

The Industrial Revolution

The Industrial Revolution was a period in Britain's history which took place from the late 1700s to the late 1800s. During this time, Britain found itself rapidly moving from a predominantly agricultural way of life to one which was far more industrialised.

What Was Life like before the Industrial Revolution?

Prior to the Industrial Revolution, most people in Britain lived on farms; they raised their own livestock and grew their own produce.

The fastest mode of transportation was by horse-drawn cart and only a small percentage of the population lived in large towns.

In addition to this, crafts, such as pottery and weaving, were completed at home by individuals and families.



What Made the Industrial Revolution so Successful?

While many historians debate the exact reasons for the success of the Industrial Revolution, there were several defining factors. Firstly, several key inventions were created during this period which led to many tasks suddenly becoming a lot easier. For example, James Watt perfected the previous work of Thomas Newcomen to create an efficient steam engine. Previously, machines had relied on water power therefore they could only be built near bodies of water. Now, with the new steam engine fuelled by coal, factories could be built all over the country.

Furthermore, canals, railways and roads were developed. Due to the vast improvement in transport links, a trip from London to Manchester (which would have taken four days in 1700) took only four hours by 1880! This also meant that produce, textiles and coal could now be transported across the country at a far greater speed.



Year 6 Reading

The Industrial Revolution

Important Inventions

Alongside the steam engine, there were a number of other key inventions during the Industrial Revolution. In 1764, the spinning jenny was invented. It was a machine that weaved cotton into cloth far quicker than a person could manage to do so on their own. To further transport links, the first route on the London Underground was built in 1863 and, by 1885, Karl Benz had invented the first motorised car.



The origin of the name of the spinning jenny is unknown but has led to much speculation. Some people believe that the inventor had a family member named Jenny who inspired the invention. Others have guessed that 'jenny' was a slang term for an engine or generator.



What Was Life like during the Industrial Revolution?

Everyday life in Britain changed dramatically during the Industrial Revolution. Before the steam engine, most goods were made by hand. However, the introduction of steam power now made it possible to invent machines which were much faster at working than people were. As a result, large factories were built and people moved from working at home to working long shifts in dirty, noisy and dangerous conditions.

During this time, there were fewer laws to protect people and children as young as five years old would be sent to work in factories. People were no longer living in small rural communities. Instead, the majority now lived in large, industrialised towns. These towns were often overcrowded and were filled with pollution from the nearby factories. To afford their workers somewhere to live, factory owners built cheap houses; these were often very close together and rarely had running water.



Year 6 Reading

The Industrial Revolution



Rights for Child Workers

Young children who worked in factories were often subjected to incredibly dangerous conditions. Because of this, the government introduced a Factory Act in 1833. This act said that any child working in a factory had to be given two hours of schooling each day. The act also stated that children under the age of nine were not allowed to work in a factory and that all children were forbidden from working at night. Although children were now receiving an education, children between the ages of nine and thirteen were still allowed to work up to nine hours per day.

By the late 1800s, the steam engine meant that lots of Britain's goods were now made in large factories. Soon, the invention of the telephone and the introduction of a widespread sewer system would lead Britain into a new era of technological revolution.

Year 6 Reading

The Industrial Revolution Questions

1. Draw four lines to match each event with the impact it had on Britain.

There was a vast improvement in transport links.
James Watt perfected the design of the steam engine.
The spinning jenny was invented.
The government introduced a Factor Act.

Factories could now be built in places away from water.
Cotton could now be turned into cloth far quicker.
Children who worked in factories were given two hours of schooling.
Produce could be transported across the country at a far greater speed.

2. During the Industrial Revolution, why did houses have to be built so quickly? Tick one.

- because the builders were needed for other jobs
 because there were lots more people needing houses
 because children were now working in the factories
 because giant factories were being built over the old houses

3. Look at the first paragraph. Find and copy one word which means the same as 'mainly'.

4. Name one factor which led to the Industrial Revolution's success.

5. Fill in the missing words.

Children between the ages of _____ and _____ could work for up to nine hours per day.

6. The government's Factory Act gave working children two hours of schooling each day. Do you think that this was fair? Explain your answer.

7. During the Industrial Revolution, many jobs that were usually completed by people began to be completed by machines instead. How do you think this made people feel? Explain your answer.

8. Would you like to have lived during the Industrial Revolution? Tick one.

Yes

No

Explain your answer fully using references from the text.

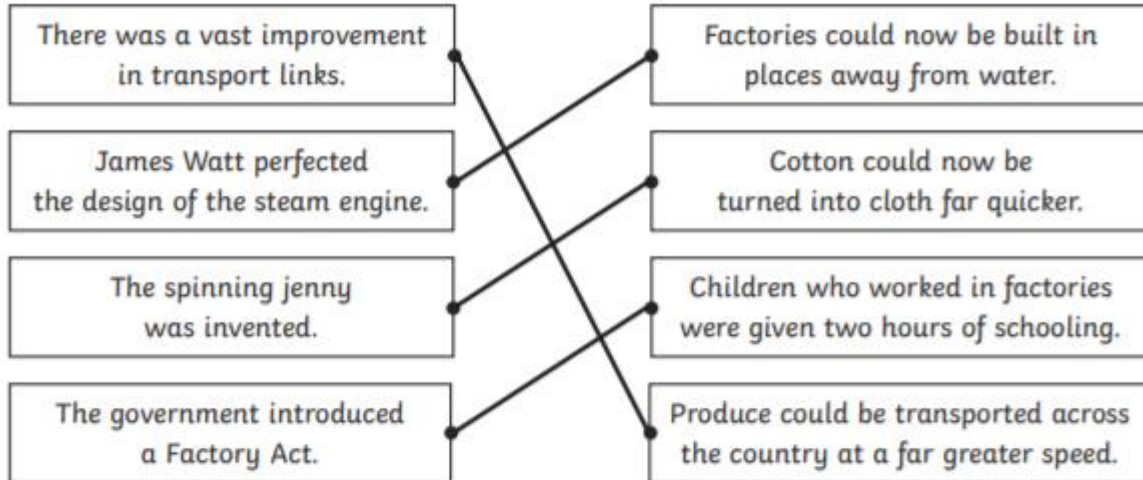
Year 6 Reading

9. What similarities are there between life during the Industrial Revolution and life today?
10. Explain how the government's Factory Act could have changed to further improve the lives of children.

Year 6 Reading

The Industrial Revolution Answers

1. Draw four lines to match each event with the impact it had on Britain.



2. During the Industrial Revolution, why did houses have to be built so quickly? Tick one.

- because the builders were needed for other jobs
- because there were lots more people needing houses**
- because children were now working in the factories
- because giant factories were being built over the old houses

3. Look at the first paragraph.

Find and copy one word which means the same as 'mainly'.

predominantly

4. Name one factor which led to the Industrial Revolution's success.

Accept one of the following: James Watt perfected the steam engine; canals, railways and roads were developed; there was a vast improvement in transport links.

5. Fill in the missing words.

Children between the ages of **nine** and **thirteen** could work for up to nine hours per day.

6. The government's Factory Act gave working children two hours of schooling each day.

Do you think that this was fair? Explain your answer.

Pupils' own responses, such as: I do not think this was fair because the children still had to work for the rest of the day. It would have been fairer to give the children a full day of schooling and not expect them to work in a factory.

Year 6 Reading

7. During the Industrial Revolution, many jobs that were usually completed by people began to be completed by machines instead. How do you think this made people feel?

Explain your answer.

Pupils' own responses such as: I think that this would have made people feel worried that there was not going to be any work left for them because they were going to be replaced by a machine.

8. Would you like to have lived during the Industrial Revolution? Tick one.

Explain your answer fully using references from the text.

Accept either 'yes' or 'no' as an answer, providing that a full explanation is also given, such as: No, I would not have liked to have lived during the Industrial Revolution because I enjoy school too much and I would not have liked to work in a dirty and dangerous factory.

9. What similarities are there between life during the Industrial Revolution and life today?

Pupils' own responses provided that a valid similarity has been given, such as: During the Industrial Revolution, lots of houses needed to be built because there were more people living in the towns. There are still lots of new houses being built today because towns are still growing.

10. Explain how the government's Factory Act could have changed to further improve the lives of children.

Pupils' own responses, such as: I think that the government's Factory Act could have further improved the lives of children by saying that even children who didn't work in factories could have education. It could also have said that children did not have to work in factories if they did not want to.

VE Day

What is VE Day?

VE Day stands for Victory in Europe Day, and is celebrated on the 8th May. It marked an end to the six years of suffering, misery but also endurance that defined the Second World War in Europe. Although it was not the end of the Second World War, it was the end of conflict in Europe.

How did it happen?

Hitler was the dictator of Germany, who had instigated the Second World War. After Hitler's death on 30th April 1945, the German President of the Third Reich, Grand Admiral Donitz, ordered that General Jodl go to the American General Eisenhower's Head Quarters based in France and surrender to the Western and Russian officers, agreeing to all their demands, on the 7th May.

The Announcement

The British people began celebrating as soon as they heard the news, although no official announcement had been made. Bell ringers in the churches around the country, were put on standby ready to ring out the good news when an official notice was given.

Joseph Stalin, the leader of the Russian's Communist Party, was reluctant to announce the surrender but the British Prime Minister,



Winston Churchill, did not want to give Stalin the satisfaction of holding up what everyone already knew anyway! Churchill made the following announcement at 19.40, 7th May:

"In accordance with arrangements between three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."



The Effects of War

In Britain, during the war in Europe, half a million homes were destroyed, thousands of civilians killed and millions of lives had been disrupted.



Bring on the Celebrations!

People took to decorating the streets with banners, bunting and ribbons. They organised impromptu street parties where neighbours shared food, which was still rationed, and listened to the wireless news broadcasts.

