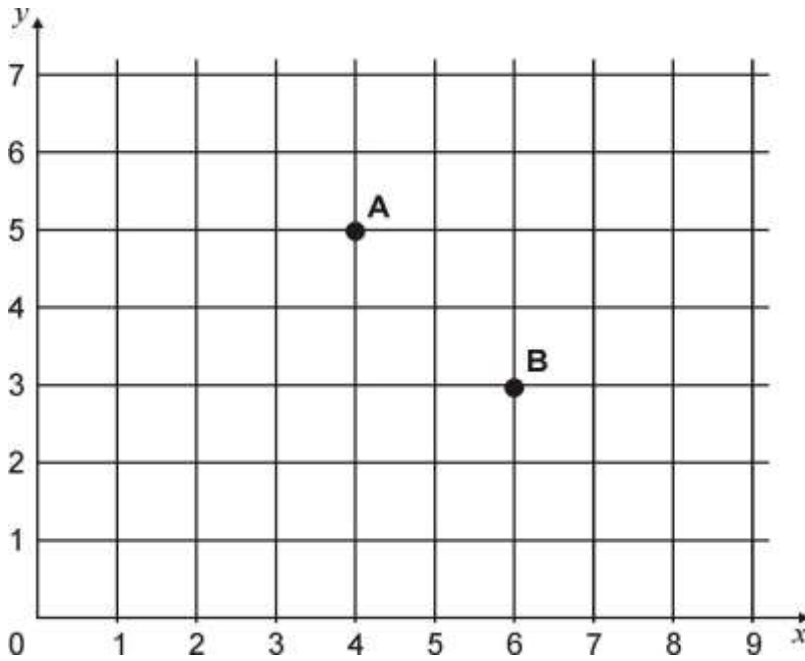
What are the coordinates of the fourth corner?

1 mark

Q12.

A, B, C and D are the vertices of a rectangle.

A and B are shown on the grid.



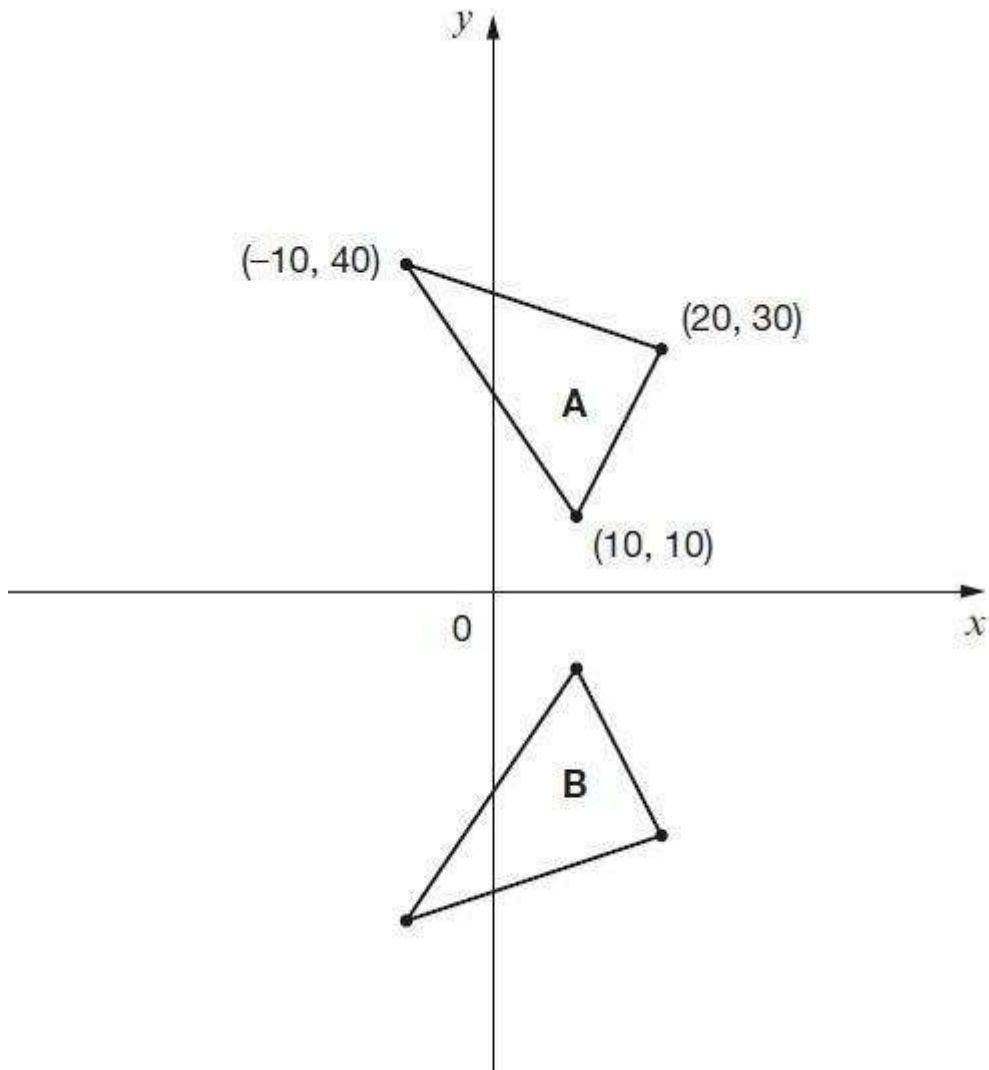
D is the point (3, 4)

