

| Year 6   | Theme/Golden Question  | Visits/visitors   | The Experience  | Science  | History   | Geography  | D and T   | Art  |
|--|--|---|---|--|---|--|---|--|
| Autumn 1<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>Survival Handbook<br>Horrible Science: Wild Islands<br>Survival Handbook: Jungle – Could you get out alive?<br>Holes<br>Kensuke's Kingdom<br>Volcanoes & Hurricanes<br>Surviving Earthquakes  | <b>How would you survive on a desert island?</b><br><b>How would you survive emotionally on a desert island?</b> | Ghyll Head 3 day survival experience  | Build shelter for Year 1 to have their end of day story in.   | <b>Living things and their habitats</b>  | -   | <b>Geographical skills:</b> the eight points of a compass<br>4 and 6 figure grid references<br><b>Earthquakes</b><br><b>Volcanoes</b>        | -   | <b>3D/Artist study</b><br>Andy Goldsworthy<br>Nature sculpture   |
| Autumn 2<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>Blitz<br>Timetrain to the Blitz<br>Life in World War II<br>The Daily Life of a World War II Evacuee<br>My Secret War Diary<br>Goodnight Mister Tom<br>Adolphus Tips<br>My Secret War Diary<br>Goodnight Mister Tom<br>Adolphus Tips   | <b>How would you feel during the Blitz?</b><br><b>Should we throw away food?</b>                                 | Stockport Air raid shelters IWM   | WW11 Budget-Bake off with guest judge   | <b>Light</b><br>Periscopes   | <b>UK History</b><br>World War II<br><b>(A significant turning point in British history)</b><br><b>In depth</b>           |  | <b>Nutrition</b><br>Rationing<br>Bake Off   | <b>Printing</b><br>WW2 skyline/The Blitz front cover             |
| Spring 1<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>Teacher written WAGGOL<br>Voices from the Second World War (A Harman)<br>Way Boy (M Foreman)<br>Rose Blanche<br>Yellow Star<br>The Harmonica<br>The Boy in the striped pyjamas<br>The Holocaust: A Young Boy's Story (R Stewart)<br>Bombs & Blackberries: A World War II Play (J Donaldson) | <b>Why did Anne Frank hide?</b><br><b>How did WW2 change the way we live ?</b>                                   | Visitor- sharing experience of being kept safe under difficult circumstances. | Create a security device to warn the Franks - test out on Year 3  | <b>Electricity</b><br>Circuits, buzzers and alarms   | <b>World History</b><br>Holocaust WWII for different people<br>In depth   |  | <b>Electrical systems in a structure: an air raid siren or a warning device for the Frank family.</b> |  |
| Spring 2<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>Anne Frank's Story<br>Anne Frank's Diary extracts<br>Dust 'n' Bones (C Mould)<br>A Foot in the Grave (J Pienkowski)<br>Ghost Stories (J Pienkowski)<br>Legend of Sleepy Hollow (W Irving)   | <b>How do I stay healthy?</b><br><b>How can we stay physically and emotionally healthy?</b>                      | Visitor- Speaker drug awareness. Cycling course                               | Publish a leaflet to explain how to keep healthy - .for the children at Ravensbury to have in the reading area s                  | <b>Animals including humans</b><br><b>Circulation and other transport systems in animals</b><br><b>Links to PHSE: drug awareness</b> |   | Observational skills:<br>Maps ,photos and satellite imagery of human geography   | -   | <b>Drawing</b><br>Animal skins/fur abstract tessellation (Esher) |
| Summer 1<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>William Wordsworth –Daffodils<br>Children's Anthologies<br>Nature Poetry – National Geographic (J P Lewis)<br>Poems about the Natural World (E T Voboril)   | <b>Who do you look like?</b><br><b>What physical characteristics have you inherited from your parents?</b>       | Manchester museum   | Science show- make a stall at the show explaining inheritance to parents  | <b>Inheritance</b>   | <b>Historical change and development:</b><br>Describe ethnic diversity in Britain and the wider world – trends over time. |  | -   |  |
| Summer 2<br><b>ENGLISH TEXTS SELECTED FROM:</b><br>Fossils<br>Charles Darwin biography<br>Amazing Animal Communicators (L Gray)<br>Endangered Animals (C Hibbert)<br>Sharks: Usborne (J Shiekh-Miller)<br>Gorilla: Animals on the Edge (A Claybourne)  | <b>Has man always looked like this?</b><br><b>Do you agree with the Theory of Evolution and why?</b>             | Manchester museum<br>Zoo<br>Transition programme to Y7                        | <b>Make a documentary:</b><br>Design a newly evolved animal and present your reasoning for the other Y6 class to watch and review | <b>Evolution</b><br><b>Mini topic</b><br><b>What is change?</b><br><b>How do you feel about moving to secondary school?</b>          |   | <b>Geographical skills:</b><br>Observe, measure and record physical and human features in the local area – link to route to secondary school | <b>Textiles:</b><br>Design and make costumes for the Summer production                                |  |