

Year 6 Remote Learning

Time frame: week beginning: 08.02.21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.


- Look at the work for the correct day of the week for maths, English and the wider curriculum.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. Please ensure you have signed up to the parent guide for Maths No Problem.
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Y6 Timetable

<p>Wake Up Shake Up</p> <p>8:30am-9:00am</p>	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>
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Registration 9:00am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
Maths 9:05am-9:30am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – 30 mins • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
English 11:00am-11:30am	<ul style="list-style-type: none"> • Teacher to teach the English concept – 30 mins • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum When you have completed Maths and English 12:00pm-1:00pm	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Afternoon Registration 1:50pm-2:20pm	<ul style="list-style-type: none"> • Whole class reading session – 20 mins • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday				
Maths	Chapter 8 – Ratio – Lesson 6 Comparing Numbers Problem solving using ratio and scaling				
	Support:				


	<p>https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-size-of-two-quantities-part-1-68r6ac?step=2&activity=video</p> <p>https://classroom.thenational.academy/lessons/ratio-problems-c5hk4r</p>
	 <p>Deepening:</p> <p>Mum is 28 years older than Anthony. Mum is 4 years younger than Dad. The total age of the three of them is 84 years. What is Mum's age?</p>
English	<p>With your teacher, you will read: "Wangari Maathai: the woman who planted millions of Trees"</p> <p>Re-listen to this story at any time using this video link</p> <p>Using the information in the resources and your own research, complete the grid in by taking notes on Wangari Maathai.</p> <p>Resources available include the following:</p> <p>Young, Gifted and Black biography (1 and 4)</p> <p>Three Cheers for Women biography – illustrated/ comic strip</p> <p>Author's Note from Wangari's Trees of Peace</p> <p>Timeline from Wangari Maathai – The Woman Who Planted Millions of Trees (2 and 3)</p> <p>Quotations from Wangari Maathai – The Woman Who Planted Millions of Trees</p> <p>Support: Watch the book Seeds of Change being read. Make notes.</p>
Curriculum	<p>Science: Assessment</p> <p>Assess what you understand about electricity through our work in this unit using the questions in the session resources.</p> <p>The answer are given at the end of the assessment for you to check your own work</p>

	Tuesday
Maths	<p>Chapter 9 Algebra – Lesson 1 Describing a Pattern</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/consolidating-linear-sequences-and-representing-problems-with-algebra-71j3gr?step=2&activity=video</p>



	<p style="text-align: center;">Deepening:</p> <p>What is the value of $4x + 7$ when $x = 5$?</p>
<p>English</p>	<p>What you can remember about Wangari Maathai.</p> <p>One of the things we will include in our writing is nominalisation, which is the use of a word which is not a noun (e.g., a verb, an adjective or an adverb) as a noun, or as the head of a noun phrase</p> <p>Look at the list of original and normalised words in the resources. Think about what you notice and how they have changed.</p> <p>We analysed the data from the experiment and it revealed that the children react when they have too much sugar.</p> <p>The analysis of the data revealed children's reaction to excessive sugar intake.</p> <p>How has the sentence changed in structure? In formality? What effect will this have on the reader?</p> <p>Although we may speak in one way, when we write in a formal, precise, less personal way, we can use nominalisation.</p> <p>We can often change words to nouns by changing the suffix e.g. -al, -ing-, -age, -ion.</p> <p>Refuse → Refusal</p> <p>Deny → Denial</p> <p>Meet → Meeting</p> <p>Plant → Planting</p> <p>Break → Breakage</p> <p>Wreck → Wreckage</p> <p>Act → Action</p> <p>Wangari refused to accept the barren landscape, and started to plant trees.</p> <p>Wangari's refusal to accept the barren landscape led to the planting of trees.</p> <p>Complete the tasks below using the resources.</p> <ol style="list-style-type: none"> 1. Identify patterns in words which have been nominalised. 2. Convert words to nouns using suffixes. 3. Write sentences using nominalised words.
<p>Curriculum</p>	<p>French: Mes vêtements</p> <p>Watch this video</p>