Write the coordinates of point **C**.

1 mark

Q13.

Here are two triangles drawn on coordinate axes.



Triangle B is a reflection of triangle A in the x -axis.

Two of the new vertices of triangle B are $(10, -10)$ and $(20, -30)$.

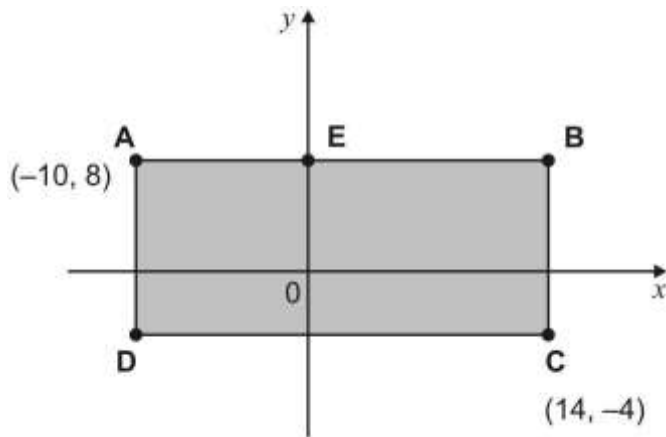
What are the coordinates of the **third** vertex of triangle B?

1 mark

Q14.

ABCD is a rectangle drawn on coordinate axes.

The sides of the rectangle are parallel to the axes.



What are the coordinates of **D** and **E**?

D is

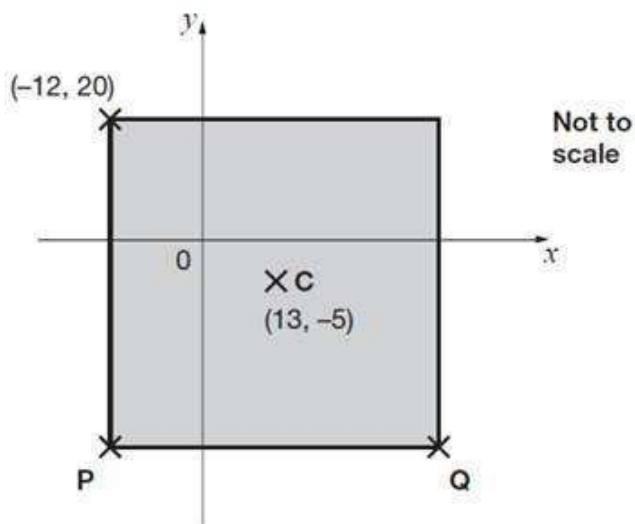
1 mark

E is

1 mark

Q15.

Here is a square on coordinate axes.