King George VI and the Queen appeared eight times on the balcony of Buckingham Palace, and their two daughters, Princess Margaret and Princess Elizabeth – who is now Her Majesty the Queen – mingled amongst the crowds! Churchill told the crowds, "This is your victory!"

Churchill attended a celebratory lunch with King George VI then addressed the nation, reminding them that although Japan still

had to be defeated, Great Britain "May allow ourselves a brief period of rejoicing. God Save the King!"

The End of the VE Day

At 21:00, King George VI made a final broadcast to the nation. Buckingham Palace was lit up in floodlights for the first time since the start of the war, and two searchlights formed a V, the sign of peace, above St Paul's Cathedral in London.

All the illuminations were turned off the next day.



Although everyone was relieved that the war in Europe had ended, for many the celebrations would have been bittersweet. The loss of many loved ones, either fighting abroad, captured by the enemy or those who died in air raids, meant that many people felt a certain anti-climax after the celebrations.

Year 6 Reading

VE Day Questions

1. Which negative words have been used to describe some of the effects of the fighting in Europe?
2. What prompted the German surrender, and why do you think this was?
3. Explain what it means when it says the bell ringers were 'put on stand-by'?
4. What were some of the lasting effects on Britain, from the war?
5. Explain how Stalin affected Churchill?
6. What word has been used that means 'unplanned', and how does it relate to the sentence it is used in?
7. Explain what the paragraph in italics is all about.
8. Why do you think it is unusual that the princesses 'mingled with the crowd'?
9. What two things did Churchill do on VE Day?
10. How do you think people felt on the 9th May? Explain your thoughts.

Year 6 Reading

VE Day Answers

1. Which negative words have been used to describe some of the effects of the fighting in Europe?
The negative words used to describe some of the effects of fighting in Europe are suffering and misery.
2. What prompted the German surrender, and why do you think this was?
The Germans surrendered because Hitler had died. He was the leader of the Germans, and had started the Second World War, so once he had died I think they knew they would not win so they had to surrender.
3. Explain what it means when it says the bell ringers were "put on stand-by".
When it says the bell ringers were "put on stand-by", it means they were ready and waiting to ring the bells to let everyone know the good news.
4. What were some of the lasting effects on Britain, from the war?
Some of the lasting effects on Britain from the war were, half a million homes were destroyed, thousands of civilians killed and millions of lives had been disrupted.
5. Explain how Stalin affected Churchill.
Stalin affected Churchill because he would not announce the surrender as he was reluctant to admit it had happened. This meant that Churchill could not announce the end of the war in Europe and celebrate VE Day.
6. What word has been used that means 'unplanned', and how does it relate to the sentence it is used in?
The word which has been used that means 'unplanned' is 'impromptu'. It relates to the sentence it has been used in because people were not expecting VE Day, so the parties would have been unplanned and unexpected.
7. Explain what the paragraph in italics is about.
The paragraph in italics is explaining that some people did not feel completely happy about VE Day because their families or friends might have been killed, which meant the event was bittersweet.
8. Why do you think it unusual that the princesses 'mingled with the crowd'?
Answers will vary.
9. What two things did Churchill do on VE Day?
On VE Day Churchill had a celebratory lunch with King George VI and talked to the nation, reminding them that the war wasn't over, but that for one day, the British people could allow themselves a "brief period of rejoicing".
10. How do you think people felt on the 9th May? Explain your thoughts.
Answers will vary.

Year 6 Reading

The D-Day Landings

On 6 June 1944, a military force of thousands descended on France, in a desperate and determined attempt to stop Adolf Hitler and his Nazi troops from winning World War II. The dictator and his army had already invaded and taken over huge areas of Europe.

The Normandy landings, later called the 'D-Day' landings, were a pivotal event in World War II and began a sustained attack that lasted for a total of 11 months. The operation, which was codenamed Overlord, involved a huge amount of planning and deception. It undoubtedly had a major impact on the outcome of the war.

Why was the day of the landings called 'D-Day'?

Strangely, the 'D' in 'D-Day' just stands for 'Day'. In this campaign, the army referred to the date of attack as 'D-Day' and the time of attack as 'H-Hour', simply to prevent the actual details of the plan from falling into enemy hands. They referred to the days and hours around D-Day and H-Hour using pluses and minuses: for example, the day after D-Day was 'D+1', and three hours before the attack was 'H-3'

How did the landings start?

The D-Day landings were carried out five years after World War II began. The Nazi army had assembled on the Normandy coastline, in northern France, but would soon encounter the Allied forces of Britain, America and Canada.

The initial wave of attacks on the Nazi forces involved planes and warships targeting their positions along the French coastline, in a bid to damage their defences and make it easier for troops to arrive by sea. At the same time, paratroopers descended from planes behind enemy lines. Their aim was to destroy key targets and capture bridges and roads, in order to support the entry of troops from the sea and prevent the Nazi forces from being able to move around easily. During this time, it is thought that dummies were dropped from planes in an effort to confuse the Nazis and create panic amongst their troops.

Early on the morning of 6 June, at around 6.30 am, Allied troops began to land along an 80 kilometre stretch of beach bordering Normandy in northern France. It is thought that a total of 156,000 troops had arrived in Normandy by the end of D-Day and that nearly 7,000 vessels were involved in the mission.

Year 6 Reading

What happened during the battle?

The D-Day fighting took place mainly on five beaches in Normandy which were codenamed Juno, Gold, Omaha, Sword and Utah. The number of soldiers injured and killed varied from beach to beach. The heaviest fighting occurred on Omaha beach, on which American troops landed. In the ferocious fighting, many of the American soldiers lost their lives — but eventually the beach was taken. By the end of the day, the Allies had secured a foothold along the coast and were able to advance further into France.

In total, it is thought that the Allied forces suffered around 10,000 casualties that day, including both the injured and the killed. In the months that led up to the invasion, thousands of aircrew also lost their lives in missions linked to the operation. Although exact numbers are not known, it is believed that between 4,000 and 9,000 Nazi soldiers were killed in the fighting on 6 June.

What happened after D-Day?

Following the initial invasion, the first wave of troops pressed further inland, allowing more and more Allied troops to arrive in France. The determined attack saw many of the Nazi soldiers being captured or forced to retreat by the Allied troops. By the end of August 1944 — less than three months after the D-Day operation — the Nazis were retreating out of France.

The war did not end immediately, but the D-Day operation had a significant impact on the Nazi forces' through Europe. The war finally ended in Europe when the Nazi forces surrendered on 7th May 1945.

How is D-Day remembered?

Since 2007, the annual Normandy D-Day Festival has commemorated the arrival of the Allied forces and remembered the soldiers who died during the attack. Parachute landings, musical firework displays, picnics, parades and concerts all take place as part of the festival.

Significant world leaders, including Barack Obama and Queen Elizabeth II of England, have attended ceremonies paying tribute to the fallen soldiers. They commemorate those from across the world who bravely fought and sacrificed their lives trying to bring World War II to an end and to re-establish peace across Europe.

Year 6 Reading

D-Day Landings - Matching

Draw a line to match the information, using the text to help you.

paratroopers
American troops
Overlord
Barack Obama

10,000
nearly 7,000
five
heaviest fighting

Nazi surrender
D-Day
D-Day invasion began
Normandy commemorations

D-Day operation codename
attended tributes
landed on Omaha beach
landed behind enemy lines

casualties
Omaha beach
vessels
beaches

around 6.30am
6 June 1944
7 May 1945
Since 2007

Year 6 Reading

D-Day Landings - Label

Label the information with the correct date, place or name.

<i>the five beaches of Normandy</i>	
<i>D-Day operation codename</i>	
<i>military force of thousands descended on</i>	
<i>pivotal event in World War II</i>	

<i>the time that D-Day began</i>	
<i>length of the beach of Normandy</i>	
<i>number of German troops killed</i>	
<i>date the Nazis surrendered</i>	
<i>number of beaches involved</i>	
<i>D-Day date</i>	

Year 6 Reading

The D-Day Landings – Fill in the Gap

Read the sentences and choose the correct word or words to fill the gap.

Early on the morning of 6 June at around 6.30 am, Allied troops began to land along an 80 kilometre stretch of beach bordering _____ in northern France.

The war finally ended in Europe when the Nazi forces surrendered on _____ 1945.

By the end of August 1944 - less than three months after the D-Day operation — the Nazis were retreating out of _____.

At the same time, _____ descended from planes behind enemy lines.

The operation, which was codenamed _____ involved a huge amount of planning and deception. It undoubtedly had a major impact on the outcome of the war.

The determined attack saw many of the Nazi soldiers being _____ or forced to retreat by the Allied troops.

The Normandy landings, later called the _____, were a pivotal event in World War II and began a sustained attack that lasted for a total of 11 months.

In total, it is thought that the Allied forces suffered around _____ that day, including both the injured and the killed.

During this time, it is thought that _____ were dropped from planes in an effort to confuse the Nazis and create panic amongst their troops.

The Nazi army had assembled on the Normandy coastline, in northern France, but would soon encounter the Allied forces of Britain, America and _____.

On 6th June 1944, a military force of thousands descended on France, in a desperate and determined attempt to stop _____ and his Nazi troops from winning World War II.

The initial wave of attacks on the Nazi forces involved planes and warships targeting their positions along the French _____ in a bid to damage their defences and make it easier for troops to arrive by sea.

The D-Day fighting took place mainly on five beaches in Normandy, which were codenamed _____ Gold, Omaha, Sword and Utah.

The dictator and his army had already invaded and taken over huge areas of _____.

Year 6 Reading

Although exact numbers are not known, it is believed that between 4,000 and 9,000 Nazi soldiers were killed in the fighting on -----.

Year 6 Reading

KS2 Reading Assessment Texts and Questions

Ice Fishing

(pages 1-4)

Sea Unicorn

(page 5)

The Arctic

(pages 6-9)

Ice Fishing



Tuktu followed her grandfather over the frozen sea. It had been a long morning searching the ice holes, with only three fish caught. She was tired, cold and hungry—and to make matters worse, the weather was beginning to turn.

