AUTUMN	SPRING	SUMMER
UNIT: I'm a year 6 pupil; can you get me out of here? **DRIVER: Geography** **Wow beginning: BBc clip** **Wow ending: create a 'Favela' or 'shanty town' pointing out features of locality.**	**UNIT: Where in the world did you exist?** **DRIVER: History** **Wow beginning:** **Wow ending:**	**UNIT: Goodnight Mr Tom** **DRIVER: History** **Wow beginning: recreation of how the war broke out** **Wow ending: end of war party/VE day**
Possible Learning Outcomes Can they give extended description of the physical features of different places around the world? Can they describe how some places are similar and others are different in relation to their human features? Can they give an extended description of the human features of different places around the world? Can they map land use with their own criteria? Can they describe how some places are similar and others are different in relation to their physical features? Can they explain how human activity has caused an environment to change? **Other curriculum links** **Writing:** Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader. **Reading:** Know that there is a range of narrative genres Know that these are structured in different ways. Discuss and explain how and why they have different structures. Explain how the structure guides the reader to find specific information. Make predictions from evidence found and implied information. Identify themes in the books which have different cultural, social or historical contexts.	Possible Learning Outcomes Can they develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives? Can they address and sometimes devise historically valid questions about change, cause, similarity and difference and significance? Can they construct informed responses that involve thoughtful selection and organisation of relevant historical information? Can they understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this? Can they note connections, contrasts and trends over time and develop the appropriate use of historical terms? Can they construct informed responses that involve thoughtful selection and organisation of relevant historical information? **Other curriculum links** **Writing:** Know that different text types need different sentence structures and techniques. Know that different text types need different word and language choices. Know that different text types need different levels of formality. Know the purpose of the writing and the effect on the reader **Art:** Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.	Possible Learning Outcomes Can they demonstrate factual knowledge and understanding of the impact of the Second World War on children in particular and society in general? Can they give reasons for, and the results of, evacuation; identify different ways in which the Second World War has been represented; ask questions and answer them using a range of sources? Can they communicate their learning, using specialist terms in ways that show understanding? Can they show how 'Kindertransport' helped Jewish children? Can they create a detailed timeline of World War II events referenced in 'Goodnight Mister Tom'? Can they use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content? Can they create a wartime menu that only includes rationed foods? **Other curriculum links** **Writing:** Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing setting, character and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Assessing the effectiveness of their own and others' writing.

Compare and contrast themes in a range of books. Explain how there are common themes in different books, using evidence from reading. Summarise key information in sentences.		In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Noting and developing initial ideas, drawing on reading and research when necessary. Identifying the audience for and purpose of the writing, selecting appropriate form and using other similar writing as models for their own. **Reading:** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key ideas that support the main ideas. Retrieving, recording and presenting information from non-fiction. Explaining and discussing their understanding of what they have read, including through presentations, debates, maintaining a focus on the topic and using notes where necessary. Providing reasoned justifications for their views. **Geography:** Create an annotated map to show where evacuees in World War II travelled from and to. **Art/DT:** Produce a detailed sketch of William Beech at the beginning and end of the story and/ or sketch portraits of other characters from 'Goodnight Mister Tom'. Make a model of an Anderson shelter.
Resources Maps, plans, photographs, iPad, camera, Google earth, internet, computer, netbook, sketch books, paints, BBC clips Trash	Resources Computer, netbooks, information books, hydraulic toys, variety of musical instruments, beads, tubes, paints Tales from Arabian nights	Resources Netbooks, information books, siren, blackout curtains, Chamberlain's speech, Anne Frank diaries, maps, WW2 artists, food/decorations for VE party Goodnight Mr Tom