C is the centre of the square.

Find the coordinates of **P** and **Q**.

P is (,)

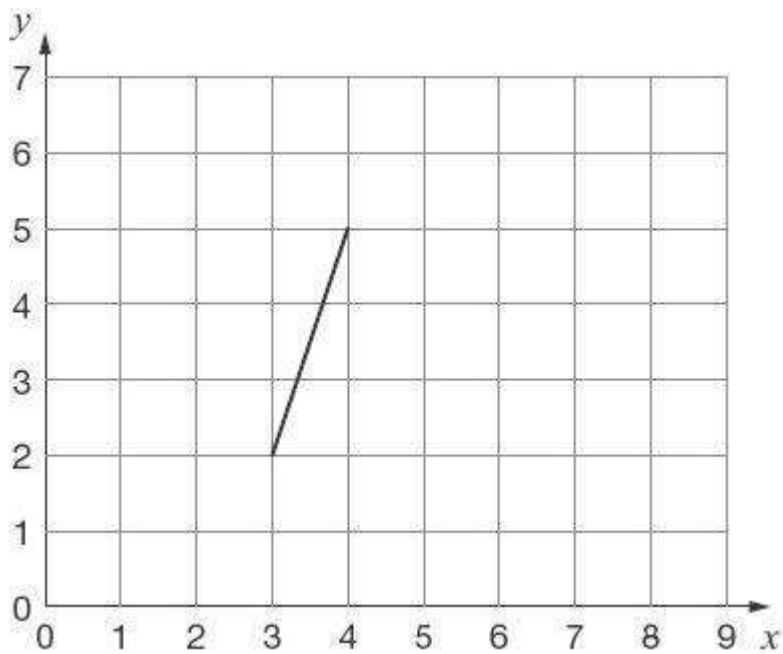
1 mark

Q is (,)

1 mark

Q16.

Here is one side of a square drawn on a coordinate grid.



The square has a vertex at (6, 1).

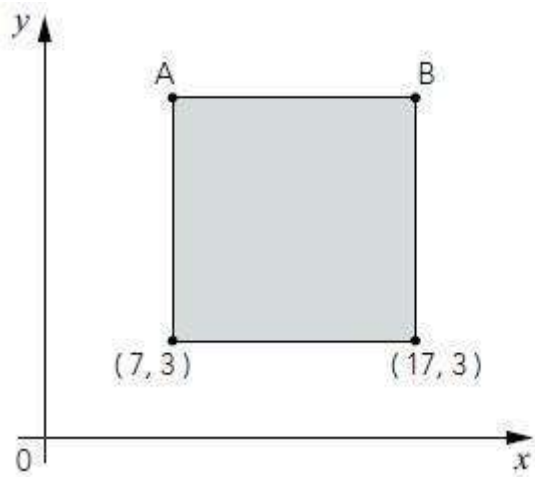
Draw the other three sides of the square on the grid.

Use a ruler.

1 mark

Q17.

The shaded shape is a **square**.



Not drawn
accurately

What are the coordinates of A and B?

