

Year 6

**Teaching unit
Modelling slides**



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|----------------|--|----------------|--|
| Unit 1 | Who Let the Gods Out? | Unit 12 | The Crooked Sixpence |
| Unit 2 | To Asgard! | Unit 13 | Cogheart |
| Unit 3 | Hidden Figures | Unit 14 | Alice's Adventures in Wonderland |
| Unit 4 | The British (serves 60 million) | Unit 15 | What's So Special about Shakespeare? |
| Unit 5 | War Horse | Unit 16 | Macbeth |
| Unit 6 | For the Fallen | Unit 17 | Deforestation for Palm Oil |
| Unit 7 | Sky Song | Unit 18 | The Explorer |
| Unit 8 | Tin | Unit 19 | Pig-Heart Boy |
| Unit 9 | The Wonderful Wizard of Oz | Unit 20 | Marius the Giraffe Killed at Copenhagen Zoo |
| Unit 10 | Welcome to Nowhere | Unit 21 | Evolution Revolution |
| Unit 11 | Malala Yousafzai: 'Nobel Award Is for All the Voiceless Children' | | |

Question 1

Read from “*So let me ... to ... cow dung?*”.

How do you think Elliot is feeling at this point in the text? Why?

Question 1

Read from “*So let me ... to ... cow dung?*”.

How do you think Elliot is feeling at this point in the text? Why?

Confused and frustrated because he doesn't understand what Virgo is telling him and he is not sure whether to believe Virgo because he has never heard of Elysium or constellation travel.

Question 2

Read from “*That was unfortunate ... to ... seventy-four*”.

Do you think Elliot is making a good impression on Virgo? Explain your answer using evidence from the text.

Question 2

Read from “*That was unfortunate ... to ... seventy-four*”.

Do you think Elliot is making a good impression on Virgo? Explain your answer using evidence from the text.

No, because he keeps saying the wrong thing, he makes fun of her mode of transport and the pollution on his planet is bad.

Question 3

Why didn't Elliot want Virgo to leave?

Question 3

Why didn't Elliot want Virgo to leave?

Because he thought she was mad and wouldn't be safe alone.

Question 4

What impressions do you get of Elliot? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

Question 4

What impressions do you get of Elliot? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
caring	He takes a stranger back to his house because she is in need.
sensible	He does not believe Virgo's stories about space.



Question 1

Each of the gods has one or more powers.
Which power does Frigg have?



Question 1

Each of the gods has one or more powers.
Which power does Frigg have?

She can see people's futures/fate.



Question 2

The poem says that Thor is the strongest god of them all. Name **one** thing he can do which shows this.



Question 2

The poem says that Thor is the strongest god of them all. Name **one** thing he can do which shows this.

He crushes mountains.



Question 3

Who travels with an animal around the worlds?



Question 3

Who travels with an animal around the worlds?

Freya



Question 4

Draw lines to match each god with the statement describing them.