	<p>Complete the worksheet in the Resources</p> <p>Safer Internet Day 2021:</p> <p>Tuesday 9th February is celebrated as Safer Internet Day. Today you will have a live class assembly to think about what it means to be safe on the internet. This is particularly important as we are spending more time online.</p> <p>If you have missed the live assembly, you can watch a video of a virtual assembly here.</p> <p>Think- What does it mean to be 'safe' on the internet?</p> <p>Today, I would like you to become a detective to see how many of the activities you can complete on the resource card below. When you experience or carry out an online action on your card, you can cross it off/colour it in. See how many of the activities you can cross off and upload it to Seesaw!</p>
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	Wednesday
Maths	Chapter 9 Algebra – Lesson 2 and 3 Describing a Pattern
	<p>Support:</p> <p>https://classroom.thenational.academy/lessons/reasoning-and-problem-solving-6mwkct?step=2&activity=video</p> <p> Deepening:</p> <p>p and q each stand for whole numbers</p> <p>$p + q = 1000$</p> <p>p is 150 greater than q.</p> <p>Calculate the numbers p and q.</p>
English	Using your research and the resources from Monday, complete the plan using the planning format and detail grid.
	<p>Support:</p> <p>Model Intro GSV:</p> <ul style="list-style-type: none"> • Deforestation is an issue of global concern. • WM was a Kenyan woman – Greenbelt. movement

	<ul style="list-style-type: none"> Inspirational – responsible for the planting of millions of trees
Curriculum	<p>RE: How do humanists work out what is right or wrong?</p> <ul style="list-style-type: none"> Watch this video from Oak academy on “How do humanists work out what is right or wrong?” Read the quotes and think about their meaning, in the Resources. Present all of your understanding of humanism in any way you’d like. This could be: Creating a poster, making a PowerPoint presentation, writing an information leaflet, writing an essay or doing an audio or video presentation.

	Thursday
Maths	Chapter 9 Algebra – Lesson 4 Describing a Pattern
	Support: Try answering question 1a
	Deepening: I think of a number. I add 15 and then multiply by 2. My answer is 32. What is the number?
English	<p>Re-read the example text and your plan from yesterday.</p> <p>Write of the introduction of your biography</p> <p>Write about early life and main achievements.</p> <p>Support: General statement – give the general context of your biography.</p> <ul style="list-style-type: none"> •Specific statement – what is the subject of your biography well known for. •Viewpoint statement – what is the impact of Wangari? <p>Deepening: Consider other paragraphs or topics which might be of interest to the reader</p>
Curriculum	<p>History/Geography: What are some reasons for migration to Britain?</p> <p>We will be studying migration post world war 2 in more depth after the holiday.</p> <ul style="list-style-type: none"> • Read Michael Rosen’s story – see resource pages for Session 6. • Write the 5 most interesting facts about his family story. • Read some examples of migration in history in Session 6 resources. • Decide whether the reasons on the cards are push or pull factors. <p>Use the table to sort the reasons into the grids.</p>

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	Friday
Maths	Chapter 9 Algebra - Lesson 5 Writing Algebraic Expressions
	Support: Only answer question 1 of worksheet
	<p>Deepening: An imaginary friend of mine wants to set up a football league of 24 teams so that each team plays the others home and away (i.e. each team plays every other team twice).</p> <p>To set up this league, my imaginary friend needs to know how many matches there will be in total.</p> <p>Recently, I found my friend - surrounded by empty coffee cups - writing out a list of all the matches in the tournament (e.g. A v B, B v A, etc.).</p> <p>Please investigate whether you can find a more efficient way for my friend to work out how many league matches there will be in total.</p>
English	<p>Re-read your plan and the work you completed yesterday.</p> <p>Have you included passive voice and nominalisation?</p> <p>Write the conclusion using your VSG plan</p> <p>Write your conclusion independently in books.</p> <p>Using ARMS and CUPS, edit and improve your work.</p> <p>When completed, publish your piece of writing. Perhaps you could ask an adult at home to check through your work with you!</p>
	<p>Support: Wangari Maathai's commitment to reforestation should inspire world leaders to address a global problem. Deeply affected by how her beloved Kenya had changed while she was in America, she braved conflict with the government to start a movement responsible for planting 30 million trees. Despite her incredible work, deforestation remains a major contributor to climate change; her example should be followed.</p>
	Deepening: Can you use passive voice throughout your biography?
Curriculum	PE and Music: Video links to your lessons will be sent on Seesaw