A is

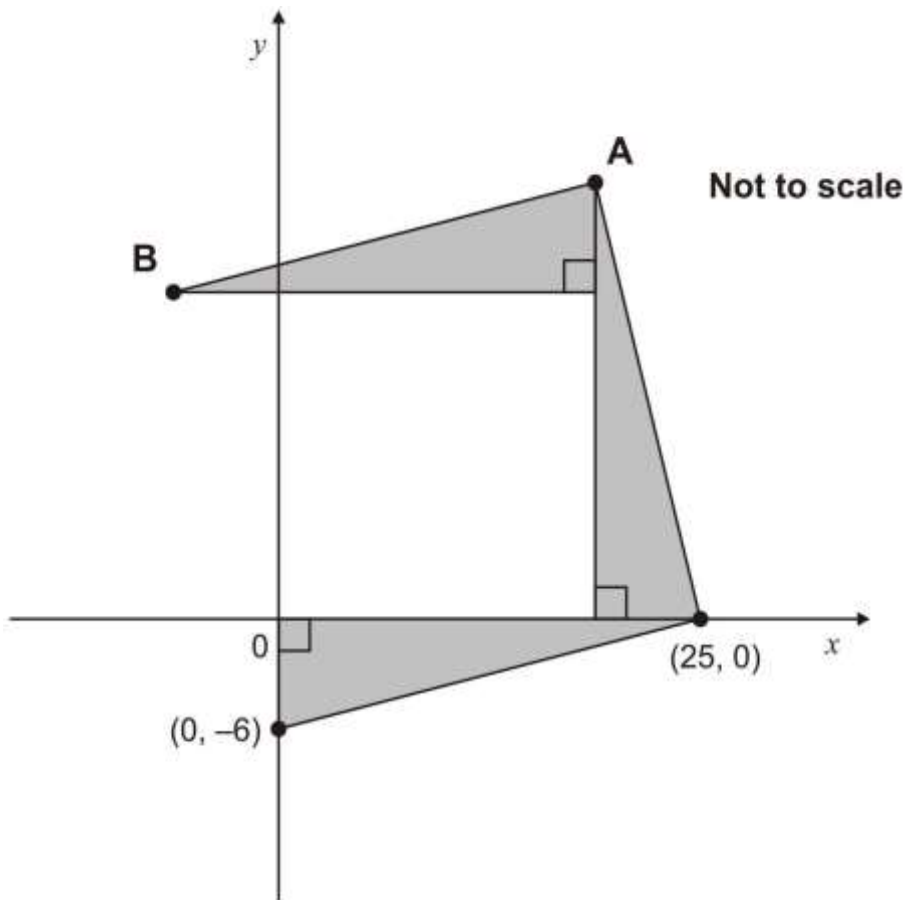
1 mark

B is

1 mark

Q18.

The diagram shows three **identical** shaded triangles on coordinate axes.



What are the coordinates of **A** and **B**?

A is (,)

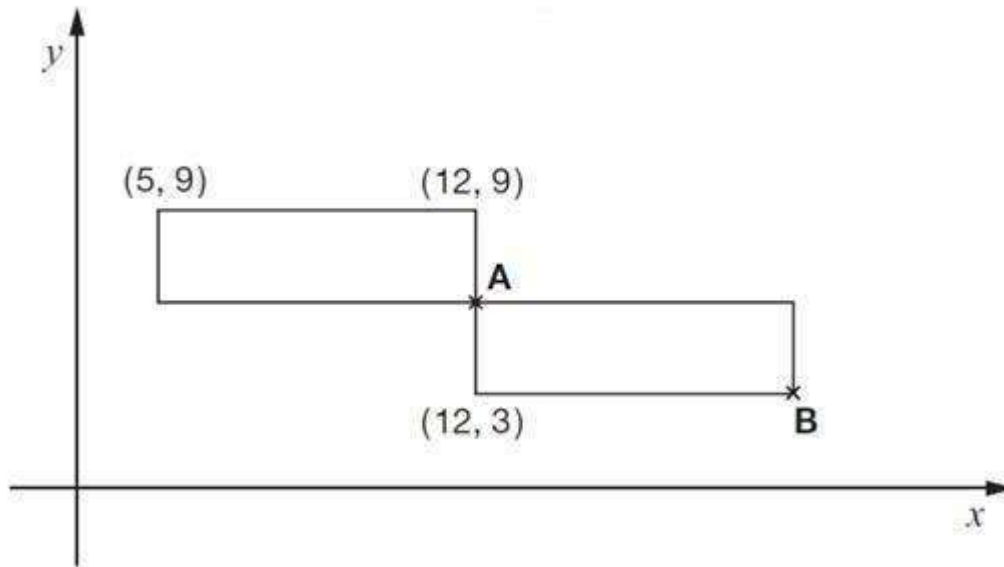
1 mark

B is (,)

1 mark

Q19.

This diagram shows two **identical** rectangles on coordinate axes.



Write the **coordinates** of point **A** and point **B**.

