

Y6 HISTORY: What was life like for a Victorian Child?

Term: :	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Autumn 1: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can accurately place historical events, people and artefacts on a timeline using dates and historical terms/descriptions. I can place my current study on a timeline in relation to other studies. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can confidently devise historical questions about the past including change, cause, similarity, difference and significance. I can confidently use different methods of research to find out facts about the time period I am studying. I can confidently identify the difference between Primary and Secondary sources of information. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information such as suitable sources/ resources. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can give my own opinion and give plausible explanations to support my thinking. <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> I can independently choose the most appropriate way to present my historical findings including the use of accurate dates and vocabulary. I can use the most appropriate historical terms in my explanations/work. <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> I can identify periods of rapid change in history and contrast them with times of relatively little change. I can understand and explain how some aspects of the significant events have shaped Britain and how Britain has influenced/been influenced by the wider world. I can make connections and describe how some historical events/periods have had an impact on life today. I can identify similarities and differences, cause and consequence, continuity and change, and significance of past events and compare it to present day. 	<ol style="list-style-type: none"> 1) What is the Victorian Era and who is significant to it? 2) How did “society classes” compare for Victorian families? 3) Was there a divide in society for Victorian families? 4) Why was the workhouse an important aspect of Victorian life? 5) Was there an education system? 6) What are the similarities and differences of my life today compared to that of a Victorian child? 7) Assessment: What was life like for a Victorian Child? 	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> I know some of the jobs Victorian children did. I know the names of some of the countries Queen Victoria ruled over. I know some of the jobs that impoverished Victorian children had to do. I know when Queen Victoria was born and when she died 		
	Vocabulary:		
	Queen Victoria workhouse society contemporary (primary) sources interpretive (secondary) sources		homelessness wealth reign education similarities and differences

Y6 GEOGRAPHY: Are Britain's trade links different today than during the time of the British Empire?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Autumn 2: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> I can locate the world's countries on a map I can use geographical vocabulary to discuss the human and physical geography of an area I'm studying. I can describe and explain the economic activity including trade links and the trade of natural resources I can describe and explain the distribution of natural resources including energy, food, minerals and water <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. I can identify and use symbols in atlases with increasing confidence 	<ol style="list-style-type: none"> What is the British Empire? Why were raw materials traded during the Victorian era? How was trade established during the British Empire? How have trade links changed since the British Empire? Why did Fairtrade come about in recent years? Assessment: Are Britain's trade links different from those used within the British Empire?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> I know the names of some countries in the British Empire. I know some of the raw materials that were traded during the time of the British Empire. I know what a trade route is. I know some of the raw materials that were traded during the time of the Empire: cotton, sugar, tobacco, spices, tea, gold, diamonds. 	
	Vocabulary:	
colonies empire British Empire population raw materials settlements quotas	routes trade continents goods cargo trade deals transportation	embargos free trade standards

Y6 HISTORY: What was life like for children during WWII?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Spring 1: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can confidently sequence local, national and international historical events and how they relate to one another on a timeline with accuracy I can accurately place historical events, people and artefacts on a timeline using dates and historical terms/descriptions I can place my current study on a timeline in relation to other studies. I can use relevant terms and period labels accurately. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can confidently identify the difference between Primary and Secondary sources of information. I can confidently devise historical questions about the past including change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I can confidently identify, analyse and select appropriate evidence from a range of suitable sources. I can confidently use different methods of research to find out facts about the time period I am studying. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can evaluate the usefulness of sources, give accurate explanations on how they represent the past and why they are interpreted this way. I can give my own opinion and give plausible explanations to support my thinking I can give an accurate recount of historical events and suggest why certain events happened as they did in history I can make connections and contrasts between different time periods studied and talk about trends over time. I can understand the concept of propaganda and can identify examples in historical sources. <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> I can independently choose the most appropriate way to present my historical findings including the use of accurate dates and vocabulary I can use the most appropriate historical terms in my explanations/work. I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation. <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> I can identify similarities and differences, cause and consequence, continuity and change, and significance of past events and compare it to present day. I can understand and explain how some aspects of the significant events have shaped Britain and how Britain has influenced/been influenced by the wider world. I can confidently identify significant aspects of World history. I am continuing to develop my understanding of the social, military, political and cultural concepts of past societies I can make connections and describe how some historical events/periods have had an impact on life today 	<p>1) When was World War II and why is it significant today?</p> <p>2) Who was involved in World War II? (Invasion)</p> <p>3) Was the "Evacuation" a successful tactic?</p> <p>4 & 5) How was life for those who were not evacuated?</p> <p>6) Assessment: What was life like for children during World War II?</p>
	<p align="center">Substantive Knowledge:</p>	
	<ul style="list-style-type: none"> I know when WW2 started and ended. I know that Britain was at risk of being invaded by Germany I can explain why British children were evacuated during the war I know what rationing was I know why air raid shelters were built 	
	<p align="center">Vocabulary:</p>	
<p>evacuated destination Blitz ration book gas mask air raid</p>	<p>blackout incendiary bomb invasion attack</p>	<p>Europe allies surrender bomber</p>

