

History and Geography: Year 6

Themes:

Autumn	Spring	Summer
WORLD WAR II How were lives of children affected by the events of the Second World War?	SEVEN WORLDS: ONE PLANET How are we called to be stewards of the Earth?	THE MAYANS Were the Mayans the most advanced society to no longer survive?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Draw parallels and conclusions between time periods within British history and the wider world - Construct detailed timelines - Place features of historical events and people from past societies and periods in a chronological framework - Identify and compare changes within and across different periods	- Research and formulate an opinion about what life would have been like and key features of a given time period - Analyse trends between different social classes and the causes behind them, within and between time periods - Create a structured account of a past event, from multiple perspectives	- Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others - Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory - Create a historical account, using existing primary and secondary sources as evidence - Understand that some events from the past is propaganda, opinion or misinformation, and that this affects interpretations of history	- Structure a talk and debate in both formal and informal ways by grouping arguments by a theme - Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

Geographical knowledge and skills to be developed across the year:

Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Identify and locate the six different climate regions on a world map - Identify the position and significance of the Northern and Southern Hemisphere on human geography - A comparative study of regions in Northern and Southern Hemispheres, with a focus on physical characteristics and how these aspects have changed over time - Identify the position and significance of the Prime Meridian and the Tropics of Cancer and Capricorn	- Describe and understand key aspects of climate zones, biomes and vegetation belts including tundra, desert, tropical rainforest, savannah, temperate forest, grassland and taiga - Describe and understand key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - Consider the possible futures if things remain unchanged - Explore potential solutions for a preferred future	- Use six figure grid references and eight points of a compass to build locational knowledge of the United Kingdom and the wider world - Use maps, digital maps, atlases and globes to locate countries and describe and compare features studied.	- Explain the links between human and physical geographical processes and how these may affect the future - Rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises - Present their research through self- selected representations: e.g reports, leaflets, drama, art, multimedia - Explain views in relation to environmental change and geographical issues and compare these with the views of others

Key vocabulary to be developed across the year:

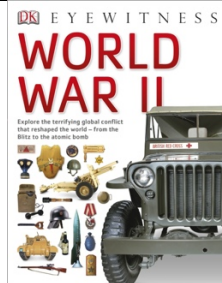
History	Geography
Propaganda, bias, motive, morale, alliance, home front, subjective, objective	Climate zone, biome, vegetation belt, Amenities, flora, fauna, erosion, depletion, consumerism, vegetation, Encroachment, preservation, sanctuary, greenhouse effect, equatorial, landlocked

Supporting Texts:

Autumn

WORLD WAR II

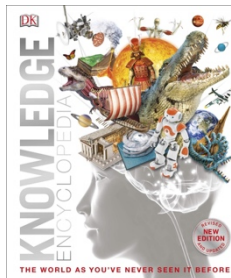
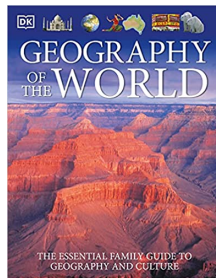
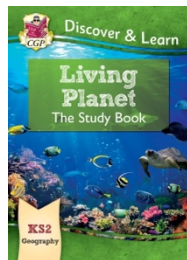
How were lives of children affected by the events of the Second World War?



Spring

SEVEN WORLDS: ONE PLANET

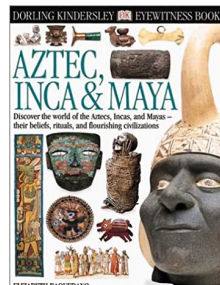
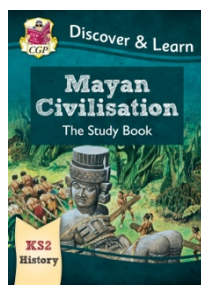
How are we called to be stewards of the Earth?



Summer

THE MAYANS

Were the Mayans the most advanced society to no longer survive?



Year 6: Autumn

World War II - How were lives of children affected by the events of the Second World War?

Historical Concepts

Chronological Understanding, Continuity and Change, Significance

Historical Knowledge

Why did Britain declare war on Germany?

- Know some of key events leading up to the invasion of Poland e.g. Kristallnacht
- Know that Neville Chamberlain was the Prime minister at the time Britain declared war and was succeeded by Winston Churchill

What happened during the Blitz and what was its impact?