"Ataataga, look," said Tuktu, pointing to the storm clouds rolling in. The sky was vast and heavy; a mixture of dirty dark greys hanging over the purest of Arctic whites. In the distance, she could see movement—a wandering polar bear perhaps. "Ataataga..." she called out again. "Grandfather!"

He stopped and paused before turning to face her.

Tuktu studied her grandfather's heavily-lined face. His pinprick eyes squinted in the wind as he glared, while frozen beads of ice hung from his beard like tiny baubles. "Ataataga," she said, "it's just, we've been out all morning... the fish aren't biting... and the weather, it's—"

"It's what?" he said, holding his glare. "Cold?"

Tuktu didn't know what to say. Her grandfather was a proud man, who was taught in the traditional ways of the Inuit. His skills as a fisherman were legendary. There were tales of him once catching 100 Arctic char in a -40 degree blizzard, and he would always tell about the years when it was so cold the summer melts never came and everyone relied on him to feed the village. But things were changing. The Arctic was warmer than it used to be. In the past, the seas would start to thaw around June-time. It was now April, and the waters had already started to melt. Even hunting and fishing techniques had changed. Modern technology, snowmobiles and motorised boats made it easier to catch fish and get around. It all meant that his skills weren't seen as useful anymore. Something he found hard to accept.

Her grandfather turned. "Look," he said. Beyond the snowdrift, sitting on the ice, was the figure of a man next to a snowmobile.

Year 6 Reading

Ice Fishing

"Hello?" Tuktu called out but the man didn't move.

"Ai!" her grandfather shouted, as he reached out and patted the man on his shoulder.

"Waaaagh!" the man screamed, springing to his feet then slipping on the ice. "Oh, it's you, Ataataga."

"What are you doing here, Otok?"

Tuktu's grandfather snarled. Otok was head fisherman for a company drilling for oil in the area, which was unforgivable in her grandfather's eyes. But Tuktu couldn't blame him. There were hardly any jobs and the company paid well. Otok had probably even bought his snowmobile from the money he'd earned.

"Same as you, old timer," Otok replied. He nodded to a basket behind his snowmobile. It was brimming with freshly caught Arctic char. "Seems I'm having a better day than you," he added as he nodded towards the three meagre fish hanging on Tuktu's backpack. He smiled, pulling some wires out of his ears.

"What is this?" Tuktu's grandfather demanded. "What sort of fishing line do you hang from your head?!"

"Hmm? This?" Otok said, looking amused. "It's for my mobile phone, you know—for listening to music?"

Tuktu's grandfather stared blankly back. "And this entices the fish?"

"Wh...? No!" the young fisherman laughed. "It helps pass the time."

"Pass the time?!" Tuktu's grandfather spat.

"Hey, you stick to your ancient ways and I'll stick to my very modern, profitable methods," the man sneered. "At the end of the day, we can compare catches. Then we'll see whose method is better."



Year 6 Reading

Ice Fishing

"Black waters tell me your way is bad for the Arctic," Tuktu's grandfather growled.

"You can't blame the company for the oil spillage," Otok said while placing his headphones back in, "the storm came out of nowhere."

"Tell that to the dead birds," Tuktu's grandfather replied.

"Come on, Ataataga," Tuktu said as she pulled at her grandfather's arm. "He can't hear you."

"An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.

He bent down and hacked at the frozen water with a long chisel.

Tuktu unwound a line attached to a twig, then tied a silver lure to the end.

"Here," she said.

Her grandfather held it over the ice pool, dropping the lure into the water. What happened next always amazed Tuktu. The old man would sit for ages, crouched over, occasionally blowing the ice crystals to the side so that he could see better. As soon as a fish came into view, he would make the lure dance and bob with subtle twitches of his wrist. For some reason, the fish found this irresistible and bit into the lure. Only, these days, the fish didn't seem to want to bite. She looked over to Otok. He was using some sort of electrical gadget, and pulled another fish from his pool.

"Perhaps it's time to look to the future, Ataataga," she sighed.

Suddenly, her grandfather dropped the line into the icy waters.

"What's wrong?" Tuktu said.

"Shh!" he mumbled as he lowered his fur hat and turned his ear to the wind.

Tuktu stared across the frozen sea; behind where Otok was quietly humming to himself.

Nothing but the sound of the wind.

Then she saw it. A small figure at first, blurred against the drifting snow, but growing larger all the time. She narrowed her eyes. Then opened them wide... Bounding towards them, behind the daydreaming Otok, was the largest land carnivore on the planet.

"Nanuk!" her grandfather hissed.

"Polar bear!" Tuktu yelled, but the young fisherman was lost in the sound of his music. "Otok!" She could see the animal clearly now; four huge, powerful paws pounding over the ice, but still Otok didn't react. Tuktu stepped forward, but her grandfather pulled her back. "Ataataga!" she cried.

"Wait," her grandfather whispered.

Year 6 Reading

Ice Fishing

The bear crashed through the ice in an explosion of frothing water and crystals. A ringed seal that Tuktu hadn't noticed flashed across the surface and dived into a nearby pool. The bear rushed towards it, thrashing and splashing as it moved. But the seal was too quick and soon disappeared into the icy depths.

It was at this point that Otok spun around. He backed away and headed for Tuktu and her grandfather, leaving his basket of fish and equipment behind.

The bear pulled itself from the sea and lolloped towards the snowmobile. It sniffed it cautiously, then ripped off the seat with its jaws

"My snowmobile!" Otok whined.

Suddenly, two small cubs appeared from nowhere. They trotted up to their mother and began feasting on Otok's haul of Arctic char.

Within minutes, the entire basketful had been devoured, during which time the mother polar bear had reduced Otok's snowmobile to a pile of broken parts. Then she peered over to the three Inuit and sniffed the air. For a moment, Tuktu thought they might be next on the menu, but then she turned and disappeared into the frozen wastelands; her two cubs tumbling playfully behind.

"Looks like we win," Tuktu's grandfather smiled while patting Otok playfully on his back. "We have three fish, you have none. Seems we had a better day than you after all."

The young fisherman looked like he wanted to cry.

"Come on," Tuktu said reassuringly, "let's go home and eat. There's a spare fish for you, Otok."

As they wandered home across the Arctic ice, Tuktu thought about the polar bear and her grandfather. They were similar in a way; both hunters struggling to survive in a changing world. She looked up. The grey clouds were even darker now and the temperature had plummeted.

'Perfect', she thought to herself, pulling her coat tight. 'Just how they like it.'



Sea Unicorn

He rises from thick water,
Tusk penetrating through oil,
Into a polar world of black and white,
Alone: a calm, mirrored ocean,
Hiding the darkness within.

He gasps for air in a
fizzled explosion of mist;
Eyes blinded by a dazzling
sun; unshielded and reflecting
off a stained, broken land.

Fish float lifelessly on emulsions of
small bubbles and dark currents;
Destined to drift along
tainted shores already lined with
grease and slick-black feathers.

The narwhal dives;
His intricate tusk guiding
him to cleaner Arctic currents and the
chance of fresh shoals,
Untouched by the poison above.

He sings and clicks loudly through
viscous shades; searching for
life in the midnight blue;
Hoping she will
hear his cries.

A distant call—a reply—
Echoes in northern waters
and the narwhal turns and
glides towards the sound,
Under a ceiling of ice.

The clicks increase and
through the murky gloom,
The mottled flank of a fellow narwhal
drifts into view as if
appearing from nowhere.

Tusk-less, and smeared black along her side,
She whistles her relief before leading
him to a gap in the ice;
A layer of darkness
shrouding the daylight above.

He rises from thick water,
Tusk penetrating through oil,
Into a polar world of black and white,
His mother beside him: a calm, mirrored ocean,
Hiding the darkness within.



The Arctic

With an area covering more than 5 million square miles (nearly twice the size of Australia), the Arctic is huge. There are all sorts of different landscapes and environments, including mountains, tundra, coastal wetlands, rivers, pack ice, and the sea itself. The Arctic supports an abundant array of wildlife, too. Many of these animals aren't found in any other region on Earth and are perfectly adapted to life on the frozen ice.

Where Is the Arctic?

The Arctic is the northernmost region of planet Earth. It is actually a frozen sea, the Arctic Ocean, surrounded by land, such as Russia, Canada and Finland.

The exact position of the Arctic is hotly disputed amongst scientists. Some say it is any area where the average daily summer temperature doesn't rise above 10 degrees Celsius. Other scientists argue that the Arctic is the zone above the Arctic tree line—the point at which trees and shrubs stop growing. However, most agree it is the region directly above the Arctic Circle (an imaginary line that circles the North Pole).



How Cold Is the Arctic?

The Arctic is seriously cold. Although the summers can be relatively mild (averaging a 'pleasant' 0 degrees Celsius), in winter it can get as low as -40°C ! The lowest recorded temperature is a mind-shivering -68 degrees Celsius!



Arctic Greenland from the air.

How Has Human Activity Affected the Arctic?

Climate Change

The Arctic is a lot warmer than it used to be. In fact, the temperature is increasing at twice the rate of anywhere else in the world. The release of greenhouse gases into the atmosphere from burning fossil fuels and an increase in carbon dioxide emissions has had a dramatic effect on global climate. This has resulted in warmer seas and melting sea ice, which in turn has caused sea levels to rise throughout the world.

Human activity has also resulted in Arctic waters being more acidic than they used to be. This has harmed zooplankton species like pteropods (transparent sea snails and sea slugs, which are extremely important to the food chain), as well as coral and shellfish.

Drilling for Oil and Gas

Melting sea ice is not the only problem facing the Arctic. There is a lot of oil and gas under the Earth's polar regions and multi-national companies are keen to tap into their riches. We know from past experiences that oil exploration can be damaging to the environment. Almost thirty years ago, an oil tanker called the Exxon Valdez grounded in Alaska, spilling 11 million gallons of oil. This killed hundreds of thousands of birds, fish, marine mammals and other creatures. Even now—two decades on—oil is still leaking into the sea.