Y6 HISTORY: What can we learn from the Holocaust?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):
Spring 2: History	<p><u>Chronology:</u></p> <ul style="list-style-type: none"> I can confidently sequence local, national and international historical events and how they relate to one another on a timeline with accuracy I can accurately place historical events, people and artefacts on a timeline using dates and historical terms/descriptions I can place my current study on a timeline in relation to other studies. I can use relevant terms and period labels accurately. <p><u>Historical Enquiry:</u></p> <ul style="list-style-type: none"> I can confidently identify the difference between Primary and Secondary sources of information. I can confidently devise historical questions about the past including change, cause, similarity, difference and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information I can confidently identify, analyse and select appropriate evidence from a range of suitable sources. I can confidently use different methods of research to find out facts about the time period I am studying. <p><u>Interpretation:</u></p> <ul style="list-style-type: none"> I can evaluate the usefulness of sources, give accurate explanations on how they represent the past and why they are interpreted this way. I can give my own opinion and give plausible explanations to support my thinking I can give an accurate recount of historical events and suggest why certain events happened as they did in history I can make connections and contrasts between different time periods studied and talk about trends over time. I can understand the concept of propaganda and can identify examples in historical sources. <p><u>Communication, Organising & Presenting:</u></p> <ul style="list-style-type: none"> I can independently choose the most appropriate way to present my historical findings including the use of accurate dates and vocabulary I can use the most appropriate historical terms in my explanations/work. I can use abstract terms with increasing confidence. E.g. empire, invasion and civilisation. <p><u>Comparing Past & Present</u></p> <ul style="list-style-type: none"> I can identify similarities and differences, cause and consequence, continuity and change, and significance of past events and compare it to present day. I can understand and explain how some aspects of the significant events have shaped Britain and how Britain has influenced/been influenced by the wider world. I can confidently identify significant aspects of World history. I am continuing to develop my understanding of the social, military, political and cultural concepts of past societies I can make connections and describe how some historical events/periods have had an impact on life today I can identify periods of rapid change in history and contrast them with times of relatively little change. 	<ol style="list-style-type: none"> 1) What is the Holocaust? 2) What actions led up to the beginning of the Holocaust? 3) What was life like for non-German civilians during this time? 4) How do we know about the Holocaust? 5) What are the consequences of the Holocaust? 6) Assessment: What can we learn from the Holocaust?
	Substantive Knowledge:	
	<ul style="list-style-type: none"> I know that Ann Frank wrote a diary about her time hiding in a house I know that Ann Frank died in a concentration camp I know when the Holocaust took place I know that Kindertransport is the term used to describe the movement of children by train I can explain what the ghettos were 	
	Vocabulary:	
<p>Holocaust Ann Frank ghetto concentration camps</p>	<p>Nazi genocide resistance anti-semitism</p>	<p>Aryan swastika Star of David</p>

Y6 GEOGRAPHY: What would happen to the world if it did not have tectonic plates?