- Know that the German warfare strategy was called blitzkrieg
- Know that Eric Irons OBE was an RAF veteran from Nottingham.
- Know that he moved to Nottingham from Jamaica after WWII and eventually became the UK's first Black Magistrate
- Know some of the ways the Blitz affected life in Britain
- Know some of the keyways Britain protected itself from attack e.g. air raid shelters, gasmask drills and blackout regulations
- Know that Anderson and Morrison shelters were used at home to provide protection=
- Know that children were evacuated from cities

What was the impact of war on daily life?

- Know that propaganda was used to provide information about the war and to shape public view
- Know that rationing was used to preserve food supplies
- Know that conscription was used, and this impacted the workforce
- Know some of the duties women undertook in WWII e.g. mechanics, engineers, tank drivers etc.

What impact did the war have on Jewish children?

- Know that the holocaust was a process that started with discrimination against Jewish people and ended with millions of people being killed because of who they were.
- Know that Kindertransport was a British mission to rescue Jewish children and move them out of Nazi Germany
- Know some of the experiences of Jewish children at concentration camps
- Know that concentration camps were liberated

Geographical Concepts

Locational and Place Knowledge

Geographical Knowledge

- Know the names and locations of the countries that were Allied and Axis powers
- Know the names and locations of countries that Nazi Germany occupied during the war

Prior learning	Where is our learning going?
– An empire is a group of countries ruled over by a person, government or country e.g. Ancient Rome (Y3 S), Ancient Egypt (Y4 S), British Empire (Y5 A) – London is the capital city of England, situated around the River Thames (Y2 A) – The United Kingdom is an Island in Europe and was once connected by land to the continent (Y3 A) – People have been enslaved or persecuted throughout history and this was often due to characteristics such as ethnicity, gender, religion etc. (Y1 A1), (Y2 Su1 I Su2), (Y3 S), (Y4 A, Su), (Y5 A, S, Su) – People emigrating to the UK between 1948 and 1971 from Caribbean countries have been labelled the Windrush generation (Y5 S)	Children attending Emmanuel school will cover this topic again in Year 7. Their learning will focus on Cause and Consequence and Interpretation. Key areas of learning: – League of Nations – Road to WW2: Appeasement – Blitz – D- Day – Atomic Bomb & VJ day – Holocaust: Persecution to Genocide – Bystander or perpetrator? – Jews fighting back

Key Vocabulary

Invasion, conscription, regulations, Allies, axis powers, Nazi Party, holocaust, D-Day, Blitz, Blitzkrieg, V-E Day, concentration camps, propaganda, resistance movements, evacuation, rationing, air raids, bombing raids, deportation, totalitarian, appeasement, occupation, dictatorship, collaboration, discrimination, liberation

Year 6: Spring

Seven Worlds: One Planet - How are we called to be stewards of the Earth?

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge

How does the Earth support life?

- Know that the Earth sits in the 'Goldilocks Zone' of our solar system
- Know what the atmosphere is and why it is essential for life
- Know that climate is different from weather
- Know that the oceans and currents support life and effect climate

How different are the climates around the world?

- Know the names and locations of the 10 major biomes of Earth
- Know some of the key geographical features of the major biomes
- Know some of the potential conservation issues that affect the biomes

Why is our climate changing and is it a bad thing?

- Know that climate change refers to long-term shifts in temperature and weather patterns
- Know that the greenhouse effect is the trapping of the sun's warm in our planet's lower atmosphere
- Know some of the effects of global warming on the Earth's biomes
- Know that there are natural and human causes of climate change
- Know that renewable energy is from a source that is not depleted when used e.g. biopower, hydropower, solar power, wind power
- Know that fossil fuels are not renewable and are made up from decomposing plants and animals
- Know some of the ways that humans are acting to prevent climate change

How does what we eat impact the climate?

- Know that farming can affect the environment and contribute to climate change
- Know that the global food trade has an impact on the environment
- Know that food miles track the distance a food item has been transported from producer to consumer

Prior learning	Where is our learning going?
– The names and locations of the seven continents and five oceans (Y2 S1 I S2) – The four seasons, associated weather in the UK (Y1 S2), and that there are hot and cold places and different climates around the world (Y2 S2) – Humans and animals have adapted to live in different climates (Y1 A1), (Y2 S1), (Y3 S), (Y4 S) – Physical geography of forests (y1 Su1), mountains (Y3 A), Oceans (Y2 S2), Rainforests (Y3 S), Caribbean (Y5 S) – Rainforests are positioned around the equator (Y3 S) – Humans can have a negative and positive effect on the environment: deforestation (Y1 Su1), ocean pollution (Y2 Su2), Deforestation and farming (Y3 S), Support with extreme weathers (Y3 S)	The physical geography of Central America (Y6 S) Children attending Emmanuel School will deepen their learning from this topic in KS3 (Year 7). They will explore weather and climate and the threatened places of the world. They will explore threats to the Planet Earth and how human activity is increasing those threats. They will focus on plastic pollution and explore sustainable strategies in Nottingham, UK and globally. Key Learning will include: – Justification – Photo analysis – Bar charts – Describing location – Using figures – Graph analysis and completion evaluation

