



This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

Y6 Unit Overview

WHERE WE ARE IN PLACE AND TIME

In their fourth unit of inquiry, the Year 6 students will be inquiring into the central idea, “**Conserving heritage enables people to appreciate the past.**” The students will investigate this social studies unit through the concepts of *heritage* and *identity*. They will explore heritage, and how heritage is identified. They will discuss the different perspectives associated with conserving heritage and how people's appreciation of heritage is not always the same. Students will also look at the different ways heritage can be conserved, and explore their responsibility and the responsibility of others with regards to heritage conservation. Through all of these inquiries students will develop their knowledge of what it means to be **open-minded** and they will gain the understanding that people do not always share the same views. They will further develop the attitude of **appreciation** as they learn to appreciate the wonder and beauty of the world around them, both locally and globally. Students will gain the thinking skill of **evaluation** as they learn to create criteria and justify their reasons for this criteria and also the research skill of **formulating questions**. They will learn how to write survey questions that will give them the answers needed to further their research.

You may wish to support your child at home in the following ways:

Developing vocabulary:

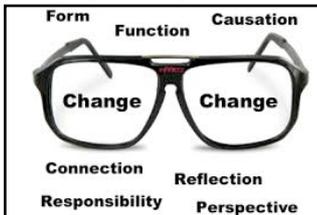


Key vocabulary used in this unit will be:

heritage, open-minded, appreciation, past, future, responsibility, perspective, reflection, conservation, evaluation, criteria, identity, history, record, appreciation

Please consider using your Mother Tongue to develop your child's understanding of these words.

Conceptual questions:



*This unit will be addressed through the lens of **reflection**, **perspective** and **responsibility**. To discuss the concept of reflection talk about how we know something is worth conserving. What criteria have been created to help identify these places or things? To discuss the concept of perspective talk about the things that your family has conserved and why. Who decides what's worth conserving for future generations? To discuss the concept of responsibility talk about who is responsible for the conservation of heritage. What would happen if it wasn't conserved? How can we take personal action to help conserve the past?*

Fun things to do together:



Take some trips around Hong Kong to visit places which are protected by the Hong Kong government. Visit this website: <http://www.discoverhongkong.com/eng/see-do/culture-heritage/index.jsp> for more information.

The children will be learning various skills linked with photography in this unit. Spend a day travelling around Hong Kong capturing images of places or things that have special meaning for you or for your family. Encourage them to use the skills learned in class when taking their photos. Spend time researching World Heritage Sites on the internet. It might even spark conversations about your next family vacation.

Look for action:



ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the Unit of Inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child's records.**





Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

ENGLISH:

Narrative will frame the work we do in our writing program for this unit. There will be a focus on historical narratives; how to write a powerful beginning and how to use dialogue effectively when writing. We will concentrate on the importance of word choice and the use of figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration, show don't tell, repetition of words or phrases. In reading we will have two main focus strategies for this unit: visualising and inference. Students will learn how to create visual images in their heads as they read, which will help them understand the text more deeply. When inferencing, students will come to understand that there are clues within a text that help them understand more about the meaning of the story. When we are reading and viewing in this unit we will have a particular focus on looking for different perspectives within a text or between different forms of text. We want students to understand that all texts are not neutral and bias free. Students will continue to gain skills that allow them to speak and share their ideas with confidence in both small and large group settings.

MATHS

In Maths we will focus on the strands of *shape and space* and *data handling*.

The following outcomes will be addressed:

- Identify, describe, classify and visualise properties of circles using mathematical vocabulary
- Visualise, describe, draw and model two-dimensional representations of three-dimensional objects and vice versa
- Identify and use scale (ratio) to reduce and enlarge 2D shapes
- Transform, reduce and enlarge 3D objects
- Describe and model congruency and similarity in 3D objects
- Describe position using the language and notation of bearing
- Locate and record features on a grid using coordinates in all four quadrants
- Interpret and draw conclusions from statistical data using range, mode, median and mean and scale on graphs

Our number work will continue and will be based on students needs.

SCIENCE and SOCIAL STUDIES

This unit will be addressing 2 strands in Social Studies: *Continuity and Change Through Time & Human and Natural Environments*.

We will address the following outcomes:

- Demonstrates how we know about the past through different types of primary
- Is able to acknowledge, identify and make suggestions for what aspects of heritage could be preserved and passed on to future generations
- Understands how different groups view past events and places
- Understands how the past is recorded in different ways

Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.



“Success for Every Child”