Term:	Skills (including disciplinary knowledge):	Weekly Coverage (Lessons):	
Summer 1: Geography	<p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> • I can describe and explain the key aspects of mountains, volcanoes and earthquakes. • I can use geographical vocabulary to discuss the human and physical geography of an area I'm studying. • I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night). • I can locate the world's countries on a map focusing on their environmental regions and the key physical and human characteristics of the country. <p><u>Map Skills:</u></p> <ul style="list-style-type: none"> • I can use an 8-pointed compass independently. • I can identify and use symbols in atlases with increasing confidence. • I can use maps, atlases, globes and digital mapping with increasing confidence to locate places and features I'm studying. <p><u>Fieldwork Skills:</u></p> <ul style="list-style-type: none"> • I can draw a detailed sketch of an area I'm observing focusing on key features in view. • I can annotate my sketch to describe and explain geographical processes and patterns. • I can select an appropriate method of data collection. <i>E.g. in person, questionnaires, data from maps or the internet.</i> • I can use digital technologies to gather information over time. 	<p>1) What is the world made of?</p> <p>1b) Longitude, latitude and Time Zones</p> <p>2) What types of natural disasters are there?</p> <p>3) How do natural disasters impact the world?</p> <p>4) Why are tectonic plates significant?</p> <p>5) Assessment: What would happen to the world if it didn't have tectonic plates?</p>	
	Substantive Knowledge:		
	<ul style="list-style-type: none"> • I know what tectonic plates are • I can label the crust, mantle, inner and outer core of the Earth's surface • I know what longitude and latitude mean • I know that earthquakes happen when tectonic plates move 		
	Vocabulary:		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> tectonic plates volcano earthquake crust mantle inner and outer core </td> <td style="width: 33%; border-right: 1px solid black; padding: 5px;"> longitude latitude time zones natural disasters impact and significance </td> <td style="width: 33%; padding: 5px;"> Earth ocean </td> </tr> </table>		tectonic plates volcano earthquake crust mantle inner and outer core
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Y6 GEORAPHY: How can we use maps to compare the topography of the UK and Italy?

Term:

Skills (including disciplinary knowledge):

Weekly Coverage (Lessons):

Geographical Skills:

- I can identify geographical similarities and differences between a region of the UK and a region in a European country. (Italy topography)
- I can name and locate counties and regions of the United Kingdom.
- I can name and locate the world's countries, using maps to focus on Europe, their environmental regions and key physical and human characteristics. (Italy)
- I can name and locate Europe on a world map and identify some its countries and major cities. (Italy)
- I can identify key topographical features of the areas I'm studying (hills, rivers, coasts) and can explain how the areas I've studied have changed over time.
- I can use geographical vocabulary to discuss the human and physical geography of an area I'm studying.

Map Skills:

- I can use an 8-pointed compass independently.
- I can use and follow 6-figure grid references.
- I can identify and use an increasing range of standardised symbols and a key on an OS map.
- I can identify and use symbols in atlases with increasing confidence.
- I can draw a map of increasing complexity that shows appropriate distance between places or features based on a given scale.
- I can use OS maps to build my knowledge of the UK and the wider world independently.

Fieldwork Skills:

- I can draw a detailed sketch of an area I'm observing focusing on key features in view.
- I can annotate my sketch to describe and explain geographical processes and patterns.
- I can select an appropriate method of data collection. *E.g. in person, questionnaires, data from maps or the internet.*
- I can use digital technologies to gather information over time.
- I can independently choose an appropriate method to present geographical data.
- I can present comparative data on a graph and explain my findings.
- I can select photographs as the most appropriate for the evidence I need.
- I can evaluate the quality of the evidence I have used.

1) How do maps tell us about the topography of a country or continent?

2) Where is Italy located and what is the terrain like?

3) What is the terrain of the United Kingdom like?

4) Are there any similarities or differences between the United Kingdom and Italy?

5) Assessment: How can we use maps to compare the topography between the UK and Italy?

Substantive Knowledge:

- I know what topography means
- I know what terrain means
- I can locate Italy on a map
- I can identify different terrains on a map of Italy and Britain
- I can use a compass to tell direction
- I know that contours on an OS map tell us the altitude of a place.
- I know that a 6-figure grid reference will pinpoint an exact place on an OS map.
- I know that a compass will tell me where north, south, east, west, north-east, south-east, south-west and north-west are.

Vocabulary:

topography
terrain
compass
altitude
grid-reference

OS map
digital map
contours

keys
symbols
aerial photography

Summer 2: Geography