Reading

Continue to read the book you are reading at home every day for at least 30 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:

language

lightning

mischievous

leisure

muscle

weigh

way

whose

who's

Spag.com: KS2 SATS Grammar Test (I)

Mr Mullin

Resources

Monday Resources

English-



Quotes

Three Cheers for Women

Timeline

Trees of Peace Author's Note

Young, Gifted and Black

<p>Early life/ personal</p> 	<p>Questions to get you going:</p> <ul style="list-style-type: none">- Where is Wangari Maathai from?- What was her childhood like? What was her education like?- What was she taught by her mother- What are her interests?	<p>Sentence Starters:</p> <ul style="list-style-type: none">• In (year),• As a child,• When she was young,• At the age of _____,• After this,• Before this,• A few years later,
<p>Motivation</p> 	<p>Questions to get you going:</p> <ul style="list-style-type: none">- What had changed in Kenya which made Wangari want to do something?- What were some of the impacts of the lack of trees?- How did Wangari begin to make changes?- Who joined her?	<p>Sentence Starters:</p> <ul style="list-style-type: none">• On the• In (year),• A few years later,• After this,• When she was fifteen,
<p>Achievements</p>	<p>Questions to get you going:</p> <ul style="list-style-type: none">- What kinds of things did Wangari Maathai achieve?	



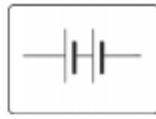
- How was she recognised?
- Can you give some fact/statistics about her achievements?
- Were there any famous quotes?

Science-

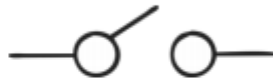
Electricity assessment

1. Join these symbols to their labels.

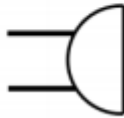
lamp/bulb



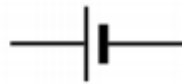
cell



open switch



closed switch



buzzer



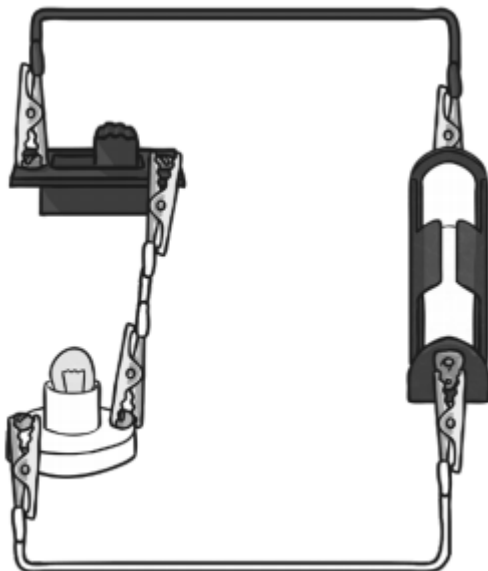
battery



voltmeter



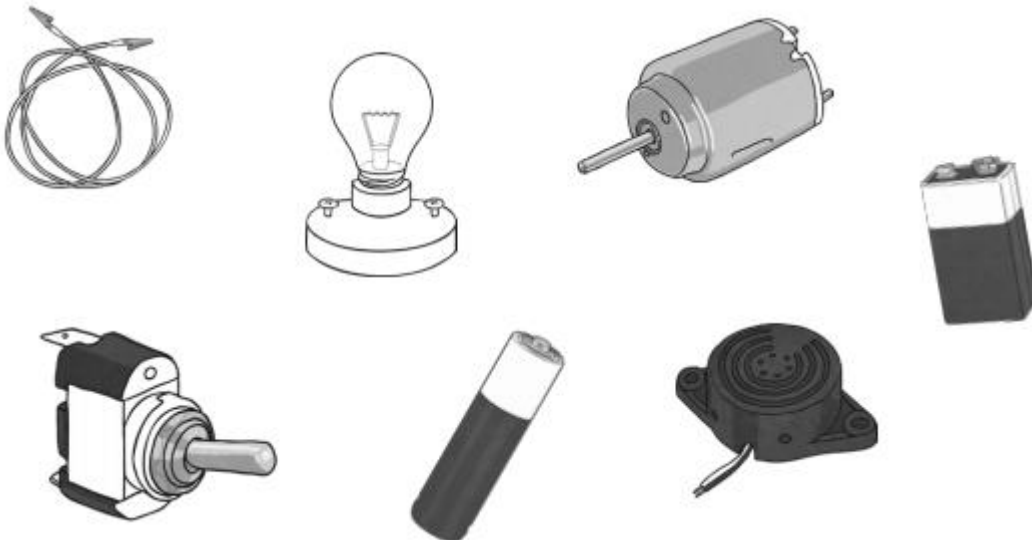
2. Draw a circuit diagram (using symbols) of the circuit below with an unlit bulb.