A is

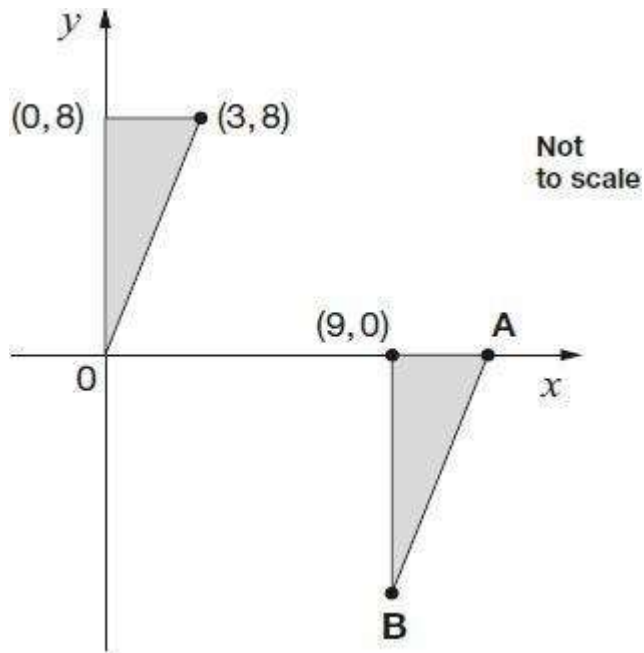
1 mark

B is

1 mark

Q20.

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

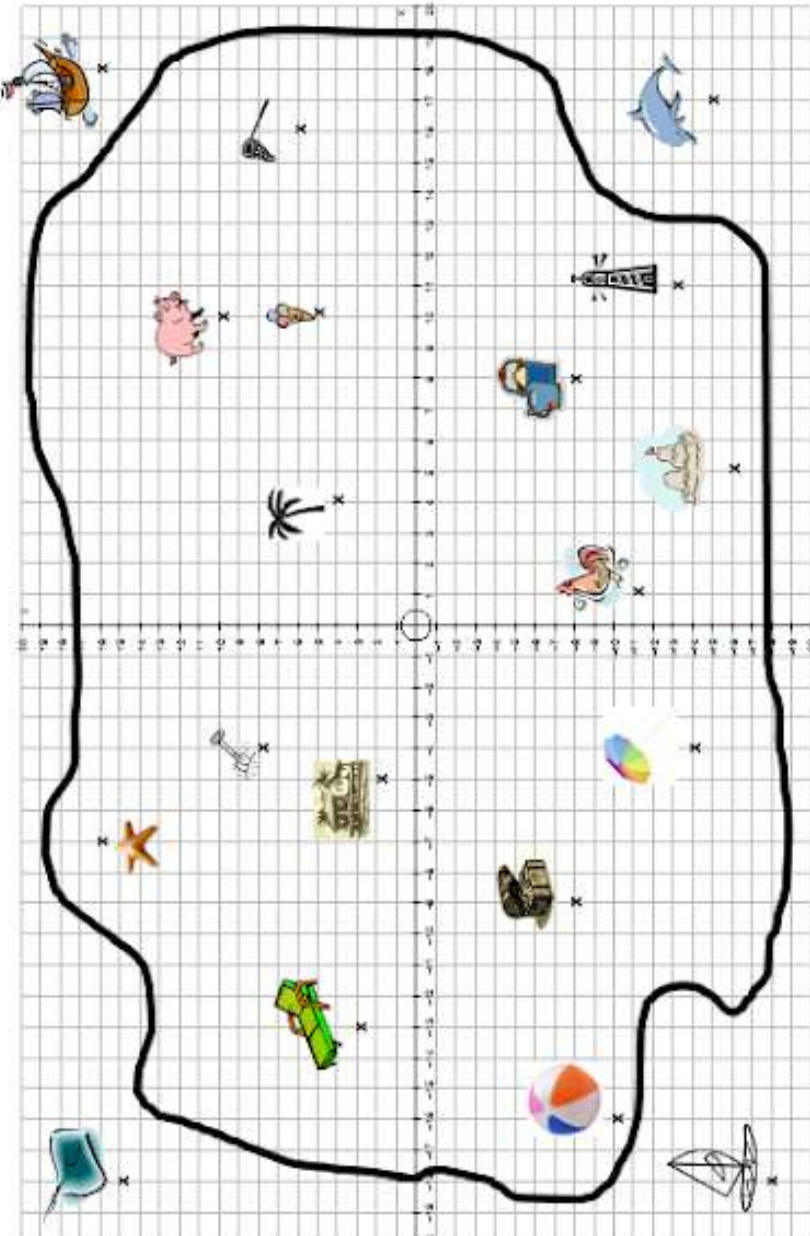
A =	(,)
B =	(,)