Mining

The Arctic is rich with mineral resources, such as copper, gold, and coal, which many companies would like to mine. However, mining produces billions of gallons of toxic waste, which destroys habitats and ecosystems, and negatively impacts upon local people and fishing communities.

Shipping Traffic

Because the water around the Arctic isn't as frozen as it used to be, there has been an increase in ships travelling through it in recent years because it is now easier to navigate. This means greater risks of wrecks, oil spills, noise and pollution.






Animals Under Threat

Polar bears are one of the species that are facing an uncertain future. These huge carnivores—the largest land hunters in the world—rely on the sea being frozen to get around. They roam for miles looking for their favourite meal—seals. Without the ice to stalk their prey, the bears cannot hunt effectively. Pouncing on seals as they rest on the ice is one thing; pursuing them underwater is something completely different. Polar bears are competent swimmers, but no match for an agile seal. As a result, in places where the sheet ice has melted, these magnificent predators are suffering and their numbers are going down. With only 22,000–31,000 polar bears left in the wild, their conservation status is officially 'vulnerable', meaning they are threatened with extinction.



Arctic Animals Most at Risk

According to the International Union for the Conservation of Nature (IUCN), these Arctic species are threatened with extinction:

<p>Apache Trout (and other Northern Pacific salmon) <i>critically endangered</i></p>		<p>Conservation Scale</p> <p>extinct—species no longer living. extinct in the wild—extinct in the wild but surviving in captivity. critically endangered—extremely high risk of extinction in the wild. endangered—very high risk of extinction in the wild. vulnerable—high risk of extinction in the wild. near threatened—likely to qualify for threatened category in the near future. least concern—widespread and abundant.</p> 
<p>Fin Whale <i>endangered</i></p>		
<p>Caribou <i>vulnerable</i></p>		
<p>Polar Bear <i>vulnerable</i></p>		
<p>Northern Fur Seal <i>vulnerable</i></p>		
<p>Walrus <i>vulnerable</i></p>		
<p>Narwhal <i>near threatened</i></p>		
<p>Beluga Whale <i>near threatened</i></p>		
<p>Greenland Shark <i>near threatened</i></p>		

Other Arctic species that are under threat but of **least concern**, include:

- | | |
|-----------------|------------------|
| bowhead whale | bear |
| grey whale | Arctic wolf |
| humpback whale | Arctic fox |
| minke whale | Arctic hare |
| ringed seal | moose |
| ribbon seal | lemming |
| spotted seal | willow ptarmigan |
| harbor seal | snowy owl |
| bearded seal | |
| Kamchatka brown | |

(IUCN 2017. The IUCN Red List of Threatened Species. Version 2017)

Year 6 Reading

Reading Test Instructions

Questions and Answers

You have one hour to complete this test, answering the questions in the answer booklet.

Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions. In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided.

Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour to read the texts in the reading booklet and answer the questions in this booklet.

You may break this up into 3 20 minute sessions if you would prefer, but please work through the booklet and questions at your own pace.

Year 6 Reading

Questions 1–16 are about Ice Fishing (pages 1–4)

1. *The sky was vast and heavy; a mixture of dirty dark greys hanging over the purest of Arctic whites.*

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

infinite tainted
unspoilt murky

1 mark

2. *“Ataataga,” she said, “it’s just, we’ve been out all morning... the fish aren’t biting... and the weather, it’s—”*
“It’s what?” he said, holding his glare. “Cold?”

Why does Ataataga (Tuktu’s grandfather) interrupt Tuktu and hold his glare?

1 mark

3. In the paragraph beginning: *Tuktu didn’t know what to say.*

Find and **copy one** word that tells you that Ataataga’s is a famous fisherman in their village.

1 mark

4. How does Ataataga feel about modern fishing and hunting techniques?

1 mark

Year 6 Reading

5. How do you know that Otok had already had a successful day's fishing?



1 mark

6. Look at pages 2–3

Ataataga believes that Otok's methods and the oil drilling company are bad for the Arctic. Explain why he thinks this.



2 marks

7. *"An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.*

Why does Ataataga say this about Otok?



2 marks

8. *As soon as a fish came into view, he would make the lure dance and bob with subtle twitches of his wrist. For some reason, the fish found this irresistible and bit into the lure.*

Why does the author describe Ataataga's fishing skills in this way?



1 mark

Year 6 Reading

9. *Then she saw it. A small figure at first, blurred against the drifting snow, but growing larger all the time.*

Why is the figure small at first and growing larger all the time?



1 mark

10. Look at the paragraph beginning: "Nanuk!" her grandfather hissed.

Find and copy two words or phrases the author uses to show that the polar bear is strong and intimidating.

1. _____

2. _____



1 mark

11. Why doesn't the polar bear catch its prey?



1 mark

12. *For a moment, Tuktu thought they might be next on the menu...*

What does Tuktu think is about to happen?



1 mark

13. Number the following events from 1 to 5 to show the order that they happened in the story. The first one has been done for you.

The polar bear and her cubs destroyed the snowmobile.

Ataataga offered to share his catch with Otok.

Tuktu complained about the cold weather.

The polar bear tried to pounce on a seal.

Ataataga tried to warn Otok about listening to his music



1 mark

Year 6 Reading

14. Look at the final paragraph and think about the story as a whole.
Why does Tuktu consider her grandfather to be similar to an Arctic polar bear?
Explain **two** ways, giving **evidence** from the text to support your answer.



3 marks

15. Based on what you have read, do you think that Ataataka will continue using his traditional fishing methods in the future?

Circle **Yes** or **No** and then use **evidence** from this story to support your prediction.

Yes No



2 marks

16. Draw lines to match each part of the story with the correct quotation from the text.

setting ●

● "An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.

past events ●

● There were tales of him once catching 100 Arctic char in a -40-degree blizzard.

action ●

● She was tired, cold and hungry—and to make matters worse, the weather was beginning to turn.

lesson ●

● Bounding towards them, behind the daydreaming Otok, was the largest land carnivore on the planet.

warning ●

● The young fisherman looked like he wanted to cry.



2 marks



total for this page

Year 6 Reading

Questions 17 – 26 are about Sea Unicorn (page 5)

17. Why is the darkness within the ocean hidden?

1 mark

18. *He gasps for air in a
fizzled explosion of mist;*

Why do you think the poet chose to use *gasp* in this line?

1 mark

19. *Eyes blinded by a dazzling
sun; unshielded and reflecting
off a stained, broken land.*

What does unshielded mean in this sentence? Tick **one**.

- exposed
- shaded
- sparkly
- damaged

1 mark

20. Why does the narwhal need to find the cleaner Arctic currents?

1 mark

Year 6 Reading

21. Why does the narwhal sing and click loudly?



1 mark

22. **List three** signs that the ocean has been polluted.

1. _____

2. _____

3. _____



1 mark

23. Why do you think the male narwhal is finding his search difficult?



1 mark

24. Find and copy the phrase from the poem that shows the mother narwhal is thankful to have found her child.



1 mark

25. Which of the following would be the most suitable summary of how the poet feels about narwhals and the Arctic? **Tick one.**

The poet would like to visit the Arctic and see a narwhal in its natural habitat.



The poet is very concerned about environmental issues in the Arctic and the future of the narwhal species.



The poet thinks that narwhals are magnificent animals.



The poet has done a lot of research about narwhals and their Arctic habitat.



1 mark

Year 6 Reading

26. How do you think the male narwhal's mood changes from the start to the end of the poem?



2 marks

Questions 27–38 are about The Arctic (pages 6–9)

27. How large is the Arctic?



1 mark

28. Look within the 'Where Is the Arctic?' section.

Find and **copy** a word or phrase that tells you that some experts can't agree on the position of the Arctic.



1 mark

29. Which American state has land that forms part of the Arctic?



1 mark

30. *Although the summers can be relatively mild (averaging a 'pleasant' 0 degrees Celsius), in winter it can get as low as -40!*

Why does the author place the word 'pleasant' inside inverted commas?



1 mark



total for this page

Year 6 Reading

31. Look at the section entitled 'How Has Human Activity Affected the Arctic?'

List two of the major causes behind the dramatic rise in the global climate.

1. _____
2. _____



1 mark



32. How do you think environmental groups and conservationists feel about mining in the Arctic? Give **evidence** to explain your answer.



2 marks



33. Look at the section entitled 'Animals Under Threat'.

a) What has made the polar bears less effective at hunting?

b) Why? _____



2 marks



34. Look at entire section entitled 'How Has Human Activity Affected the Arctic?'

Complete the table using facts from the text.

Question	Answer
What are pteropods?	
What was the name of the oil tanker which spilled oil in the Arctic Ocean in 1989?	
Why is it now easier for boats to travel through the Arctic Ocean?	



2 marks



total for this page

Year 6 Reading

35. Using information from the **Arctic Animals Most at Risk** table on page 9, put a **tick** in the correct box to show whether each statement is **true** or **false**.

	True	False
The information was compiled by the International Union for the Conservation of Nature.		
The walrus is classed as more under threat than the fin whale.		
Vulnerable species have a very high risk of extinction.		
The humpback whale is the most endangered species of whale.		

○
2 marks

36. Based on what you have read, what do think might happen to the apache trout in the near future?

○
1 mark

37. **Draw lines** to match each section to its main content. One has been done for you

Where Is the Arctic? ●

● summarises how the Arctic is being environmentally damaged.

How Cold Is the Arctic? ●

● highlights the extreme temperatures faced by Arctic inhabitants.

How Has Human Activity Affected the Arctic? ●

● shows contrasting viewpoints about the exact position of the Arctic.

Animals Under Threat ●

● gives information about some of the Arctic's most endangered species.