Thor

is the queen

Frigg

likes to flirt

Odin

wears a cloak

Loki

rides a horse

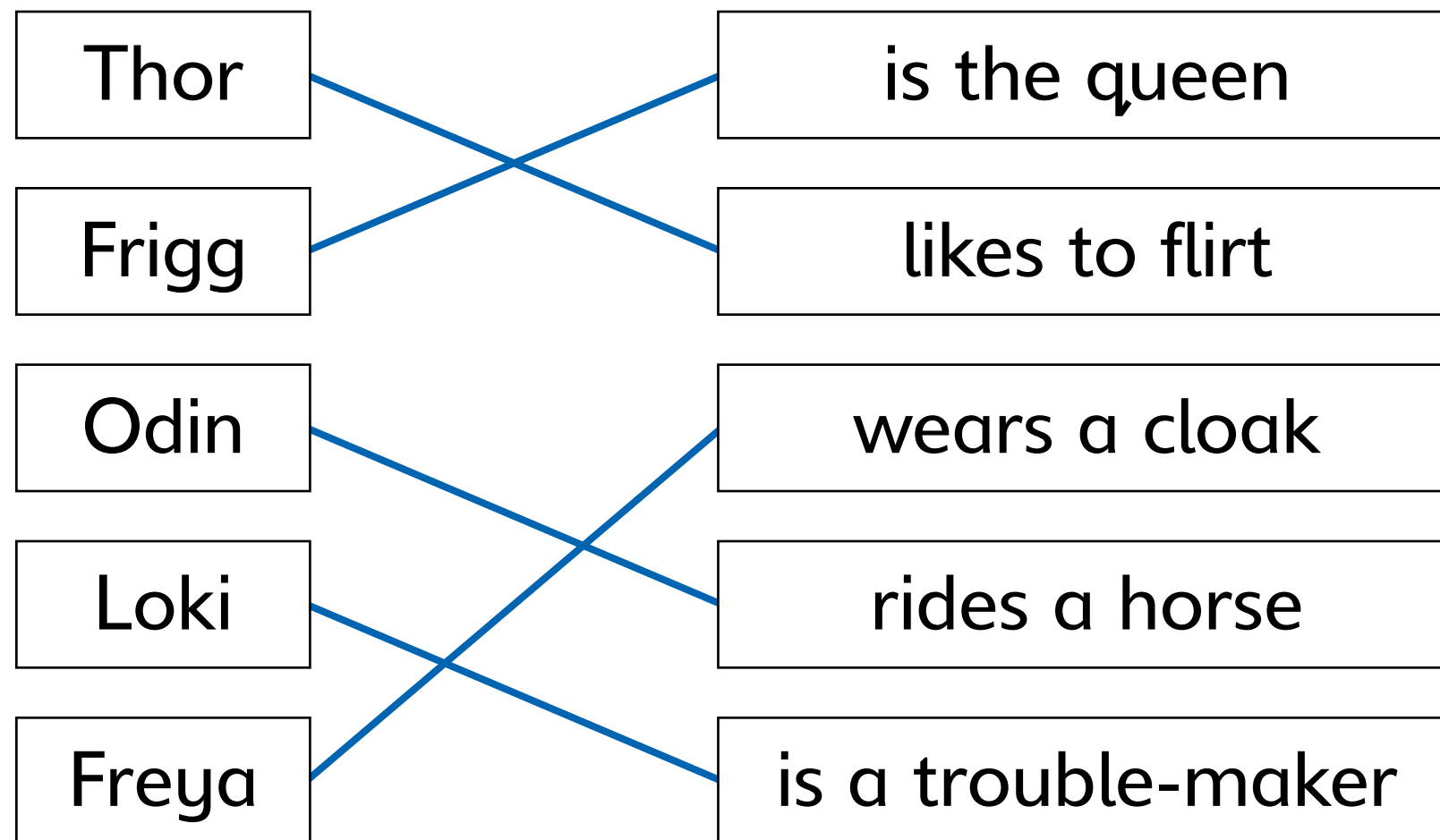
Freya

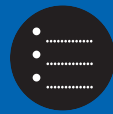
is a trouble-maker



Question 4

Draw lines to match each god with the statement describing them.





Question 1

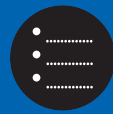
Which word best describes the careers of the four women? Tick **one**.

revolutionary ☐

dull ☐

effortless ☐

typical ☐



Question 1

Which word best describes the careers of the four women? Tick **one**.

revolutionary ☒

dull ☐

effortless ☐

typical ☐

Question 2

Look at the sixth paragraph.

What is the main point of this paragraph?

Question 2

Look at the sixth paragraph.

What is the main point of this paragraph?

This paragraph explores how the achievements of the women were even more impressive because of the discrimination they faced.

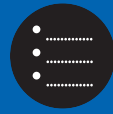
Question 3

What would be an effective subheading for the seventh and eighth paragraphs?