2 marks









Lesson 4:

Name: _____

Island Coordinates



1. What are the coordinates of (shown by the x):

a)  b)  c)  d)  e)  f)  g)  h) 





2. Draw an x at the points (label with the letter):




a) (8, 8) b) (3, -16) c) (-2, 3) d) (-10, -6) e) (14, -4) f) (1, 8) g) (-17, 2) h) (-11, -9)

3. What is at the point:

a) (17, -15) b) (-7, 16) c) (4, 4) d) (-18, -18) e) (-4, 8)

4. What are the coordinates of (shown by the x):

a)  b)  c)  d) 

e)  f)  g) 

5. Draw these coordinates (label with the letter):

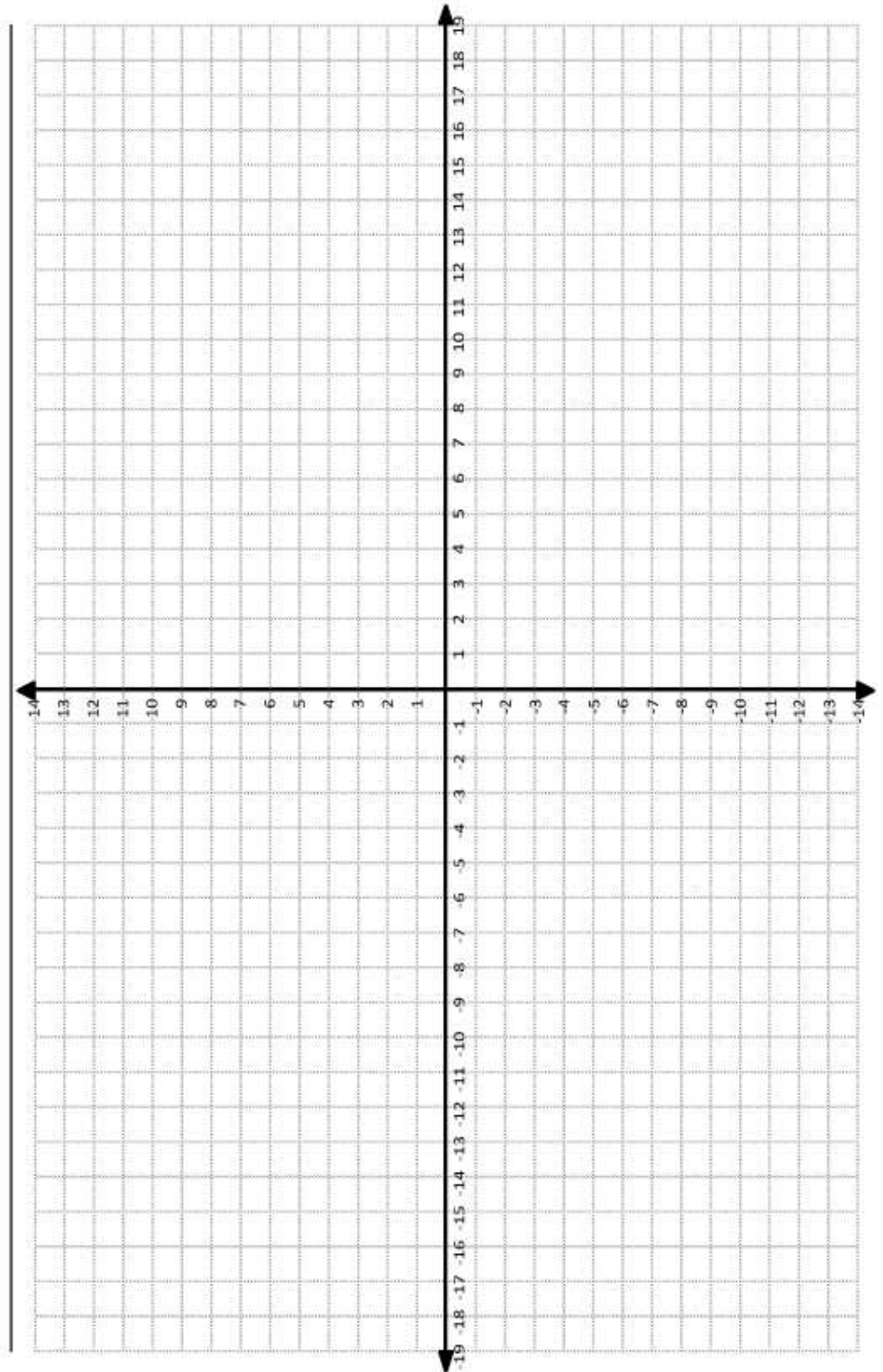
i) (12, 2) j) (-9, 10) k) (-8, -12) l) (3, -3)