○
1 mark

○
total for this page

Year 6 Reading

38. Based on what you have read, do you think that you would like to travel to the Arctic Circle?

Circle 'YES' or 'NO' or 'YES and NO' and then use evidence from the whole text to back up your viewpoint.

YES

NO

YES and NO



2 marks

Year 6 Reading

Mark Scheme

Section 1: Ice Fishing

Qu.	Answer	Mark	Notes
1	Which word is closest in meaning to purest? Tick one.		
	unspoilt	1	Content Domain: 2a To give/explain the meaning of words in context. Award one mark for: unspoilt.
2	Why does Ataataga (Tutku's grandfather) interrupt Tutku and hold his glare?		
	Award one mark for reference to any of the following: <ul style="list-style-type: none">• Ataataga knows exactly what Tutku is going to say and is shocked.• Ataataga knows that Tutku is about to start complaining.• Ataataga is surprised that Tutku is about to complain about the weather as she knows that her grandfather has experienced much worse conditions.	1	Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text. Award one mark for appropriate reference to any of the given points.
3	Find and copy one word that tells you that Ataataga's is a famous fisherman in their village.		
	legendary	1	Content Domain: 2a To give/explain the meaning of words in context. Award one mark for: legendary.
4	How does Ataataga feel about modern fishing and hunting techniques?		
	Award one mark for reference to any of the following acceptable points: <ul style="list-style-type: none">• He found them hard to accept.• He thought that they didn't require any skills.• He considered them to be cheating and preferred his traditional methods.• He was resentful of them.	1	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text. Award one mark for any acceptable point. Do not accept: He didn't like them.

Year 6 Reading

5	How do you know that Otok had already had a successful day's fishing?		
	Otak's snowmobile basket was brimming with freshly caught fish (Arctic char).	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award one mark for reference to the given point.</p>
6	Ataataga believes that Otok's ways and the oil drilling company are bad for the Arctic. Explain why he thinks this.		
	<p>Award up to two marks for reference to any two of the following acceptable points:</p> <ul style="list-style-type: none"> • The oil company has caused black waters. • An oil spill has killed birds. • The company was responsible for an oil spillage (Ataataga believed that it was not caused by a storm). 	Up to 2	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award up to two marks only for appropriate reference to any two of the given points.</p>
7	Why does Ataataga say this about Otok?		
	<p>Acceptable points:</p> <ul style="list-style-type: none"> • He knows Otok is being distracted by listening to music through his earphones. • He doesn't think that Otok is aware of any potential dangers around him. <p>Award two marks for one acceptable point that is supported with evidence, e.g. <i>If a polar bear was to suddenly attack, Ataataga knows that Otok won't hear it coming because he is being distracted by his music.</i></p>	Up to 2	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award two marks for one acceptable point that is supported with evidence.</p> <p>Award one mark for one acceptable point (not supported by evidence).</p>
8	Why does the author describe Ataataga's fishing skills in this way?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • To show you how skilful he was as a fisherman. • To show you that years of practice had made him a talented fisherman. • To try to show why his skills amazed Tutku. • To show that his traditional methods involved far more skills than Otok's. 	1	<p>Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases.</p> <p>Award one mark for appropriate reference to any of the given points.</p>

Year 6 Reading

9	Why is the figure small at first and growing larger all the time?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • The figure (polar bear) was getting closer/ approaching quickly. • The figure (polar bear) was distant at first but was now close. 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award one mark for appropriate reference to any of the given points.</p>
10	Find and copy two words or phrases the author uses to show that the polar bear is strong and intimidating.		
	<p>Award one mark for any two of these words or phrases taken directly from the text:</p> <ul style="list-style-type: none"> • four huge, powerful paws • pounded (over the ice) • crashed (through the ice) • thrashing and crashing as it moved • ripped off the seat with his jaws 	1	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Award one mark only for any two correct answers.</p>
11	Why doesn't the polar bear catch its prey?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • The seal was too quick. • The polar bear was too slow. • The seal disappeared into the icy depths. 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award one mark for appropriate reference to any of the given points.</p>
12	What does Tuktu think is about to happen?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • The polar bear is going to attack them next. • They are about to be eaten because all of Otok's fish are gone. • The polar bear had smelled them on the air and they were next to be eaten. 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award one mark for appropriate reference to any of the given points.</p>

Year 6 Reading

13	Number the following events from 1 to 5 to show the order that they happened in the story. The first one has been done for you.		
	<p>Award one mark only for all of the points numbered correctly.</p> <p>4 The polar bear and her cubs destroyed the snowmobile.</p> <p>5 Ataataga offered to share his catch with Otok.</p> <p>1 Tuktu complained about the cold weather.</p> <p>3 The polar bear tried to pounce on a seal.</p> <p>2 Ataataga tried to warn Otok about listening to his music.</p>	1	<p>Content Domain: 2c To summarise main ideas from more than one paragraph.</p> <p>Award one mark only for the correct sequence.</p>
14	Why does Tuktu consider her grandfather to be similar to an Arctic polar bear? Explain two ways, giving evidence from the text to support your answer.		
	<p>Acceptable points:</p> <ul style="list-style-type: none"> • Both Ataataga and the polar bear were being adversely affected by the changes in the climate and the landscape. • Both Ataataga and the polar bear were very determined/didn't give up. • Both Ataataga and the polar bear were trying to find food to support their families. • Both Ataataga and the polar bear are skilled hunters. <p>Award 3 marks for two acceptable points, with at least one supported with evidence, e.g. <i>Tuktu thinks her grandfather is like a polar bear because the changes in the climate are making it more difficult for them both to find food. Also, both were trying to hunt to provide for their families. (AP1 + evidence and AP3)</i></p> <ul style="list-style-type: none"> • Award 2 marks for either two acceptable points, or one acceptable point supported with evidence, e.g. <i>Her grandfather is like a polar bear because he is very determined because he spends hours crouched over fishing. (AP2 + evidence)</i> • Award 1 mark for one acceptable point, e.g. <i>Ataataga is like a polar bear because they are both very skilled hunters of the Arctic.</i> 	Up to 3	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award 3 marks for two acceptable points, with at least one supported with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point supported with evidence.</p> <p>Award 1 mark for one acceptable point.</p>

Year 6 Reading

15	Based on what you have read, do you think that Ataataga will continue using his traditional fishing methods in the future? Circle YES or NO and then use evidence from this story to support your prediction.	
<p>Acceptable points:</p> <p>Yes - Evidence Base</p> <ul style="list-style-type: none">• because they are the only methods Ataataga knows.• because he cannot afford to buy the expensive equipment that Otok has.• because his methods have always been successful in the past to feed his family/people of the village.• because he is a proud Inuit and doesn't want to veer away from Inuit traditions.• because he doesn't like change. <p>No - Evidence Base</p> <ul style="list-style-type: none">• because his fishing methods are getting less successful.• because he can't keep up with the new fishing methods and equipment used by Otok (and others who work for the oil company).• because he might listen to his granddaughter's advice.• because the Arctic waters are becoming so polluted that he may have to find other sources of food.	Up to 2	<p>Content Domain: 2e To predict what might happen from details stated and implied.</p> <p>Award 2 marks for YES or NO circled with two pieces of text-based evidence.</p> <p>Award 1 mark for YES or NO circled with one piece of text-based evidence.</p>

Year 6 Reading

16	Draw lines to match each part of the story with the correct quotation from the text.																				
	<p>Award two marks for all five lines drawn correctly and award one mark for three or more lines drawn correctly.</p> <table border="0"><tr><td data-bbox="289 394 386 489">setting</td><td data-bbox="386 394 467 489">●</td><td data-bbox="467 394 784 489">●</td><td data-bbox="467 394 784 489">"An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.</td></tr><tr><td data-bbox="289 520 386 615">past events</td><td data-bbox="386 520 467 615">●</td><td data-bbox="467 520 784 615">●</td><td data-bbox="467 520 784 615">There were tales of him once catching 100 Arctic char in a -40-degree blizzard.</td></tr><tr><td data-bbox="289 646 386 741">action</td><td data-bbox="386 646 467 741">●</td><td data-bbox="467 646 784 741">●</td><td data-bbox="467 646 784 741">She was tired, cold and hungry—and to make matters worse, the weather was beginning to turn.</td></tr><tr><td data-bbox="289 772 386 867">lesson</td><td data-bbox="386 772 467 867">●</td><td data-bbox="467 772 784 867">●</td><td data-bbox="467 772 784 867">Bounding towards them, behind the daydreaming Otok, was the largest land carnivore on the planet.</td></tr><tr><td data-bbox="289 898 386 993">warning</td><td data-bbox="386 898 467 993">●</td><td data-bbox="467 898 784 993">●</td><td data-bbox="467 898 784 993">The young fisherman looked like he wanted to cry.</td></tr></table>	setting	●	●	"An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.	past events	●	●	There were tales of him once catching 100 Arctic char in a -40-degree blizzard.	action	●	●	She was tired, cold and hungry—and to make matters worse, the weather was beginning to turn.	lesson	●	●	Bounding towards them, behind the daydreaming Otok, was the largest land carnivore on the planet.	warning	●	●	The young fisherman looked like he wanted to cry.
setting	●	●	"An Inuit needs all his senses," her grandfather grumbled, trudging over to his ice pool.																		
past events	●	●	There were tales of him once catching 100 Arctic char in a -40-degree blizzard.																		
action	●	●	She was tired, cold and hungry—and to make matters worse, the weather was beginning to turn.																		
lesson	●	●	Bounding towards them, behind the daydreaming Otok, was the largest land carnivore on the planet.																		
warning	●	●	The young fisherman looked like he wanted to cry.																		
	<p>Up to 2</p> <p>Content Domain: 2f To identify/explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>Award two marks for all lines drawn correctly.</p> <p>Award one mark for three or more lines drawn correctly.</p>																				

Year 6 Reading

Section 2: The Sea Unicorn

Qu.	Answer	Mark	Notes
17	Why is the darkness within the ocean hidden?		
	because the calm ocean surface acts as a mirror so you can see what is beneath it.	1	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text. Award one mark for reference to the given point.
18	Why do you think the poet chose to use <i>gasp</i> in this line?		
	Award one mark for reference to any of the following acceptable points: <ul style="list-style-type: none">• To show that the narwhal is struggling to breathe in the polluted water.• To show that the narwhal had been holding his breath for a long time.• To show that the narwhal felt relieved to breathe clean air.• To show that the narwhal was desperate for air.	1	Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases. Award one mark for appropriate reference to any of the given points.
19	What does unshielded mean in this sentence? Tick one .		
	exposed	1	Content Domain: 2a To give/explain the meaning of words in context. Award one mark for: exposed.
20	Why does the narwhal need to find the cleaner Arctic currents?		
	Award one mark for reference to any of the following acceptable points: <ul style="list-style-type: none">• He needs to find fresh shoals of fish so that he can eat.• He needs to swim to cleaner waters so that he doesn't get poisoned.	1	Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text. Award one mark for any acceptable point.