Question 3

What would be an effective subheading for the seventh and eighth paragraphs?

Segregation in the USA



Question 4

What is the overall theme of the text?

Question 4

What is the overall theme of the text?

It focuses on four female mathematicians overcoming the challenges of racial segregation to participate in the space race.

Question 1

Why do you think the poet has structured the poem like a recipe?

Question 1

Why do you think the poet has structured the poem like a recipe?

He wants to show that the different cultures in Britain come together to make something special, just like a recipe.

Question 2

The poet has split the poem into two verses. Why?

Question 2

The poet has split the poem into two verses. Why?

The first verse deals with the history of Britain, while the second is about the present day.

Question 3

The poet uses groups of words such as *stir vigorously*, *add to the ... pot* and *Leave the ingredients to simmer*.

How do these support the structure and theme of the poem?

Question 3

The poet uses groups of words such as *stir vigorously*, *add to the ... pot* and *Leave the ingredients to simmer*.

How do these support the structure and theme of the poem?

They are often used in recipes and they help to show that mixing the cultures together is positive.

Question 4

The poem ends with a warning. Why do you think this has been included?

Question 4

The poem ends with a warning. Why do you think this has been included?

Recipes often include a warning to help keep you safe. This warning is about keeping everyone in the community safe and happy.

Question 1

Look at the first two sentences.

How do you think Joey feels at this point in the story?
Explain your answer using evidence from the text.

Question 1

Look at the first two sentences.

How do you think Joey feels at this point in the story?
Explain your answer using evidence from the text.

Terrified because he's being hurt all the way to
the farm.

Question 2

Look at the first paragraph.

What impression do you think Joey has of his new owner?
Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence

Question 2

Look at the first paragraph.

What impression do you think Joey has of his new owner?

Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
cruel	He pulls Zoe along. <i>OR</i> He hits Zoe. <i>OR</i> He calls Zoe names.

Question 3

There was the sound of slamming doors and raised voices.

Who was making the noise?

Question 3

There was the sound of slamming doors and raised voices.

Who was making the noise?

Albert's father (and mother)

Question 4

Albert likes horses. Explain how you know using evidence from the text.

Question 4

Albert likes horses. Explain how you know using evidence from the text.

He beams at Joey and he wants to rub him down/
take care of him.

Question 1

The poet describes the men as *flesh of her flesh* and *spirit of her spirit* when talking about England and the soldiers.

What does this tell you about how England felt about the men?

Question 1

The poet describes the men as *flesh of her flesh* and *spirit of her spirit* when talking about England and the soldiers.

What does this tell you about how England felt about the men?

The soldiers were like parts of England because they were so important to her.

Question 2

There is music in the midst of desolation.

What does the word *desolation* mean in this line?

Question 2

There is music in the midst of desolation.

What does the word *desolation* mean in this line?

bareness/sadness

Question 3

They were staunch to the end against odds uncounted.

Which word most closely matches the meaning of *staunch* in this line? Tick **one**.

dedicated ☐

unhappy ☐

cowardly ☐

wild ☐

Question 3

They were staunch to the end against odds uncounted.

Which word most closely matches the meaning of *staunch* in this line? Tick **one**.

dedicated ☒

unhappy ☐

cowardly ☐

wild ☐

Question 4

Look at the third verse.

Find and copy **one** word that tells you that the soldiers in the poem are dead or wounded.

Question 4

Look at the third verse.

Find and copy **one** word that tells you that the soldiers in the poem are dead or wounded.

fell



Question 1

‘The Sky Gods will start dancing again by the end of the story.’

Do you think this prediction is correct? Explain your answer using evidence from the text.



Question 1

‘The Sky Gods will start dancing again by the end of the story.’

Do you think this prediction is correct? Explain your answer using evidence from the text.

Yes, because the story is similar to a fairy tale and good always triumphs in fairy tales. The Sky Gods will dance if the evil Ice Queen is defeated.



