







Year 6

Autumn 1 – Trailblazers and Discoveries

	 Looking IN	 Looking OUT	 Looking UP
Reading/writing	<p>Through 'The Tyger' by William Blake reflect on feelings the poem provokes – fear, wonder, curiosity. What do I find beautiful or terrifying in the world? What stirs awe in me?</p> <p>Through the class novel 'Skellig' reflect on the emotions of Michael and how we deal with fear, loneliness, and hope. What helps us stay strong inside?</p>	<p>Through 'The Tyger' by William Blake discuss how nature can be powerful and unpredictable – how should we treat the world and the creatures in it? What responsibilities do we have?</p> <p>Through the class novel 'Skellig' explore empathy by discussing how we care for others in times of need – how can we support someone like the 'man' in the garage, Michael or Mina?</p>	<p>Through 'The Tyger' by William Blake explore the poem's central spiritual question: <i>Did he who made the Lamb make thee?</i> What does this say about God's nature? Can beauty and danger both come from the same creator?</p> <p>Through the class novel 'Skellig' discuss themes of mystery, angels, and the unknown – what do we believe about things we can't see or explain? What does faith look like?</p>
Science	Through science, reflect on the emotional and spiritual conflict Darwin may have felt – How would it feel to discover something that challenges what you've always believed? What do we do when our faith and understanding seem to clash?	Discuss how Darwin's discoveries changed the world. How can new ideas affect people and communities?	Can science and belief work together? Explore the awe and beauty in the diversity of life. What does this tell us about God or creation?
RE	Through RE 'Creation vs Science', reflect on personal beliefs – where do I stand? What questions do I still have about the world's beginnings?	Through RE 'Creation vs Science', discuss how we listen to and respect other people's beliefs, even if they are different from ours.	Through RE 'Creation vs Science', explore how Christians reconcile science and belief in God. What does it mean to see God as a creator <i>and</i> value scientific understanding?
RHSE	Through RHSE unit 'Being me in my world', reflect on our own identity and values. Who am I? What matters to me?	Through RHSE unit 'Being me in my world', explore belonging – how do we make others feel included and safe in our school or community?	Through RHSE unit 'Being me in my world' consider what it means to be made in the image of God? How do spiritual values guide how we treat ourselves and others?
DT/Art	Through shelter building reflect on resilience, problem-solving, and working outside comfort zones. What helps me feel safe and strong?	In DT 'Build a Survival Shelter', collaborate with others – how do we communicate, share roles, and help one another succeed?	Link to themes of shelter and protection in Bible stories (e.g. Noah's Ark, Psalm 46). What does it mean to be spiritually 'safe'?
History/Geography	Through geography 'Trailblazers and Discoveries', reflect on the bravery, resilience, and curiosity these explorers showed. What drives someone to go into the unknown? What fears or hopes would we feel in their shoes?	Through geography 'Trailblazers and Discoveries', explore how expeditions affected other people – both positively and negatively (e.g., discovery vs colonisation). How should we treat the people and places we encounter	Through geography 'Trailblazers and Discoveries' consider what exploration reveals about the vastness and beauty of creation. Is there a spiritual dimension to discovering new lands? What does it mean to be called or led to explore?

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Autumn 2 – Trailblazers and Discoveries			
	 Looking IN	 Looking OUT	 Looking UP
Reading/writing	Through the novel 'Kensuke's Kingdom', reflect on how Michael feels being lost and alone – what would I learn about myself in that situation? How do I cope with fear, hope, or change?	Through the novel 'Kensuke's Kingdom', explore the friendship between Michael and Kensuke – how do trust, kindness, and forgiveness help people from different backgrounds build strong relationships?	Through the novel 'Kensuke's Kingdom', ask: Where is God in times of struggle or loneliness? Does faith help people find strength when life is hard? How might God guide or protect us in unknown places?
Science	Through our evolution learning reflect on my own uniqueness – what makes me <i>me</i> ? How have I changed and grown over time?	Through our evolution learning explore how humans are connected to all living things – what responsibilities do we have to care for the natural world?	Through our evolution learning ask big questions: Can evolution and belief in God fit together? Does the beauty and complexity of life point to something bigger than us?
RE	In the unit 'Why do Hindus try to be good?' reflect on my own choices: <i>Why do I try to be good? What values guide me?</i>	In the unit 'Why do Hindus try to be good?' explore how Hindu beliefs (karma, dharma, ahimsa) shape how people treat others. How can these values inspire us to live well in our school and community?	In the unit 'Why do Hindus try to be good?' ask: Does God (or a higher power) care about how we live our lives? What motivates people of faith to live kindly and justly?
RHSE	In the unit 'Celebrating Difference' reflect on what makes me unique and how I value myself. How do I feel when I compare myself to others?	In the unit 'Celebrating Difference' learn to appreciate and celebrate differences in classmates and community. How can we build an inclusive and respectful class family?	In the unit 'Celebrating Difference' ask: If all people are made in the image of God, what does that mean for how we treat one another? How does faith encourage us to celebrate diversity?
DT/Art	Through 2D to 3D sculpture reflect on how it feels to turn an idea from paper into something real – What does this show me about my own creativity and imagination?	Through 2D to 3D sculpture share and celebrate each other's sculptures – How do artists inspire or influence one another? How can art bring people together?	Through 2D to 3D sculpture, wonder: Where does creativity come from? Is art a gift from God? How does making something new reflect God as a creator?