Year 6 Reading

21	Why does the narwhal <i>sing and click loudly</i>?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • He is trying to call his mother. • He hopes that if he cries loudly that another female narwhal (i.e. his mother) will hear his cries. 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>
22	List three signs that the ocean has been polluted.		
	<p>Award one mark for reference to any three of the following acceptable points:</p> <ul style="list-style-type: none"> • his tusk penetrates oil • he gasps for air • the land is stained and broken • fish float lifelessly • the shores are tainted with grease • birds have lost slick-black feathers • there is poison above • there is a murky gloom • the mother narwhal has been smeared black 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award one mark only for any three acceptable points.</p>
23	Why do you think the male narwhal is finding his search difficult?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • because the ocean is dark/midnight blue/ stained/murky/polluted/poisoned and he is finding it difficult to see. • because the surface of the ocean acts as a mirror and he can't see beneath it. • because his mother is smeared with black so she is camouflaged in the dark/gloomy/ murky/polluted waters. 	1	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>
24	Find and copy the phrase from the poem that shows the mother narwhal is thankful to have found her child.		
	She whistles her relief	1	<p>Content Domain: 2a To give/explain the meaning of words in context.</p> <p>Award one mark for: She whistles her relief</p>

Year 6 Reading

25	Which of the following would be the most suitable summary of how the poet feels about narwhals and the pollution in the Arctic? Tick one.		
	<p>The poet would like to visit the Arctic and see a narwhal in its natural habitat.</p> <p>✓ The poet is very concerned about environmental issues in the Arctic and the future of the narwhal species.</p> <p>The poet thinks that narwhals are magnificent animals.</p> <p>The poet has done a lot of research about narwhals and their Arctic habitat.</p>	1	<p>Content Domain: 2c To summarise main ideas from more than one paragraph.</p> <p>Award one mark for: The poet is very concerned about environmental issues in the Arctic and the future of the narwhal species.</p>
26	How do you think the male narwhal's mood changes from the start to the end of the poem?		
	<p>Award two marks for answers that refer to both the narwhal's mood at the beginning and at the end of the poem.</p> <p>Beginning: Accept appropriate synonyms for: panicked/distressed/alone.</p> <p>End: Accept appropriate synonyms for: relieved/reassured/thankful/optimistic.</p>	Up to 2	<p>Content Domain: 2h To make comparisons within the text.</p> <p>Secondary Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award two marks for an explanation that refers to a change in the narwhal's mood from the beginning to the end of the poem.</p> <p>Award one mark for a partial explanation of a change in mood/positivity throughout the poem.</p>

Year 6 Reading

Section 3: The Arctic

Qu.	Answer	Mark	Notes
27	How large is the Arctic?		
	Acceptable words or phrases: <ul style="list-style-type: none">• huge• an area covering more than 5 million square miles• nearly twice the size of Australia	1	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Award one mark for any acceptable word or phrase.
28	Find and copy a word or phrase that tells you that some experts can't agree on the position of the Arctic.		
	hotly disputed argue	1	Content Domain: 2a To give/explain the meaning of words in context. Award one mark for: hotly-disputed or argue.
29	Which American state has land that is part of the Arctic?		
	Alaska	1	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Award one mark for: Alaska
30	Why does the author place the word 'pleasant' inside inverted commas?		
	Award one mark for reference to any of the following acceptable points: <ul style="list-style-type: none">• because for most people 0°C wouldn't be considered 'pleasant'.• because the author wanted to add humour to the sentence.• because 0°C is only 'pleasant' in the Arctic as it's usually much colder.	1	Content Domain: 2g To identify/explain how meaning is enhanced through choice of words and phrases. Award one mark for reference to any of the given points.
31	List two of the major causes behind the dramatic rise in the global climate.		
	Award one mark both: <ul style="list-style-type: none">• the release of greenhouse gases into the atmosphere (from burning fossil fuels)• an increase in carbon dioxide emissions	1	Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction. Award one mark only for both correct answers.

Year 6 Reading

32	How do you think environmental groups and conservationists feel about mining in the Arctic? Give evidence to explain your answer.		
	<p>Accept appropriate synonyms for: angry/saddened/in opposition to.</p> <p>Evidence points:</p> <ul style="list-style-type: none"> • causes toxic waste • destroys habitats and ecosystems • negatively impacts upon local people and fishing communities • the damage caused by the Exxon Valdez disaster thirty years ago still affects the Arctic today <p>Award two marks for one point that is supported with evidence, e.g. I think that they must feel distraught at the thought of mining in the Arctic because it is the cause of so much toxic waste in the area.</p>	Up to 2	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award two marks for one acceptable point that is supported with evidence.</p> <p>Award one mark for one acceptable point (not supported by evidence).</p>
33a	What has made the polar bears less effective at hunting?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • the melting ice • a lack of frozen solid ground 	1	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award one mark for reference to any of the given points.</p>
33b	Why?		
	<p>Award one mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> • because they have nowhere to stalk their prey • they find it difficult to pounce on seals in the water • they aren't as agile at swimming as seals so can't catch them in the water 	1	<p>Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text.</p> <p>Award one mark for any acceptable point.</p>

Year 6 Reading

34	Look at entire section entitled 'How Has Human Activity Affected the Arctic?' Complete the table using facts from the text.																
Award two marks for all three correct. Award one mark for two correct.	Up to 2	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award two marks for all three correct answers.</p> <p>Award one mark for two correct answers.</p>															
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Question</th> <th style="text-align: left;">Answer</th> </tr> </thead> <tbody> <tr> <td>What are pteropods?</td> <td> <ul style="list-style-type: none"> • a species of zooplankton • transparent sea snails and sea slugs </td> </tr> <tr> <td>What was the name of the oil tanker which spilled oil in the Arctic Ocean in 1989?</td> <td> <ul style="list-style-type: none"> • Exxon Valdez </td> </tr> <tr> <td>Why is it now easier for boats to travel through the Arctic Ocean?</td> <td> <ul style="list-style-type: none"> • the Arctic isn't as frozen as it used to be • it is now easier to navigate </td> </tr> </tbody> </table>	Question	Answer	What are pteropods?	<ul style="list-style-type: none"> • a species of zooplankton • transparent sea snails and sea slugs 	What was the name of the oil tanker which spilled oil in the Arctic Ocean in 1989?	<ul style="list-style-type: none"> • Exxon Valdez 	Why is it now easier for boats to travel through the Arctic Ocean?	<ul style="list-style-type: none"> • the Arctic isn't as frozen as it used to be • it is now easier to navigate 								
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35	Using information from the Arctic Animals Most at Risk table on page 9, put a tick in the correct box to show whether each statement is true or false .																
Award one mark for 3 boxes correctly ticked and award two marks for all 4 boxes correctly ticked.	Up to 2	<p>Content Domain: 2b To retrieve and record information/identify key details from fiction and non-fiction.</p> <p>Award two marks for all boxes ticked correctly.</p> <p>Award one mark for three boxes ticked correctly.</p>															
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Year 6 Reading

36	Based on what you have read, what do think might happen to the apache trout in the near future?		
	Award one mark for a prediction based on the fact that the apache trout is currently critically endangered and faces extinction. <i>e.g. If the oil companies continue to pollute the Arctic waters, then the critically endangered apache trout will probably become extinct.</i>	1	Content Domain: 2e To predict what might happen from details stated and implied. Award one mark for any acceptable prediction based on evidence from the text.
37	Draw lines to match each section to its main content. One has been done for you.		
	Award one mark for all correctly matched: 	1	Content Domain: 2f To identify/explain how information/narrative content is related and contributes to meaning as a whole. Award one mark for all lines drawn correctly.

38	Based on what you have read, do you think that you would like to travel to the Arctic Circle? Circle 'YES' or 'NO' or 'YES and NO' and then use evidence from the whole text to back up your viewpoint.		
	Acceptable points: Yes - Evidence Base <ul style="list-style-type: none"> • because it has a mixture of different landscapes and environments. • because it is abundant with wildlife. • because it has a warmer climate than it used to. • because the waters around the Arctic are now easier to navigate. • because it would be a chance to see certain Arctic animals before they become extinct. No - Evidence Base <ul style="list-style-type: none"> • because it has species of animals known to attack humans. • because it is seriously cold (up to -40°c in the winter). • because oil from the tanker disaster is still leaking into the Arctic Ocean. • because mining there is causing toxic waste. 	Up to 2	Content Domain: 2d To make inferences from the text/explain and justify inferences with evidence from the text. Secondary Content Domain: 2c To summarise main ideas from more than one paragraph. Award 2 marks for YES or NO or YES and NO circled with two pieces of text-based evidence to support their viewpoint. Award 1 mark for YES or NO or YES and NO circled with one piece of text-based evidence to support their viewpoint.