3. Fill in the table to say what will happen to the bulb in each of these circuits:

	Bulb Lights	Bulb does not light	Bulb is dimmer than normal	Bulb is brighter than normal
A circuit with a battery, a bulb and an open switch.				
A circuit with two batteries, a closed switch and a bulb.				
A circuit with a closed switch, a buzzer, a battery and a bulb				
A circuit with a motor, a bulb and a closed switch.				
A circuit with a closed switch, a battery, a motor, a buzzer and a bulb.				

4. You are planning an investigation on how the amount of voltage affects the volume of the buzzer. Which of the items below would you need to carry out that investigation?



5. When you carry out the test, what one variable would you change (the independent variable)?

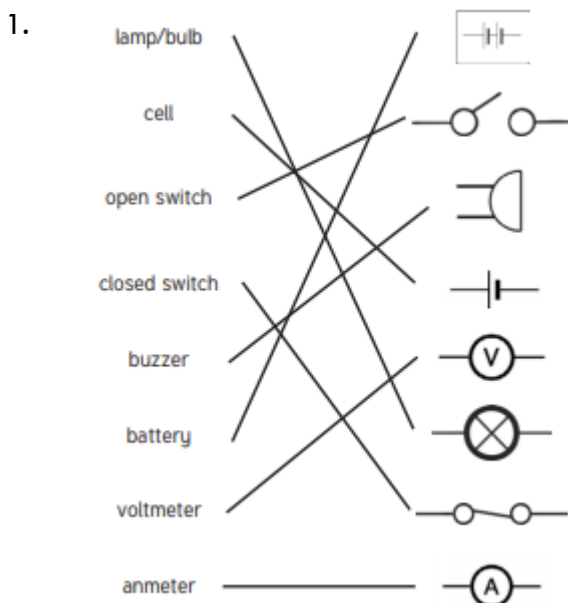
6. What variables would stay the same (the dependent variables)?

7. Looking at the results table below, what is the missing column heading?

Test Number		Volume 1	Volume 2	Volume 3
1	3V	51db	49db	52db
2	6V	60db	58db	61db
3	9V	33db	70db	71db

8. Why has the volume been tested three times for each voltage?
9. Which result looks like an anomaly (an unexpected result)?
10. What is a possible reason for the anomaly?
11. What conclusions could you draw from the results in the table?

Answers



2. You should have an open switch, bulb and a battery symbol (not a cell).

3.

	Bulb Lights	Bulb does not light	Bulb is dimmer than normal	Bulb is brighter than normal
A circuit with a battery, a bulb and an open switch .		✓		
A circuit with two batteries , a closed switch and a bulb.	✓			✓
A circuit with a closed switch , a buzzer , a battery and a bulb	✓		✓	
A circuit with a motor, a bulb and a closed switch (no battery).		✓		
A circuit with a closed switch , a battery, a motor , a buzzer and a bulb.	✓		✓	

4. You should have chosen: wires with crocodile clips, a buzzer, the two different batteries.

5. The variable you could change is the voltage or the amount of batteries/cells.

6. The variables that would stay the same are: length of wires, types of buzzer, distance of sound monitor from buzzer, batteries (the number and type).

7. The missing label is voltage or amount of voltage.

8. This is to improve accuracy, check results or to work out a mean or average.

9. 33dB

10. The reading was taken incorrectly; the result was written down incorrectly; the buzzer didn't work correctly; the batteries started to lose power.