Question 2

Look at the fifth paragraph.

What do you think the Tusk Tribe will do next?

Explain your answer using evidence from the text.



Question 2

Look at the fifth paragraph.

What do you think the Tusk Tribe will do next?

Explain your answer using evidence from the text.

They will do whatever the Ice Queen tells them to do because she is controlling them.



Question 3

Look at the last paragraph.

What do you think Slither will do next?



Question 3

Look at the last paragraph.

What do you think Slither will do next?

He will use the magic to gain more power.



Question 4

What do you think the reign of the Ice Queen will be like? Explain your answer using the text.



Question 4

What do you think the reign of the Ice Queen will be like? Explain your answer using the text.

Frightening, because she could use her magic to persuade others to kill. The text says the North Star stopped her 'before she could spread her evil across the land'.

Question 1

Look at the first paragraph.

Why did Christopher look at Jack?

Question 1

Look at the first paragraph.

Why did Christopher look at Jack?

Because Jack's joints were squeaking.

Question 2

“He did. He even checked me for loose rivets,” said Jack.

Why did Jack say this?

Question 2

“He did. He even checked me for loose rivets,” said Jack.

Why did Jack say this?

Jack wanted to save Christopher from being told off by Absalom.

Question 3

“What’s wrong?” said Jack. “Nothing,” Christopher replied.

How does Christopher actually feel at this point in the story? Why?

Question 3

“What’s wrong?” said Jack. “Nothing,” Christopher replied.

How does Christopher actually feel at this point in the story? Why?

He is upset because his friend Jack is going to be sold.

Question 4

Do you think Christopher enjoys working for Absalom?
Explain your answer using the text.

Question 4

Do you think Christopher enjoys working for Absalom?
Explain your answer using the text.

No, because he is afraid of Absalom and he talks about Absalom's scarecrows being embarrassing.



Question 1

What kept the visitors safe when they entered the city?



Question 1

What kept the visitors safe when they entered the city?

green spectacles/glasses



Question 2

Look at the second paragraph.

Who talked to Dorothy?



Question 2

Look at the second paragraph.

Who talked to Dorothy?

no-one



Question 3

Who did Dorothy and her friends meet first?



Question 3

Who did Dorothy and her friends meet first?

the Guardian of the Gates



Question 4

Why did the girl in the green silk gown come into the room?



Question 4

Why did the girl in the green silk gown come into the room?

The soldier blew a whistle which summoned her.

Question 1

Look at the third paragraph.

Why do you think the old city was quieter than usual?

Question 1

Look at the third paragraph.

Why do you think the old city was quieter than usual?

There was trouble in the country/people felt it was not safe.

Question 2

“This government ...” He looked quickly round at the group and went quiet, as if he was afraid he’d said too much.

Why do you think the man was afraid?

Question 2

“This government ...” He looked quickly round at the group and went quiet, as if he was afraid he’d said too much.

Why do you think the man was afraid?

The government were repressing the people.

The man could be arrested for saying something against the corrupt regime.

Question 3

*Rasoul scowled. “Your baba ...” He stopped. “What?”
“Let’s just say that we don’t agree on politics. He works
for the government, after all.”*

What does Rasoul think about Omar’s dad?
Explain your answer using evidence from the text.

Question 3

*Rasoul scowled. “Your baba ...” He stopped. “What?”
“Let’s just say that we don’t agree on politics. He works
for the government, after all.”*

What does Rasoul think about Omar’s dad?
Explain your answer using evidence from the text.

Rasoul doesn’t like Omar’s dad because he thinks that
Omar’s dad supports the government, who are doing
terrible things.

Question 4

How does Omar feel at the end of the extract?
Explain your answer using evidence from the text.

Question 4

How does Omar feel at the end of the extract?
Explain your answer using evidence from the text.