Year 6 Reading

Little Boy Blue by Eugene Field

Little Boy Blue by Eugene Field

The little toy dog is covered with dust,
But sturdy and stanch he stands;
And the little toy soldier is red with rust,
And his musket moulds in his hands.
Time was when the little toy dog was new
And the soldier was passing fair,
And that was the time when our Little Boy Blue
Kissed them and put them there.

"Now, don't you go till I come," he said,
"And don't you make any noise!"
So toddling off to his trundle-bed
He dreamed of the pretty toys.
And as he was dreaming, an angel song
Awakened our Little Boy Blue,—
Oh, the years are many, the years are long,
But the little toy friends are true.

Ay, faithful to Little Boy Blue they stand,
Each in the same old place,
Awaiting the touch of a little hand,
The smile of a little face.
And they wonder, as waiting these long years
through,
In the dust of that little chair,
What has become of our Little Boy Blue
Since he kissed them and put them there.



1. What do you think the toy soldier is made from?



2. List **two** ways the poet has shown that the toys are very precious to "Little Boy Blue?"

3. **Tick** true or false in the following table:

	<u>True</u>	<u>False</u>
The little toy dog holds musket.		
The toys are sitting on a little chair.		
Little Boy Blue slept in trundle-bed.		



4. Looking through the content of the whole poem, why have the toys waited years in the same old place?



Year 6 Reading

Little Boy Blue by Eugene Field: Answers

1. What do you think the toy soldier is made from?

The toy soldier is made from metal as it says that he is 'red with rust'.

2. Can you list **two** ways the poet has shown that the toys are very precious to Little Boy Blue?

Accept any two of the following:

- **he kissed them before he went to bed;**
- **he dreamed of the pretty toys;**
- **he talked to them as though they were real;**
- **he had a smile on his little face when he played with them.**

3. Tick true or false in the following table:

	True	False
The little toy dog holds a musket.		✓
The toys are sitting on a little chair.	✓	
Little Boy Blue slept in a trundle-bed.	✓	

4. Looking through the content of the whole poem, why have the toys waited years in the same old place?

Little Boy Blue never returned to the toys because 'an angel song' took him in the night and he has never played with them again. The toys waited on the chair and wondered what had become of him.

Year 6 Reading

Tornado Alley

Tornado Alley

Tornado Alley in the United States is a region where warm, moist air flows north from the Gulf of Mexico and crashes into cold air pushing south from Canada. When they meet, violent thunderstorms occur and these are known as super cells. As warm, moist air flows into the storm it is pushed up and then twisted by upper level winds. As this rotating column of air gathers force, a tornado is born that can last between 20 seconds and an hour.

What should you do if you are caught in a tornado?

- Get underground!
- If you can't get underground, find a room without windows.
- Stay out of mobile homes.
- Do not hide in your bathroom.
- Go to the nearest sturdy building if you are driving.
- Take action before you see the tornado.
- If outdoors, find a building or basement.



Photo courtesy of NOAA Photo Library (@flickr.com) - granted under creative commons licence - attribution

If you cannot quickly walk to a shelter, get into your vehicle and fasten your seatbelt. Drive to the nearest shelter. If debris affects your ability to drive, pull over and park. Stay in the car and keep your seatbelt on. Keep your head down below the windows and cover yourself with a blanket.

1. *'If debris affects your ability to drive...'*

Which word or phrase is closest in meaning to the word 'debris'?

vision dust fragments vibration The storm's strength

2. **Tick** true or false in the following table:

	True	False
Warm, moist air flows from Canada towards Tornado Alley.		
Tornadoes can last up to one hour.		
You should never drive during a tornado.		
Super-cells are a type of violent thunderstorm.		

3. Why does the text advise you to find a room without windows during a tornado?
4. What is the main message of the second and third paragraphs? Tick **one**.

People should evacuate to a different town when a tornado is approaching.

Tornadoes are rotating columns of air.

People can take several precautions to keep themselves safe during a tornado.

Tornadoes are extremely dangerous natural hazards.



Year 6 Reading

Tornado Alley: Answers

1. *'If debris affects your ability to drive...'*

Which word or phrase most closely matches the meaning of the word 'debris'?

vision dust fragments vibration the storm's strength

2. **Tick** true or false in the following table:

	True	False
Warm, moist air flows from Canada towards Tornado Alley.		<input checked="" type="checkbox"/>
Tornados can last up to one hour.	<input checked="" type="checkbox"/>	
You should never drive during a tornado.		<input checked="" type="checkbox"/>
Super cells are a type of violent thunderstorm.	<input checked="" type="checkbox"/>	

3. Why does the text advise you to find a room without windows during a tornado?
The text advises you to find a room without windows as they may smash during the storm and could cause a person harm.

4. What is the main message of the second and third paragraphs. **Tick one.**

People should evacuate to a different town when a tornado is approaching.

Tornadoes are rotating columns of air.

People can take several precautions to keep themselves safe during a tornado.

Tornadoes are extremely dangerous natural hazards.

Year 6 Reading

Nian: The Monster of Lunar New Year

Nian: The Monster of Lunar New Year

Once upon a time, long, long ago there lived a monster in China called the Nian. He lived under the sea in a cave and slept most of the year. He only awoke for one day each year, the last day before the lunar New Year began. Then the warmer weather woke him and he arose from the sea, hungry and ferocious.

Nian was a man-eater and he would come to the villages of China each year on the same night to devour people and wreck the houses. Many had tried to battle with the mighty Nian, many had tried and all had failed.

The villagers of one particular place were so terrified that every year they fled to the hills to try to escape the wrath of Nian.

One year, on the eve of the lunar New Year an old traveller came to the village. He was bent and weary from his travels and he desperately wanted food and lodging.

He went to the door of a house to beg for the food but the woman inside just turned him away. She had no time for beggars, she was packing food and preparing for the move up to the mountain.

The old man tried to ask a young girl on the street for

help next but she was too busy as well. She had to find her brothers and sisters and start the long walk up the mountain to escape the monster.

The only person who paid the old man any notice at all was an old woman. She was sweeping outside her house when she saw the weary traveller and realised that he needed food. She walked inside and returned to the man with a bowl of noodles.

While the old traveller ate he sat and watched the villagers running about.

He asked what all the fuss was about and the woman explained that the Nian was coming that night and the villagers were going to hide in the hills to ensure that their village was overlooked by the monster.

The woman looked worried and the old man asked her why. The old woman didn't think she'd be able to make the trip to the hills that year – her bones were old and she was weary.

The old man smiled to himself. He knew how to repay the old woman's kindness.



1. Find and copy the word that tells you that the old traveller is feeling weak and exhausted.



2. Why are the first two people that the old traveller speaks to unwilling to help him?



3. Why do you think that the old woman decided to help the old traveller?



4. 'The old man smiled to himself. He knew how to repay the old woman's kindness' What do you think the old man is thinking of doing?

Year 6 Reading

Nian: The Monster of Lunar New Year Answers

1. Find and copy the word that tells you that the old traveller is feeling weak and exhausted.
weary
2. Why are the first two people that the old traveller speaks to unwilling to help him?
The first woman had no time for beggars as she was packing food and preparing to move up the mountain. The young girl on the street was also too busy – she needed to find her brothers and sisters so they could all escape the monster.
3. Why do you think that the old woman decided to help the old traveller?
Accept reference to:
 - **she noticed how weak he looked and felt concerned that he needed food or he would become ill.**
 - **she was a similar age to him and felt compassion for his situation.**
4. *'The old man smiled to himself. He knew how to repay the old woman's kindness.'*
What do you think the old man is thinking of doing?
Accept predictions that refer back to what has been read so far:
 - **he will help the old woman on her journey up the mountain.**
 - **he will find a way of stopping Nian so that the villagers no longer have to fear the monster.**

Year 6 Reading



The Grey House

It was an intensely hot July day; not a cloud appeared in the high blue vault of the sky. The trees, flowers and grass were all motionless for not even the gentlest breeze lingered in the air. The world had lapsed into a drowsy, warm slumber; even the birds had ceased singing and nestled their-way onto the most shaded branches of the great forest trees. There they sat and talked to one another about the glorious weather - they liked the heat although it made them too lazy to sing.

From the tops of the trees, had anyone been energetic enough to climb up there, wisps of white smoke could be seen dancing in the air, proceeding from the kitchen chimneys of a square-built grey house. The house was almost completely covered with vines. Pigeons were cooing from the rafters and several dogs were lying flat out in the shade cast by structure but, as far as human life was concerned, the whole place looked absolutely deserted.

1. Find and copy three phrases from the first paragraph which support the idea that the world is asleep.
2. *'...not a cloud appeared in the high blue vault of the sky...'*
What does the phrase suggest about the sky?
3. Find and copy an example of personification from the text and explain how it contributes to meaning.
4. Look at the second paragraph of the extract.
List **two** impressions you are given about the house.

Year 6 Reading

The Grey House Answers

1. Find and copy three phrases from the first paragraph which support the idea that the world is asleep.

Accept any three of the following reasonable points: were all motionless, not even the gentlest breeze lingered, the world had lapsed into a drowsy, warm slumber; birds had ceased singing.

2. *not a cloud appeared in the high blue vault of the sky*

What does this phrase suggest about the sky?

Pupils' own responses, such as: It suggests that the sky is bright blue and seems to be incredibly high.

3. Find and copy an example of personification from the text and explain how it contributes to meaning.

Pupils' own responses, such as: An example of personification is when the text says 'the world had lapsed into a drowsy, warm slumber'. This gives the reader the impression that everything in the world had stopped moving and builds a still, calm atmosphere.

4. Look at the second paragraph of the extract.

List **two** impressions that you are given about the house.

Accept any two reasonable points, such as: It was hidden amongst the trees; It seemed derelict/abandoned; It was covered with foliage; Someone inhabits it; Pets live at the house; It appeared deserted.