The higher the voltage, the louder the buzzer. The lower the voltage, the quieter the buzzer.

Tuesday Resources

English- 1.) Take a look at the Original words below, and the Nominalised words. What do you notice? How have the words changed? Are there any suffixes that help to change words into nouns?

Original	Nominalised
Communicates	Communication
Concludes	Conclusion
Decides	Decision
Develops	Development
Discusses	Discussion
Identifies	Identification
Inspires	Inspiration
Investigates	Investigation
Reflects	Reflection
States	Statement
Summarises	Summary

Original	Nominalised
Composes	Composition
Creates	Creation
Demonstrates	Demonstration
Explores	Exploration
Indicates	Indication
Introduces	Introduction
Promotes	Promotion
Represents	Representation
Suggests	Suggestion
Analyse	Analysis
React	Reaction

I noticed that the beginning of the word

_____ .
I noticed that the end of the word _____.

Some of the suffixes that help change words into Nouns are: _____, _____, _____, _____

2.) Add suffixes to these words to change them into nouns:

Govern	Govern _ _ _ _
Conserve	Conserv _ _ _ _ _
Dispose	Dispos _ _ _ _
Develop	Develop _ _ _ _
Recycle	Recycl _ _ _ _
Harm	Harm _ _ _
Disaster	Disastr _ _ _
Destruct	Destruct _ _ _
Produce	Product _ _ _
Sustain	Sustain _ _ _ _

Suffixes
-ion
-ing
-ous
-ness
-able
-ity
-ation
-ive
-ful
-al
-ment
-ed

3.) Choose 3 Original and Nominalised words from the above to use in sentences. See how the sentence changes when you nominalise the word.

lists

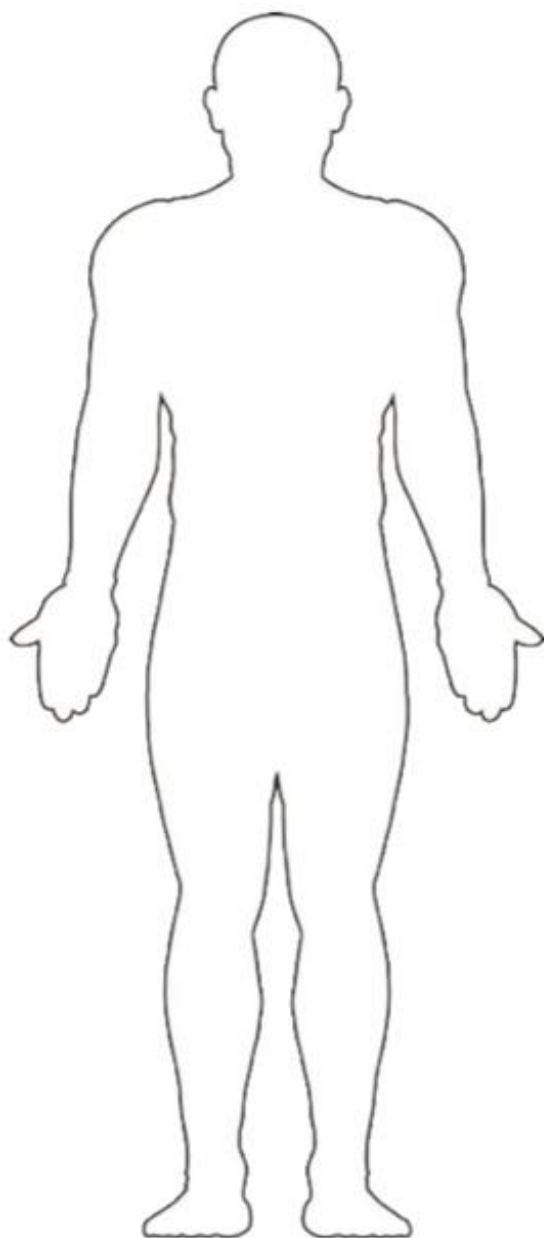
e.g.

It's important to conserve the Earth's resources.

The conservation of the Earth's resources is important.

French-

1. Read the description in French. Draw and colour in the clothes.



Bonjour! Je m'appelle Simon.