He's upset because Rasoul is leaving and he cannot work at the souvenir shop any more. He's also worried, because his dad works for the government and Rasoul says there's trouble coming.



Question 1

How old was Malala when she was shot? Tick **one**.

17 ☐

60 ☐

15 ☐

11 ☐



Question 1

How old was Malala when she was shot? Tick **one**.

17 ☐

60 ☐

15 ☒

11 ☐



Question 2

Why did Malala win the Nobel peace prize?



Question 2

Why did Malala win the Nobel peace prize?

She campaigned for children's/equal rights to education.



Question 3

Where does Malala live now?



Question 3

Where does Malala live now?

Birmingham, United Kingdom

Question 4

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Malala is the youngest peace prize recipient.		
Malala is powerful and courageous.		
Malala was a student at Edgbaston High School.		
Malala is outspoken about education.		



Question 4

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Malala is the youngest peace prize recipient.	✓	
Malala is powerful and courageous.		✓
Malala was a student at Edgbaston High School.	✓	
Malala is outspoken about education.		✓

Question 1

Look at the beginning of the story.

Who helps Ivy up?

Question 1

Look at the beginning of the story.

Who helps Ivy up?

an unknown boy

Question 2

Read from *Ivy glanced down ... to ... more intense.*

Give **two** reasons why the suitcase is unusual.

Question 2

Read from *Ivy glanced down ...* to *... more intense*.

Give **two** reasons why the suitcase is unusual.

It appears from nowhere and it becomes hot when someone touches it.

Question 3

Too late.

What were Ivy and Seb too late to do?

Question 3

Too late.

What were Ivy and Seb too late to do?

escape

Question 4

Think about the whole text. What impressions do you get of the unknown boy? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

Question 4

Think about the whole text. What impressions do you get of the unknown boy? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
courageous	He wants to help Ivy and Seb escape from Officer Smokeheart even though it puts him in danger.
impatient	He keeps saying they don't have much time and asks "Are you coming?".

Question 1

Look at the first paragraph.

Find and copy **one** word that tells you how the perfume smelt.

Question 1

Look at the first paragraph.

Find and copy **one** word that tells you how the perfume smelt.

sharp *OR* **overripe**

Question 2

Look at the paragraph beginning “*Oh, no ...*”.

Which of the following words is closest in meaning to *concerned*?
Tick **one**.

surprised ☐

confused ☐

anxious ☐

upset ☐

Question 2

Look at the paragraph beginning “*Oh, no ...*”.

Which of the following words is closest in meaning to *concerned*?
Tick **one**.

surprised ☐

confused ☐

anxious ☒

upset ☐

Question 3

Look at the paragraph beginning *Lily opened her eyes ...* .

What word is used to describe Lily's confusion?

Question 3

Look at the paragraph beginning *Lily opened her eyes ...* .

What word is used to describe Lily's confusion?

haze

Question 4

Look at the paragraph beginning *Madame stood ...* .

Find and copy **two** words that tell you Lily's clothes were scruffy.

Question 4

Look at the paragraph beginning *Madame stood ...* .

Find and copy **two** words that tell you Lily's clothes were scruffy.

dishevelled and **coal-covered**

Question 1

Compare how Alice feels about the hall and how she feels about the garden. Explain your answer using evidence from the text.

Question 1

Compare how Alice feels about the hall and how she feels about the garden. Explain your answer using evidence from the text.

She dislikes the dark hall and wants to leave; she thinks the garden is beautiful and wants to go there. We know this because the text says she longs to get out of the hall.

Question 2

Look at the paragraph beginning “*Come, there’s no use in crying like that!*”.

How is Alice’s reaction different in this paragraph compared to her reaction at the end of the previous paragraph?

Question 2

Look at the paragraph beginning “*Come, there’s no use in crying like that!*”.

How is Alice’s reaction different in this paragraph compared to her reaction at the end of the previous paragraph?