Key Vocabulary

Atmosphere, biome, carbon dioxide, climate, climate change, endangered, extinction, greenhouse gas, humid, landfill, microbe, photosynthesis, pollute, radiation, renewable energy, resource, pollution, atmospheric, terrestrial, hydrospheric, deforestation, sustainable, habitats, biomes, climate, conservation, adaptation, species, ecosystem, microbes, fungi, coniferous, deciduous, poaching, endangered, extinction, over-grazing, variety, ecosystem, trophic cascading, ecological succession

Year 6: Summer

The Mayans - Were the Mayans the most advanced society to no longer survive?

Historical Concepts

Similarities and Differences, Continuity and Change, Historical Enquiry

Historical Knowledge

Who were the Maya and where did they live?

- Know that the Maya were hunter-gathers who settled (2000BC) and eventually settled and farmed
- Know some of the key finds archaeologists have made and what they have told us about the Maya
- Know that carvings, murals and sculptures can tell us about Mayan life

How did the Maya produce food?

- Know that food was produced by hunting, foraging and farming
- Know that Mayans used three types of farming: Raised Field, Terrace Farming, Shifting Cultivation
- Know some of the foods Mayans farmed and how they did it: maize, beans, squash, chillies, tomatoes, cotton, cocoa and vanilla
- Know that trade was important to the Maya

What was life like for the Maya?

- Know that the Maya built huge amounts of temples, palaces, causeways, schools and marketplaces
- Know that temples and palaces were built from stone and huts to live in were made from wood and thatch
- Know some of the key features of Mayan homes
- Know that clothes helped people to identify between rich and poor
- Know that the Mayan game called Pok-A-Tok was important in their society

What did the Maya believe? (Compare with Ancient Egypt and Ancient Greece)

- Know that the Mayans belief was polytheistic (many gods)
- Know that ancestor worship was important to the Maya (similar Ancient Egypt at the time)
- Know that priests acted between human and supernatural: performing rituals, music, dance and sacrifices

What happened to the Maya?

- Know that the Maya were conquered and destroyed by Spanish invaders (1600AD)

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

Where did the Maya settle and what is it like there?

- Know key features of the physical geography of Central America
- Know that the terrain and climate would have presented challenges and benefits
- Know where some of the key cities were located

How did the physical geography support trade?

- Know that the lowland was fertile and provided crops
- Know that the highlands provided obsidian, jade and other precious metals for trade
- Know that rivers and waterways provided protection and trade routes between city states

Prior learning	Where is our learning going?
– North and South America are continents (Y2 S1) and Brazil is a country in South America (Y3 S). – Physical geography of the rainforest (Y3 S) – Humans and animals have adapted to live in different climates (Y1 A1), (Y2 S1), (Y3 S), (Y4 S), (Y6 S) – Farming helped settlements to develop from hunter/gatherer lifestyles (Y3 A), (Y4 Su) – Humans need water for survival and settlements often developed around rivers: River Trent (Y1 S1), River Thames (Y2 A1), The Nile (Y4 Su) – Polytheism was at some points a central belief of the Romans (Y3 Su), Ancient Egyptians (Y4 Su) and Ancient Greeks (5 Su) – Ancient Egyptians used hieroglyphics to write (Y4 Su)	Children attending Emmanuel school will continue their learning on this in Year 7 by exploring Renaissance around the world, including a study of the Inca Empire. Their learning will focus on similarities and differences, as well as source enquiry. Key areas of learning: – Reformation – Age of exploration & inventions – Songhai Empire – Ming Kingdom – Inca Empire – Benin Kingdom – Suleiman the Magnificent

Key Vocabulary

ancestor, archaeologist, architecture, astronomy, Aztecs, bloodletting ritual, cacao, city state, climate, codex, eclipse, equinox, excavate, flint, hieroglyph, hunter-gatherer, incense, jade, jaguar, limestone, loom, maize, merchant, mural, myth, observatory, obsidian, porter, priest, pyramid, quetzal, scribe, solstice, syllable, textiles, Xibalba