Aujourd'hui, je porte une chemise verte et un short bleu.

J'ai des chaussettes bleues et des chaussures marron.

Je porte une casquette orange et des lunettes de soleil.

2. Design your own outfit. Draw it and describe it in with sentences French on a new sheet. You can use the sentence grid below to help you.

je porte	un	pantalon	rouge/s	et	un	bikini	rouge/s
		short	jaune/s			maillot de bain	jaune/s
	une	robe	rose/s		une	veste	rose/s
		chemise	bleu(e)/s			casquette	bleu(e)/s
	des	chaussettes	vert(e)/s		des	sandales	vert(e)/s
		bottes	noir(e)/s			collants	noir(e)/s

In French, words for colours go **after** the item of clothing. For example:

un pull noir (a black jumper) or **une jupe bleue** (a blue skirt).

Colours, like other **adjectives**, must always agree with the **noun**. If the clothes item is **feminine**, add **-e** to the colour, if it is **plural**, add **-s** (**masculine**) or **-es** (feminine).



Some colours are irregular. For example:

blanc / blanche / blancs / blanches.

Rouge (red) and **rose** (pink) stay the same for masculine and feminine nouns, and just add an **-s** for plural nouns.

Orange and **marron** don't change at all.

Safer Internet Day-

<h1>Detective</h1>		
	Name _____	
<p>Find a fact you didn't know before (Remember to make sure it's reliable!)</p>	<p>Think about how being online is making you feel and tell someone you trust</p>	<p>Check 3 sources to see if something is reliable/true</p>
<p>Find an article or video online where a person is giving their opinion</p>	<p>Share something useful online to friends/family</p>	<p>Use a search engine and spot the sponsored results</p>
<p>Laugh out loud at something online</p>	<p>Find an image which has been edited</p>	<p>Spend some time researching a topic you're interested in with an adult you trust</p>

Wednesday Resources

English-

Introduction	GSV Key facts
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Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Conclusion	VSG
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RE-

“A humanist is someone who does the right thing even though she knows that no one is watching.”

– Dick McMahan, New York humanist, 2004

Humanists use the Golden Rule as their guiding moral principle. The rule may be stated as follows: “Treat other people as you would like them to treat you”

‘Happiness is the only good. The place to be happy is here. The time to be happy is now. The way to be happy is to make others so.’

Thursday Resources

English-
History/Geography-
Michael Rosen Story

MY EXPERIENCE

Michael
ROSEN



I was born in London and I've lived in different parts of London all my life, but many of my older relatives were refugees and migrants. Some left their homes because they were being persecuted. When I look at their stories I can see that, like a lot of families, it's quite complicated, with people travelling to and from the USA and parts of Europe.

My family across the world

My father was born in Massachusetts in the United States of America. He came to England when he was three years old. His father, Morris, travelled from Poland to London when he was a teenager. He met my father's mother, Rose, in London, then together with two boys born in London, they moved to the USA. When things didn't work out between Rose and Morris, Rose came back to England with my father, his sister and baby brother, who were all born in the USA. Morris stayed in the USA with the two boys who had been born in England!

One family, moving between Poland, England and the USA.

Rose was born in Newcastle and her parents were born in Poland. She had a brother and an uncle who moved to South Africa.

On my mother's side, her mother, Annie, was born in what is now Bukovina in Romania. Her father, Frank, was born in England but both his parents were born in Poland.

How I felt

As a boy I always felt special that my dad was American. When my parents talked about Poland, that felt mysterious. But it was also something I didn't tell my friends about because I thought it would make me sound 'foreign', and in the suburbs in the 1950s, that didn't feel safe.

Why all this movement?

All my eight great-grandparents were refugees. They moved from where they lived because of what are called 'pogroms' – a word meaning violent attacks on groups of people. They were attacked because they were Jews.

Back with Morris, my father's father: all his brothers and sisters were born in Poland. One brother went to the USA, two brothers moved to France but were transported to Poland

during World War II and were killed in Auschwitz concentration camp. One sister stayed in Poland, and we think she died during the war but we don't know how. Her son, Michael, fled from the invading army into Russia, where he was put in prison. Then he joined the Polish Free Army, travelled with that army through the Middle East, across North Africa into Italy and he ended up in London in the house of my father's sister. He lives in London today.