6. At what coordinate is the treasure?

Ext: Describe how to get to the treasure from: a) the beach house. b) the lighthouse.

Now create your own map:

Lesson 5:

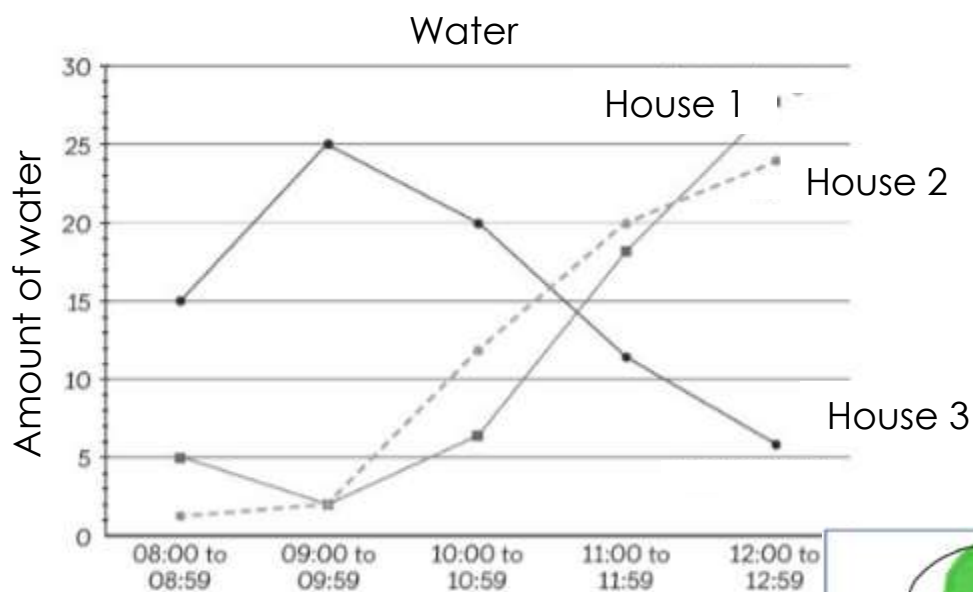
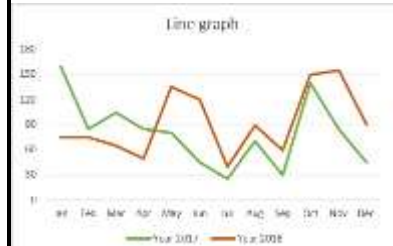


LI: to interpret and compare line graphs

Context: Fluency/Reasoning

STS:

- Identify the key features of a line graph
- Compare trends and figures in a graph
- Interpret data from a line graph to answer questions



1. In

which time period did house 1 use the most water?