In the previous paragraph Alice gave up and cried, but in this paragraph she decides to be courageous and figure out a solution to her problem. She decides to try again.

Question 3

At first, Alice feels glad that she has shrunk because she can now fit through the door. How do her emotions change straight after that?

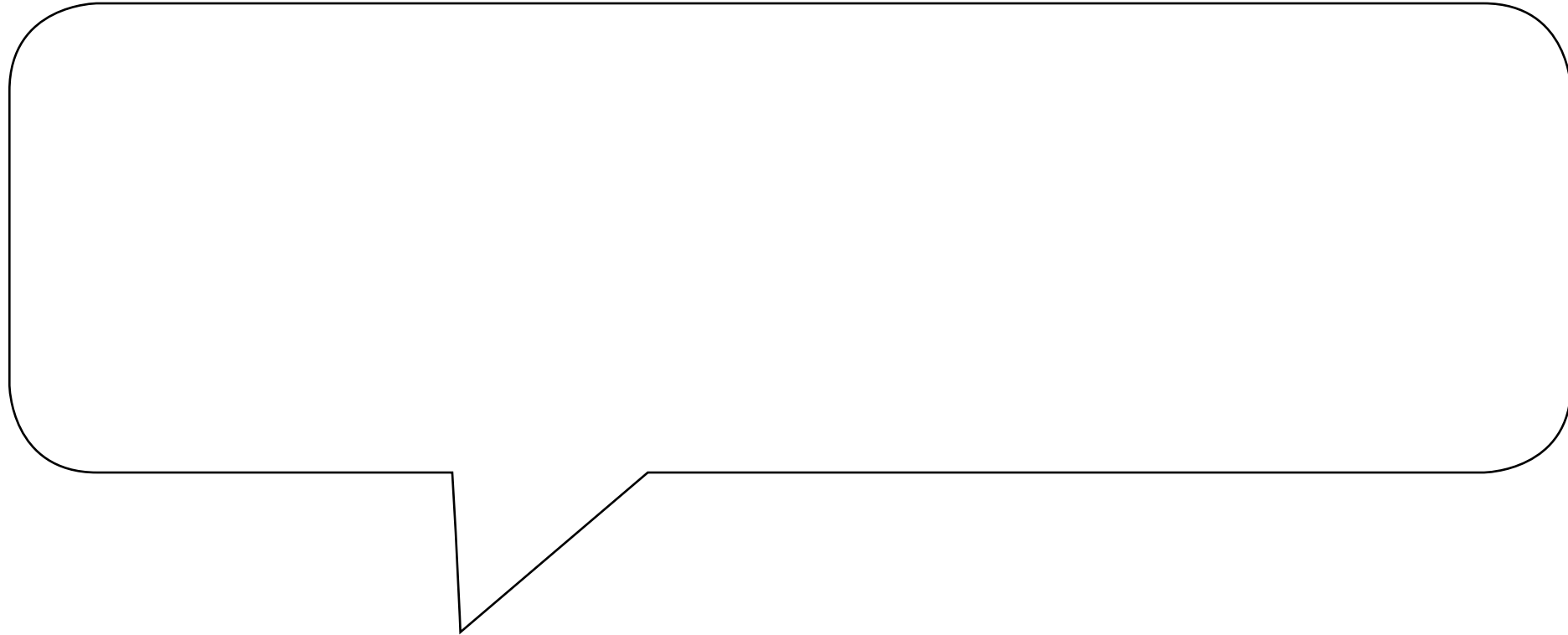
Question 3

At first, Alice feels glad that she has shrunk because she can now fit through the door. How do her emotions change straight after that?

She starts to feel nervous in case the shrinking does not stop.

Question 4

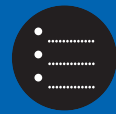
Alice goes through different emotions throughout the text.
Write in the thought bubble how you think Alice feels at the end of the extract.



Question 4

Alice goes through different emotions throughout the text.
Write in the thought bubble how you think Alice feels at the end of the extract.