Year 6 Reading

Romulus and Remus

*This legend tells the story of the baby twins **Romulus and Remus**. According to the legend, one of the twins eventually became the creator of Rome, the capital city of Italy.*

The twins were little princes, born of royal blood. After their birth, or so the story tells us, they were cast adrift on the River Tiber by their jealous uncle, who wanted kingship for himself. They were spotted and saved by a she-wolf, who looked after them, nursed and nuzzled them and kept them safe and warm until they were discovered by a shepherd. Although they were brought up as humble shepherds, the twins grew up to be natural leaders - strong, bold and with lots of followers. As adults, they found out they were actually princes.

Having discovered their true identity, they decided to create a new city for themselves.

Unable to decide where to build their new city, they looked to the gods for signs. Romulus stood on one hill and Remus on another. A circle of birds flew over Romulus. Romulus took this as a signal from the gods that he should be king. Remus disagreed. They argued about which one of them was to rule the new city and give it his name. A terrible fight followed in which Romulus killed Remus. Romulus ruled the new city, named Rome in his honour.

Year 6 Reading

Romulus and Remus Questions

1. Number the following statements (1 - 6) to show the order in which they happened in the legend.

The first one has been done for you.

The twins fought and one died.

The twins were left floating on the River Tiber.

The city of Rome as named.

A wolf rescued the twins.

The twins were born.

A shepherd looked after the twins.

1 mark

2. Look at the paragraph beginning: *The twins were little princes or so the story tells us...*

What does this expression suggest to the reader?

The writer...

Tick **one**.

does not know all the details

thinks it is an amusing story.

is saying it is true.

is not sure if it is true.

1 mark

Year 6 Reading

3. The wolf in Romulus and Remus is caring and gentle.

Find and **copy three** words which give this idea.

1. -----

2. -----

3. -----

2 marks

4. The twins disagreed over many things.

Write down **three** things about which they disagreed.

1. -----

2. -----

3. -----

2 marks

Year 6 Reading

Romulus and Remus Mark scheme

1. Award **1 mark** for:

The twins fought and one died.

5

The twins were left floating on the River Tiber.

2

The city of Rome as named.

6

A wolf rescued the twins.

3

The twins were born.

1

A shepherd looked after the twins.

4

1 mark

2. Award **1 mark** for correct box ticked.

The writer...

does not know all the details.

thinks it is an amusing story.

is saying it is true.

is not sure if it is true.

1 mark

3. Award **2 marks** for any three of the acceptable words.
Award **1 mark** for any two of the acceptable words.

Acceptable words:

- nursed
- nuzzled
- (kept them) safe
- warm
- saved.

Also accept:

- looked after (them).

Year 6 Reading

Up to 2 marks

4. Award **2 marks** for three acceptable points.
Award **1 mark** for two acceptable points.

- where to build the city / on which hill
- whether the circling birds were a divine signal / what the circling birds meant
- who was to be king / ruler
- the name of the city.

Up to 2 marks

Year 6 Reading

WHEN YOU GROW UP...



... what will the world be like? Scientists and thinkers have puzzled over that question. Hundreds of years ago, writers imagined a future where people lived easy lives, doing what they wanted to, buying what they wanted without money.

Before you were born, scientists predicted that the earth would soon be covered in ice. Others predicted that the ice would all melt.

Those predictions did not come to pass. The truth is that the future is a mystery. And here's the exciting part: You will live there one day!

When you are a grown-up, what will life be like? No one can be sure, but many very smart people have some interesting ideas.

3D PRINTED FOOD

Feel like a pizza? Print one! Yes, in the future, when you need to feed your kids, you might cook up a pizza on a 3D printer. NASA is currently experimenting with 3D food printers to use in space.

Here on earth, 3D printers are already being used, but they are very expensive and don't prepare a lot of different foods. By the time you are a grown-up, 3D food printers will be as common as microwave ovens. And you'll be able to add extra cheese.

YOUR HOME WILL BE YOUR DOCTOR

Paying for health care is expensive. When you grow up, you will pay taxes to pay for that care. To help keep costs low, your home will be filled with tools that keep an eye on your health. Your toothbrush will test your saliva. Your toilet will test your, ahem, deposits.

Of course, your watch will also tell you how your heart is doing. All of this testing will help find health problems before they become too serious. They will tell you when you need to see a human doctor and when you just need to take a breath and relax.

WHEN YOU DO NEED A DOCTOR

In the future, you might get treated by tiny robots or a robot suit.

Year 6 Reading

Nanotechnology is, simply put, using very tiny particles to do a job. For example, some sunscreens use nanoparticles to protect your skin. In the future, doctors will be able to use these wee little particles to make machines that treat disease or fix wounds. Other types of treatment are big.

Right now, doctors are creating mechanical suits that can act like legs or arms. People who have spine injuries will be able to move the suit just by thinking. Soldiers injured in war or kids damaged in accidents will finally be able to stand, walk or even play soccer.

HEADING TO THE FARM—IN AN ELEVATOR

As an adult, you might decide to be a farmer. You don't go to the field in a truck—you take an elevator. That's because farms are being created in high-rise buildings. Some crops are grown on the side of the building. This is called "vertical farming" and people are doing it now. From vegetables to meat, almost any food can be grown inside these buildings.

If you want to be a farmer, you better get used to heights.

THE HARDEST PART OF THE FUTURE?

Being Human.

Technology is great. Everyone has a phone that connects them to friends and facts and fun games. All that technology is causing problems. Kids and adults alike find it hard to visit face-to-face.

People who get along using text messages can feel awkward when they try to meet in person. In the "old days," men and women fell in love by meeting and getting to know one another. Now, adults go through lists of information to learn about a person they like.

Also, too much technology can make thinking harder. In the future, you could find life a struggle when technology breaks down. You could feel anxious without a phone in your hand.

The best way to make sure that you enter the future strong, smart and able to enjoy the world is to live in reality. Exercise, visit people, get your parents to show you how to do things rather than look it up on your computer. When the future arrives, you'll be ready to make it whatever you want it to be.

Year 6 Reading

When You Grow Up... Questions

Questions 1–14 are about the article entitled *When You Grow Up...*

1 What is the question that this article seeks to answer?

1 mark

2 Look at the first paragraph.

Complete the table below with one piece of evidence from the article to support each statement.

	Evidence
People in the past have been wrong about the future.	
The article is written specifically for children.	

2 marks

3 *Yes, in the future, when you need to feed your kids, you might cook up a pizza on a 3D printer.*

This suggests that...

Tick one.

this will definitely happen.

this might happen.

pizza will be made of plastic.

only children will eat pizza.

1 mark

4 *By the time you are a grown-up, 3D food printers will be as **common** as microwave ovens.*

What is the meaning of the word *common* in this sentence?

1 mark

Year 6 Reading

5 Look at the section headed: *Your Home Will Be Your Doctor.*

What is the purpose of this section?

1 mark

6 Look at the section headed: *When You Do Need A Doctor.*

Give two ways you might receive medical treatment in the future:

1. _____
2. _____

2 marks

7 Why are doctors creating mechanical arms and legs?

Tick two.

to protect your skin.

to help wounded soldiers.

to treat disease.

for injured children.

1 mark

8 Look at the section headed: *Heading To The Farm - In An Elevator.*

Find and copy a group of words that shows that vertical farming already happens:

1 mark

Year 6 Reading

When You Grow Up... Answers

This mark scheme is a rough guide and is not meant to be definitive. Take some time to discuss the answers – if they can explain their answers and back it up with evidence from the text then they might just have found something that we didn't!

Q1: What will the world be like when you grow up?; What will the world be like when you are older? (1 mark)

Q2: **People in the past have been wrong about the future:** Scientists and thinkers have been puzzled over that question; reference to the fact that life is not as easy as the early thinkers had imagined.

The article is written specifically for children: When you grow up... what will the world be like? (1 mark per correct answer for a total of 2 marks)

Q3: this might happen. (1 mark)

Q4: Frequently owned; familiar; in everyday ownership/usage; ordinary; widespread (1 mark)

Q5: To suggest inventions that may exist for healthcare in the future; to inform the reader of inventions that are being created (1 mark)

Q6: **Any two from:** Nanotechnology/tiny robots/tiny particles to treat disease/fix wounds; robot suit/mechanical suit that can act like legs or arms/for people with spinal injuries/for people who have been injured or lost limbs (1 mark per correct answer for a total of 2 marks)

Q7: to help wounded soldiers **and** for injured children (both needed for 1 mark)

Q8: and people are doing it now (1 mark)

Q9: d) Communicate via text message only – shouldn't do; get enough exercise – should do; visit people – should do; look everything up on your computer – shouldn't do. (1 mark for the table entirely correct)

e) to live in reality; to pay attention to the real world (1 mark)

Q10: rely too much on technology (1 mark)

Q11: - TAKE OUT – numbered below as if Q11 removed

Year 6 Reading

Q11:

Already happening	Will happen in the future
Doctors are creating mechanical suits	3D printers will be more common and produce more food
Vertical farming	Doctors will use nanotechnology to treat disease/fix wounds
Adults go through lists of information to learn about a person they like	Doctors will use mechanical suits for people who have had injuries or accidents/to replace limbs/that can be moved just by thinking
Kids and adults find it hard to visit face-to-face	Your toothbrush will test your saliva
3D printers are being used to print food	Your toilet will check your faeces
Your watch tests your heart rate	Technology will tell you when to see a human doctor
Some sunscreens use nanoparticles to protect your skin	You could find life a struggle when technology breaks down
People who get along using text messages can feel awkward when they try to meet in person	You could feel anxious without a phone in your hand
	Farmers may go to work by elevator/lift

(3 answers for 1 mark; all 4 answers for 2 marks)

Q13: In the "old days"; ahem; kids; reference to contractions, e.g don't; wee; grown-up; Feel like a pizza? Print one!; And you'll be able to add extra cheese (1 mark)

Q14: Exercise; visit people; get your parents to show you how to do things rather than look it up on your computer; live in reality; (if you want to be a farmer) get used to heights (1 mark each for a total of 2 marks)