“ When I look at all this migration, it makes me think that we are citizens of the world, and things can happen that might make us migrate at any time. ”



What do you think would make you want to leave your home?



Decide where the cards are push or pull reasons for migration. Use these examples and link to the reasons OR sort on the grid into 4 sections.

<u>2000BCE</u> I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.	<u>55</u> I am Claudius. I came here as a soldier, and now live in Londinium. We are pleased this country is now part of the Roman Empire.	<u>1973</u> I'm Henry. I think the war in Vietnam is wrong, and have come secretly to Canada, so that I won't have to be a soldier.	<u>1987</u> I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.	<u>1620</u> I am James. I came with my family on a ship from Plymouth. The people here are helping us and we are free to pray.	<u>1983</u> I am Nelson. I was not allowed to go to university in South Africa. I had to come away in secret to study in Britain.
<u>1842</u> I am Edward. I stole bread to feed my children and am being transported to Australia	<u>1998</u> I am Suleyah. We had to leave some of our family in Somalia. The war means it is not safe to go back and see them.	<u>1938</u> I am Eric. My family left Germany. My grandmother stayed and our old neighbour saw her being taken away.	<u>1973</u> I am Rama. We had to leave our houses and money behind in Uganda. We have come to find our friends in Leicester.	<u>1846</u> I am Marie. We came on a ship from Ireland. The crossing was hard, but at least there is food here.	<u>2006</u> I am Marika. I was a teacher in Poland, but I earn more money packing vegetables for Sainsbury's.
<u>1974</u> I am Costas. I have lost my land and home in Cyprus and have come to London with many of my family and friends.	<u>1998</u> I am Koseta. We have come from Kosovo. We have come to Britain because Serbian soldiers attacked our village.	<u>1950</u> I am Esther. I have come to London from Jamaica. I saw an advert saying they needed nurses and I am a good nurse.	<u>1997</u> I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and gases.	<u>1996</u> I am Faisa. My mother brought me out of Kabul at the time of the Taliban, because I was not allowed to go to school.	<u>1977</u> I am Emilio. Our family left Chile when Pinochet became dictator, because my parents might have been put in prison.
<u>1993</u> I am Arman. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.	<u>2006</u> We are Jon and Maggie. We retired last year, and have moved to France. Life is cheaper and the weather is much better.	<u>1947</u> I am Shabir. Now India is being divided many of our friends have been killed. My family is moving from Delhi to Bangladesh.	<u>1947</u> I am Neha. I am on a train moving from Lahore to the Gujerat in India. Hindus cannot stay in Pakistan	<u>2007</u> I am David. I am a doctor in the UK and have decided to work in the U.S.A. The money is much better.	<u>2007</u> I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.
<u>1863</u> I am Ali. I joined a ship as a deck hand in Calcutta. Now they have taken away my job and I am left in London.	<u>1950</u> I am Cheung. I joined a ship as a cook in Hong Kong. Now they have taken away my job and I am left in London. I would like to own a restaurant.	<u>1981</u> I am Ho. I am Chinese. Now Vietnam has become independent we cannot stay. We have escaped in a boat and are trying to get to London.	<u>1685</u> I am Emile. I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.	<u>1914</u> I am Hercule. When Belgium was invaded the British invited us to come to the UK to be safe.	

Migration Connect Four Board

to have a better future	as a punishment	to escape from a war	to have a better future	because there was no choice	to find a safe place
because there was no choice	to find a safe place	to take over another country	to build a new country	to be able to speak freely and hold any religious belief	because there was no choice
to have a better future	to be able to speak freely and hold any religious belief	to avoid having to fight in an army	to be able to feed their family	to have a better future	to escape from a war
to avoid going to prison for their beliefs	to have a better future	to find a home	to get away from someone who was trying to hurt or kill	to find a safe place	to be able to speak freely and hold any religious belief
to get away from someone who was trying to hurt or kill	because there was no choice	to find a safe place	to escape from a war	as a punishment	to have a better future

Chose to leave		
Did not choose to leave		
	Knew they had a safe place to go	Did not know they had a safe place to go