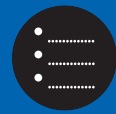
I'm desperate to go into that garden
and I'll do anything to get there.
I hope eating this cake works!



Question 1

Look at the paragraph beginning *These were dangerous times ...*

What is the most important point in this paragraph?

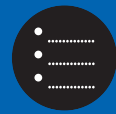


Question 1

Look at the paragraph beginning *These were dangerous times ...*

What is the most important point in this paragraph?

It was dangerous to be a writer.



Question 2

Look at the paragraph beginning *And, strange as it may seem ...* .

Which subheading best summarises the content of this paragraph?
Tick **one**.

Kings and queens

☐

Crime and punishment

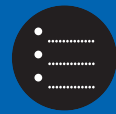
☐

Shakespeare's rulers

☐

The risks of being a ruler

☐



Question 2

Look at the paragraph beginning *And, strange as it may seem ...* .

Which subheading best summarises the content of this paragraph?
Tick **one**.

Kings and queens

☐

Crime and punishment

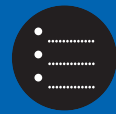
☐

Shakespeare's rulers

☐

The risks of being a ruler

☒



Question 3

Look at the paragraph beginning, *Every year ...* .

According to the text, what are the main themes of Shakespeare's plays? Tick **two**.

animals ☐

families ☐

gods ☐

rulers ☐

battles ☐

writers ☐



Question 3

Look at the paragraph beginning, *Every year ...* .

According to the text, what are the main themes of Shakespeare's plays? Tick **two**.

animals ☐

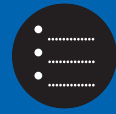
families ☒

gods ☐

rulers ☒

battles ☐

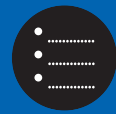
writers ☐



Question 4

Look at the whole text.

What title could be used to summarise the extract?



Question 4

Look at the whole text.

What title could be used to summarise the extract?

Life in Shakespeare's England



Question 1

Look at the first section.

Give **one** explanation that Macbeth gives for the dagger appearing.



Question 1

Look at the first section.

Give **one** explanation that Macbeth gives for the dagger appearing.

That it is in his imagination.



Question 2

Look at the second section.

Which way does the dagger go?



Question 2

Look at the second section.

Which way does the dagger go?

the way Macbeth was going



Question 3

Look at the third section.

What group of words tells you that Macbeth did not see any real blood?



Question 3

Look at the third section.

What group of words tells you that Macbeth did not see any real blood?

There's no such thing



Question 4

Look at the fourth section.

This scene is set at night. Find and copy **one** word that tells you this.



Question 4

Look at the fourth section.

This scene is set at night. Find and copy **one** word that tells you this.

sleep *OR* **dreams**

Question 1

Look at the first section.

Find and copy **one** word that means the same as 'cut down'.

Question 1

Look at the first section.

Find and copy **one** word that means the same as 'cut down'.

felled

Question 2

Look at the paragraph beginning *Oil palms only ...* .

What does the word *suit* mean in this sentence?

Question 2

Look at the paragraph beginning *Oil palms only ...* .

What does the word *suit* mean in this sentence?

fit

Question 3

Look at the section 'Climate change'.

Underline **one** word that means the same as 'typical'.

Question 3

Look at the section 'Climate change'.

Underline **one** word that means the same as 'typical'.

average

Question 4

Look at the section 'The solution'.

Which word is closest in meaning to *contents*? Tick **one**.

features

☐

ingredients

☐

recipe

☐

list

☐

Question 4

Look at the section 'The solution'.

Which word is closest in meaning to *contents*? Tick **one**.

features

☐

ingredients

☒

recipe

☐

list

☐



Question 1

Look at the third paragraph.

What do you think the writer meant by *The fire called back in response*?



Question 1

Look at the third paragraph.