2. In which time period did house 2 use the least water?

3. What do you notice about the trends between 8:00-8:59?

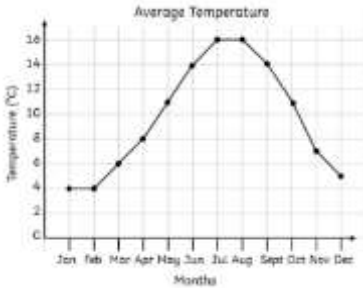
4. What do you notice about the trends after 9:00?

5. In which month was the difference between water usage in houses 1 and 2 the greatest?

6. In which month was the difference between water usage in houses 1 and 3 the smallest?



Explain why these statements are true or false.



The lowest temperature is 5°

The difference between the highest and lowest temperature is 12°

The temperature rose 11° from March to May.



highest

ART

In today's art session you will be practising how to draw a self portrait. We will be using our growth mindset to evaluate and improve our designs using the sentence stems given. There is an example given of what your work could look like.

L.I: to develop a line of enquiry

Context: Aftermath of World War II

Steps to success

- Reflect** and discuss the chronology of a key event.
- Identify** key events of a historical period.
- Discuss** the impact (**socio-political**, **economic**, **local** and **global**) of this key event.



Vocabulary

Social: relating to society.

Political: relating to government.

Socio-political: circumstances that combine social and political factors.

Economic: the state of a country or region in terms of the production and consumption of goods and the supply of money.

Local: relating to a particular area.

Global: relating to the whole world.

History



R.E

LI: To define what Muslims believe about Allah (God)

Annotate information about Islam

Identify key information

Summarise findings on what Muslims believe about Allah (God)



Using the information that you have learnt today, can you define what Muslims believe about Allah (God)?

Tweet your findings, using no more than 280 characters.

What is the key information that you need to share?



@ _____

How did Islam begin?

Islam is a monotheistic faith centred around belief in the one God (Allah). In this regard, it shares some beliefs with Judaism and Christianity by tracing its history back to the patriarch Abraham, and ultimately to the first prophet, Adam. All the prophets preached the same universal message of belief in one God and kindness to humanity. The last in the series of prophets, according to Muslims, was Muhammad. Muhammad was born in Mecca, Saudi Arabia around 570 CE. He worked first as a shepherd and then as a merchant. He was not happy with the people around him because of superstitions and social and economic injustice. The people were worshipping many gods and had forgotten the message of prophet Abraham to worship one God. Muhammad loved to pray and meditate in the mountains. On one of those occasions, in the year 610 CE, when he was about 40 years old, he received a revelation from God through the angel Jibril (Gabriel). He continued to receive messages from God throughout his life and he began preaching to others what he had learned. His main message is that there was no other God but Allah and that people should lead their lives in a way that was pleasing to Allah.

Who is Allah (God)?

"Allah" is simply the Arabic word for God. He is the same universal God worshipped by people of all faiths. The word "Allah" is sometimes preferred over God because it is neither masculine nor feminine. Also, there is no plural for "Allah."



"Allah" spell in Arabic letters

What do Muslims believe about Allah?

The word Allah is the Arabic term for God. It usually refers to the Islamic God, but in the Middle East, other religions sometimes use the same term for their God. In Islam, Allah is the main word for "God." Muslims use 99 Names of God to describe God, but "Allah" is the most common of these and means all of them. When a Muslim says "Allah," all of the other names of God are thought of as part of it. Muslims also believe that this word tells about God's being a single entity and as being without wrong or defect and of God having no partner.

"Allah" is often used by Muslims when they are praying. Muslims have a faith in one God. They believe that God is the one who made everything, the one judge, and the only one who has power over all things. They also believe that Allah created the heavens and the Earth just by saying "Kun" which means "Be".



Line of enquiry research table

<u>Short term effects of World War 2</u>		<u>Long term effects of World War 2</u>	
<u>Economical</u>	<u>Socio-political</u>	<u>Economical</u>	<u>Socio-political</u>
<u>Local (within countries/communities)</u>	<u>Global (internationally)</u>	<u>Local (within countries/communities)</u>	<u>Global (internationally)</u>

