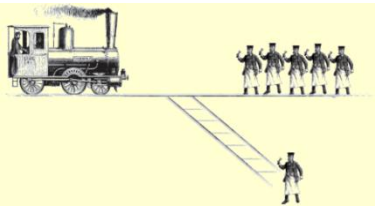
Year 6 Remote Learning
Wider Curriculum

Philosophy

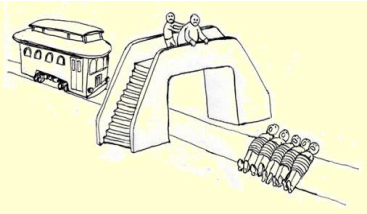
Before starting the History activity, consider this problem:



Imagine that you're at the controls of a railway switch and there's an out-of-control trolley coming. The tracks branch into two, one track leads to a group of five people, and the other to one person. If you do nothing, the trolley will smash into the five people. But if you flip the switch, it'll change tracks and strike the lone person. What do you do?

Would you change your answer if the situation was slightly different?

What about this problem?



A runaway trolley is heading down the tracks toward five workers who will all be killed if the trolley proceeds on its present course. Adam is on a footbridge over the tracks, in between the approaching trolley and the five workers. Next to him on this footbridge is a stranger who happens to be very large. The only way to save the lives of the five workers is to push this stranger off the footbridge and onto the tracks below where his large body will stop the trolley. The stranger will die if Adam does this, but the five workers will be saved. Should Adam push the stranger off the footbridge, killing him but saving the five workers? Ask the other members of your household what they would do? Do they agree with you? Is there a correct answer for either of these scenarios?

History – The Atomic Bomb and the End of World War 2

Before you start this activity, have a think about the different scenarios in the Philosophy box.

Whilst VE Day marked the end of the war in Europe, the WW2 was not yet over. In July 1945, the war in the Pacific was still going slowly. Fighting between the Japanese and Allies was fierce. Japan prepared to fight an invasion with a build-up of millions of troops and the Americans feared that invading Japan would cost them a million casualties and drag the war into 1946.

Between 1941and 1945, scientists in America worked on the Manhattan Project to make an atomic bomb. On 16 July 1945, the atomic bomb was successfully tested in New Mexico.
The decision whether to use the bomb – almost as difficult as making the bomb – was taken by US President Harry S Truman. If he chose to drop the bomb, then tens of thousands of innocent Japanese civilians *would* be killed. If he chose not to drop the bomb then hundreds of thousands of American soldiers *could* be killed.
On 6th August 1945, the American B29 bomber, Enola Gay, dropped the first atomic bomb, code named 'Little Boy', on the Japanese city of Hiroshima. Click on the links below to find out more, including how the war ended.

What happened in Hiroshima? A survivor's story in animation

People have always been divided about if we should have nuclear weapons, and whether or not they should be used. Even the scientists that invented them asked President Truman to let the Japanese see a test of the bomb, believing it would persuade the Japanese to surrender.

Since 1969, according to government documents, a British submarine carrying nuclear weapons has always been on patrol, gliding silently beneath the waves, somewhere in the world's oceans. The logic is to deter a nuclear attack on the UK because, even if the nation's conventional defences were destroyed, the silent submarine would still be able to launch a catastrophic retaliatory strike on the aggressor, a concept known as mutually assured destruction.

We would like you to answer the question **'Should Britain have Nuclear weapons?'**
You will need to research and write for and against arguments for this question, before writing your own opinion.

Art and Design

What message are these three posters trying to convey? Can you spot some of the clever techniques that have been used?

Since the end of WW2, many campaign groups (including CND, Friends of the Earth and Greenpeace) have campaigned against nuclear weapons. They have used posters to help spread their message. Your task is to design your own anti-nuclear poster. Think about how you can get your message across in a visual way.

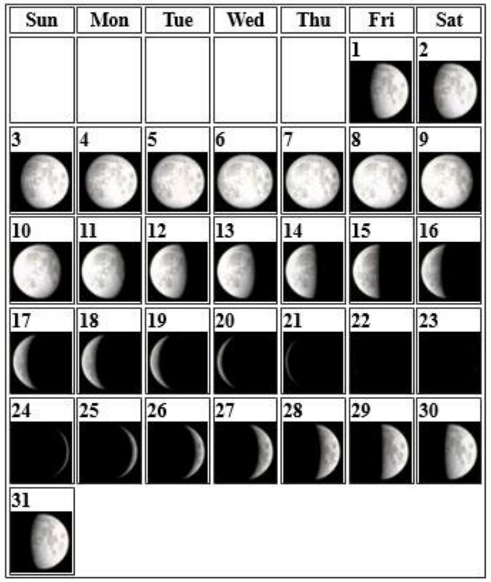
RE

Ramadan and Eid ul Fitr

Ramadan is the ninth month of the Islamic calendar, and a time when Muslims across the world will fast (do not eat) during the hours of daylight.
Eid ul Fitr is a Muslim holiday celebrated when Ramadan, the month of fasting, finishes. Find out about Eid and Ramadan on the link below

[Home Learning with BBC Bitesize - KS2 Primary Religious Education for Year 6]()

The Islamic calendar is based upon phases of the moon. Make a moon chart/record to record the moon for one month. Look at the moon each night and draw what it looks like. This way you can see the lunar cycle.



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31						

Have a Grand Day In!

Lots of museums and festivals have gone online. Check some of these out.

See what artefacts you can find at the British Museum:
Virtual tour of the British Museum

Have a look inside NASA's Research Center; you can tour everything from flight simulations to supersonic wind tunnels:
NASA

The Hay Festival is opening its virtual festival doors. Every year a variety of children's authors discuss their work and this year you can hear them without leaving home:
Hay Festival

Watch the sea life live at Monterey Bay Aquarium without having to go all the way to California:
Monterey Bay Aquarium
(The sea otters are our favourite!)

When you do go out, try this:
Tree Talk Trail
This link helps solve 2 common problems that we are all having at the moment:
1- Where do we go for our walk?
2- What is that tree? Tree talk plans a route from your house and identifies the trees close to your home.

Science

Adaptation

This week in science, we will look at how living things adapt to their habitats

Watch the video clips from the BBC Bitesize page and have a go at Activity 1 and Activity 2.

Adaptation

As humans, we have adapted to be able to live in almost any habitat. We haven't done this by adapting the human body to suit the habitat, instead we are able to build and find what we need to live almost anywhere in the whole world. However, we are using up the earth's precious resources in order to do this.

Your task is to redesign the human body to match the habitat. Pick 2 places in the world with different habitats (e.g. desert, woodland, rainforest, mountain). For each habitat, you need to:
Find at least 3 animals that have adapted to live in the habitat and think about what features they have that help them survive where they live.
Next, you need to think about what humans can take from these animals to help them survive.
How will your adaptations help your human

- cope with the temperature, is it hot or cold?
- cope with the weather conditions?
- deal with predators; will it need camouflage, ways of defending itself or an ability to escape quickly?
- move easily around the terrain?
- find and eat food?

Finally, draw your new, redesigned human being, labelling the changes you have made, which animals inspired these changes, and how they help your human survive in their habitat.