What do you think the writer meant by *The fire called back in response?*

That the fire was noisy and was the only sound that occurred after Fred shouted.



Question 2

What do you think the author is trying to tell us when she uses the words *spat red* and *cascade of sparks* to describe the fire?



Question 2

What do you think the author is trying to tell us when she uses the words *spat red* and *cascade of sparks* to describe the fire?

It was burning violently.



Question 3

The author describes Fred's hands as being covered in *something like tar*. What does this suggest the 'something' is? Tick **two**.

dark ☐

syrupy ☐

powdery ☐

light ☐

clean ☐



Question 3

The author describes Fred's hands as being covered in *something like tar*. What does this suggest the 'something' is? Tick **two**.

dark ☒

syrupy ☒

powdery ☐

light ☐

clean ☐



Question 4

A voice came suddenly from the dark.

How does the author's choice of words here add to the atmosphere at the end of the story?

Question 4

A voice came suddenly from the dark.

How does the author's choice of words here add to the atmosphere at the end of the story?

It makes it scarier, because Fred thinks he is all alone in the dark, and then out of nowhere there's a voice.

OR It adds to the tension because Fred doesn't know who is speaking because it's dark.

Question 1

How does Cam feel about transgenics at the start of the story?

Question 1

How does Cam feel about transgenics at the start of the story?

He doesn't understand why someone would want to transplant an animal's organs into a human.

Question 2

They stood and ranted at the hospital staff for a good thirty minutes.

How do you think Cam's parents felt at this point in the story? Explain your answer using evidence from the text.

Question 2

They stood and ranted at the hospital staff for a good thirty minutes.

How do you think Cam's parents felt at this point in the story? Explain your answer using evidence from the text.

They were angry because the staff had got their hopes up and then taken the transplant away at the last minute.

Question 3

What impression do you get of Cam's dad? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence

Question 3

What impression do you get of Cam's dad? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
considerate	He doesn't tell Cam about Dr Bryce beforehand, in case he gets Cam's hopes up.

Question 4

Do you think Cam's dad should have asked Cam before he contacted the doctor? Explain your answer using evidence from the text.

Question 4

Do you think Cam's dad should have asked Cam before he contacted the doctor? Explain your answer using evidence from the text.

Yes, because even though he was trying to do the right thing by getting him well again, it is Cam's body and he should decide what happens to it.



Question 1

Why was Marius euthanised?



Question 1

Why was Marius euthanised?

His genes were too common which meant he was not useful for breeding.



Question 2

Give **two** reasons why the dissection took almost three hours.

1

2



Question 2

Give **two** reasons why the dissection took almost three hours.

- 1 **Lots of people were watching.**
- 2 **Zookeepers carefully explained what they were doing.**



Question 3

What is the role of the European Association of Zoos and Aquaria?



Question 3

What is the role of the European Association of Zoos and Aquaria?

To monitor standards in zoos across Europe.

Question 4

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Marius' genes had too much in common with other giraffes at the zoo.		
The zoo should be boycotted.		
The zoo raised Marius so it was their responsibility to find him a home.		
It was the zoo's first giraffe dissection.		



Question 4

Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Marius' genes had too much in common with other giraffes at the zoo.	✓	
The zoo should be boycotted.		✓
The zoo raised Marius so it was their responsibility to find him a home.		✓
It was the zoo's first giraffe dissection.	✓	

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Look at the first section.

Underline **one** word that means the same as 'difference'.

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variation

Question 2

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Which word is closest in meaning to *coded* in this sentence?

Tick **one**.

measured ☐

programmed ☐

constructed ☐

changed ☐

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Question 3

Look at the paragraph beginning *Answer: ...* .

Find and copy a group of words that describe someone who has a sibling who is genetically the same as them.

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identical twin

Question 4

What is the meaning of 'dominant' in this text?

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What is the meaning of 'dominant' in this text?

A gene that is dominant takes priority over other genes.
It prevents other (recessive) genes from working.