

Year 6 – Eagles
Iceberg Ahead
Autumn 2 2026

Topic Overview:
In our exciting topic, *"Iceberg Ahead!"* we'll dive into the story of the Titanic, the famous "unsinkable" ship that met disaster in the icy waters of the North Atlantic in 1912. Using this historical event, we'll explore several key Year 6 Geography objectives and develop our understanding of the physical and human geography that played a role in the tragedy. To bring history to life, we'll conclude our study by cooking a meal based on what third-class passengers ate aboard the Titanic. This will include traditional dishes such as soup, bread, and stews, giving pupils a taste of history while considering the experiences of different social classes on the ship.

Hook:
We will be investigating the survivors of the Titanic and drawing the Titanic.

Outcome:
Cooking a 3rd class meal

What's being covered?		
Maths	Fractions: + and – fractions, ordering and comparing fractions, multiplying and dividing fractions and fractions of amounts. Converting units.	
English	Writing a character flaw story, Figurative language and poetry, persuasive letter writing, renga writing.	
	Topic	Skills
Geography	**The Titanic**	• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, border, key • Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
DT	**Cooking**	• Understand and apply principles of a healthy and varied diet. • Prepare and cook variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Music	**"Classroom Jazz"**	• Listen and Appraise: the two main tunes and other supporting tunes • Musical Activities - learn about the interrelated dimensions of music through playing instruments and improvising • Perform and share

Science	**Light**	• To recognise that light appears to travel in straight lines by creating a model of light travelling. • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a model of light travelling. • To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye by creating a periscope and explaining how it works. • To recognise that light appears to travel in straight lines by investigating refraction.
Computing	**Core skills**	• Use technology effectively and develop digital literacy skills. Touch typing itself is an additional school-selected skill, rather than an explicit statutory requirement. • Select, use and combine a variety of software to design and create content that accomplishes given goals. • Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify ways to report concerns about content and contact.
French	**Knowledge about French nouns and the alphabet**	• Learn to name some typical classroom objects (masculine nouns) • Ask and answer questions about classroom objects • Practise dictionary skills by sorting words into alphabetical order • Hear the letters of the French alphabet • Learn that alphabetical knowledge is important for many types of reference materials
RE	**How do Buddhists explain suffering in the world?**	• The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. • The use of Jakata Tales as a source of moral guidance. • The different views about the nature of knowledge, meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.
PE	**Core Skills/ Football**	• To develop an awareness of what your body is able to do. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination. • To develop agility. • To develop balancing with control. • To maintain possession when dribbling. • To dribble with control under pressure. • To select the appropriate skill, choosing when to pass and when to dribble.

		• To move into and create space to support a teammate. • To use the appropriate defensive technique for the situation.
PSHE	**<u>Respectful relationships/managing conflict</u>**	• Identifying ways to resolve conflict through negotiation and compromise. • Discussing how and why respect is an important part of relationships. • Identifying ways to challenge stereotypes. • Exploring the process of grief and understanding that it is different for different people.