

Overview *Geography*/*History* Year 6

	Autumn Term		Spring Term		Summer Term	
Big Question	Is all technology good?		War- What is it good for?		How has the past shaped the future?	
Other Subject links	The Titanic/Map work & human Geography		World War 2/Counties & land use		Shang Dynasty from China/Physical Geography	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

National Curriculum Objectives	<p>-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>-Locate the world's countries, using maps to focus on Europe &amp; North America, concentrating on their human characteristics &amp; major cities.</p>	<p>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>	<p>-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Regularly address and sometimes devise historically valid questions about change, cause, similarities &amp; difference.</p> <p>-Locate the world's countries, using maps to focus on Europe (including Russia) &amp; North/South America. - Describe and understand key aspects of human geography including distribution of resources including food, energy, minerals &amp; water.</p> <p>-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>-Understand how our knowledge of the past is constructed from a range of sources. - A significant turning point in British history, for example the Battle of Britain. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>-Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>-Recognise the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared: The Shang Dynasty of Ancient China. - Location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>-Understand how our knowledge of the past is constructed from a range of sources. - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical geography including: mountains &amp; vegetation belts.</p> <p>-Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
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<p><b>Knowledge</b></p>	<p>Locate the world's countries, using maps to focus on Europe &amp; North America, concentrating on their human characteristics &amp; major cities.</p> <p>Name locate counties &amp; cities of the UK.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p> <p>Identify that Britain went through a period of significant industrial change during the 1800s and early 1900s (leading up to the building of Titanic)</p> <p>Recognise the historical significance of the building of Titanic and the fact that without the above period of change, Titanic couldn't have been built.</p> <p>Sequence the events that led to the sinking of Titanic and remember key dates and times.</p>	<p>Identify the position/significance of: longitude, latitude, the tropics, arctic &amp; antarctic circle, the GMT &amp; time zones.</p> <p>To understand geographical similarities and differences between a region of the UK and North America.</p> <p>Describe how the experiences of upper and lower class passengers were very different aboard Titanic.</p> <p>Challenge different viewpoints about blame and test a hypothesis.</p>	<p>Describe and understand key human geography, including: the distribution of natural resources including energy, food, minerals and water.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p> <p>Place this period on a timeline in relation to other time periods studied.</p> <p>Understand who Hitler was and an overview of his beliefs.</p> <p>Date some significant events from World War II on a timeline.</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Explain the significance of the Holocaust.</p> <p>Explore the propaganda used in World War II.</p> <p>Explain how the Blitz impacted on Britain.</p> <p>Explain why we celebrate VE Day.</p> <p>Consider how life would be different if we had not won the war.</p>	<p>Describe and understand key physical geography, including: mountains, vegetation belts &amp; biomes.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Place this period on a timeline alongside other time periods studied.</p> <p>Locate the reach of the Shang Dynasty on a map.</p> <p>Explain what life was like living in the Shang Dynasty.</p> <p>Compare the Shang Dynasty to another early civilisation</p> <p>Describe the weapons and warriors of Shang soldiers.</p> <p>Compare the Shang Dynasty to the modern day.</p>	<p>Describe and understand key physical geography, including: climate zones &amp; rivers</p>
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Vocabulary	<p><b>Direction:</b> north, east, south, west, north east, south east, south west, north west, compass, photograph, aerial photograph, location, map, atlas, globe, grid reference, symbol, key.</p> <p><b>Human:</b> locality, town, village, city, settlement, trade, money, currency, resources, economic activity.</p> <p><b>Physical:</b> hills, mountains, coasts, rivers, equator, biomes, vegetation belts, hemisphere, land use, topography, mountains, rivers, coasts. Tropic of Cancer, Tropic of Capricorn, Arctic circle, Antarctic circle, longitude, latitude, GMT.</p> <p><b>Weather/climate:</b> climate, seasons</p> <p><b>Titanic:</b> industry, revolution, class, hypothesis.</p> <p><b>WW2:</b> Allies, Axis, Holocaust, Nazi, prejudice, propaganda, Blitz</p> <p><b>Shang Dynasty:</b> dynasty, Fu Hao, overthrow, hierarchy.</p>
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Skills	<p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p> <p>I can place features of historical events and people from societies and periods in a chronological framework.</p> <p>I can use maps, serial photos, plans and web research to describe what a locality might be like.</p>	<p>I can look at two different versions and say how the author may be attempting to persuade the reader to give a specific viewpoint.</p> <p>-I can identify and explain my understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>-I can identify the Tropics of Cancer &amp; Capricorn as well as the Arctic and Antarctic circles.</p> <p>-I can explain how time zones work.</p>	<p>-I can say where a period of history fits on a timeline.</p> <p>-I can place a specific event on a timeline by decade.</p> <p>-I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>-I can give an extended description of the human features of different places around the world.</p> <p>-I can map land use with my own criteria.</p> <p>-I can describe how some places are similar and others are different in relation to my physical features.</p>	<p>-I can recognise key symbols used on ordnance survey maps.</p> <p>-I can confidently explain scale and use maps with a range of scales.</p> <p>-I can choose the best way to collect information needed and decide the most appropriate unit of measure.</p> <p>-I can use OS maps to answer questions.</p> <p>-I can suggest why there might be different interpretations of events.</p> <p>-I can suggest why certain events, people and changes might be seen as more significant than others.</p> <p>-I can pose and answer my own historical questions.</p>	<p>I can give extended descriptions of the physical features of different places around the world.</p> <p>I can accurately use a 4 figure grid reference</p> <p>I can describe how some places are similar and are different in relation to my human features.</p> <p>-I can summarise the main events from a specific period of history explaining the order in which key events happened.</p> <p>- I can say where a period of history fits on a timeline</p> <p>- I appreciate that some ancient civilizations show greater advancements than people who lived centuries after me.</p>	<p>-I can summarise the main events from a specific period of history explaining the order in which key events happened.</p> <p>-I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>-I can describe features of historical events and people from past societies and periods they have studied.</p> <p>-I can recognise and describe differences and similarities/changes and continuity between different periods of history</p>
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Extended writing	<p>History - Who was to blame for the sinking of the Titanic?</p> <p>Information text relating to the classes/passengers on board</p> <p>Geography - Non-chron report on climate zones and how Icebergs are formed.</p> <p>Diary entry from the perspective of a ship builder post Titanic crash and</p>	<p>History - Discussion text on the holocaust.</p> <p>Geography - How has land use changed during the war?</p> <p>Diary of a soldier during the winter months. How did the conditions impact them?</p>	<p>History - Balanced argument on the Shang Dynasty vs Modern day.</p> <p>Geography - Non chronological report about a mountain range in China.</p>
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	<p>sinking.</p> <p>Information text on time zones &amp; how they change throughout the world.</p>	<p>Information text on Russia, how does its geography help it be such a powerful country?</p> <p>Information text on Poland, how does Poland's geography make it vulnerable to attacks?</p>	
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