

## Year 6 TOPIC WORK: HISTORY & GEOGRAPHY

YEAR 6	AUTUMN TOPIC	SPRING TOPIC	SUMMER TOPIC
<b>Key</b> Blue text –Geography Green text – History Brown - Opportunities for Exploring Diversity	<p style="text-align: center;">Rainforest Life                      HISTORY FOCUS - ANCIENT MAYA                      GEOGRAPHY FOCUS – SOUTH AMERICAN RAINFORESTS</p> <p style="text-align: center;"><b>VISIT/TRIP:</b>                      Cadbury World</p> <p><b>Opportunities for Exploring Diversity:</b> Mayan culture and beliefs, South American artists, and music.</p>	<p style="text-align: center;">Victorian Revolution                      HISTORY FOCUS - VICTORIANS                      GEOGRAPHY FOCUS – NORTH AMERICA – BRITISH COLONIES</p> <p style="text-align: center;"><b>VISIT/TRIP:</b>                      Milestones Victorian Life</p> <p><b>Opportunities for Exploring Diversity:</b> British Colonies in North America including cotton plantations, slavery, shipping, and trade with Britain.                      Black History Month (Oct)</p>	<p style="text-align: center;">Britain at War                      HISTORY FOCUS - WW2                      GEOGRAPHY FOCUS – WW2 COUNTRIES</p> <p style="text-align: center;"><b>VISIT/TRIP:</b>                      RAF Hendon</p> <p><b>Opportunities for Exploring Diversity:</b> Forgotten soldiers, persecution of different religions.</p>
<b>Key Texts</b>	The chocolate tree – a Mayan folktale – Linda Lowery The true ancient Maya – non fiction – Jackie Maloy Rain player – David Wisniewski The Great Kapoc Tree <a href="https://www.history.com/topics/ancient-americas/maya">https://www.history.com/topics/ancient-americas/maya</a> Timeline of the Ancient Maya (thoughtco.com) <a href="http://www.tropical-rainforest-facts.com/Amazon-Rainforest-Facts/Amazon-Rainforest-Plant-Facts.shtml">http://www.tropical-rainforest-facts.com/Amazon-Rainforest-Facts/Amazon-Rainforest-Plant-Facts.shtml</a> Atlas	Street Child – Berlie Doherty <a href="https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h">https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h</a> 100 Facts Victorian Britain - Jeremy Smith Victorians DK Eyewitness - Ann Kramer You Wouldn't Want to Be a Victorian Schoolchild - John Malam and David Antram Black and British (Victorians) – David Olusoga Henry's Freedom Box – Ellen Levine Freedom Over Me – Ashley Bryan Clara and the Freedom Quilt – Deborah Hopkinson From Slave Ship to Freedom Road – Rod Brown Unheard Voices – Malorie Blackman <a href="https://www.nationalgeographic.org/photo/colonial-trade/">https://www.nationalgeographic.org/photo/colonial-trade/</a> <a href="http://www.blackhistory4schools.com/1750-1900/">http://www.blackhistory4schools.com/1750-1900/</a>	Letters from the Lighthouse - Emma Carroll The Story of the Second World War for Children: 1939-1945 - Peter Chrisp Remember World War II: Kids Who Survived Tell Their Stories - Dorinda Makanaonalani Nicholson Once (Once/Now/Then/After) - Morris Gleitzman Rose Blanche - Ian McEwan The diary of Anne Frank – Anne Frank Black and British (WW2) David Olusoga World War Two - BBC Teach <a href="#">Life for the Jewish community and minorities in Nazi Germany - CCEA - GCSE History Revision - CCEA - BBC Bitesize</a> <a href="#">Black British Soldiers in WW2   The Forgotten Fighters (blackpresence.co.uk)</a> <a href="https://www.theroot.com/remembering-the-forgotten-black-heroes-of-wwii-1790861534">https://www.theroot.com/remembering-the-forgotten-black-heroes-of-wwii-1790861534</a> <a href="https://www.nam.ac.uk/schools/learning-resources/commonwealth-soldiers-western-front">https://www.nam.ac.uk/schools/learning-resources/commonwealth-soldiers-western-front</a> Atlas
<b>Skills</b>	<b>History: The Ancient Maya</b> <b>NC POS:</b> a non-European society that provides contrasts with British history – one study chosen c. AD 900; Mayan	<b>History: The Victorians</b> <b>NC POS:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b>History: WW2</b>

	<p>Civilization.</p> <p><b>Chronology</b> - place current study on time line in relation to other studies.</p> <p><b>Range and Depth of Historical Knowledge</b> - find about beliefs, behaviour and characteristics of people, compare beliefs and behaviour with another period studied.</p> <p><b>Interpretations of History</b> - work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p><b>Historical Enquiry</b> - use a range of sources to find out about an aspect of time past.</p> <p><b>Organisation and Communication</b> - select aspect of study to make a display.</p> <p><b>Geography: South America</b>  <b>NC POS:</b> human geography, including: types of settlement and land use. Physical geography, including: climate zones, biomes</p> <p><b>Geographical enquiry</b>  Collect and record evidence unaided; Analyse evidence and draw conclusions e.g. on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p><b>Drawing maps</b>  Begin to draw plans of increasing complexity.</p> <p><b>Representation</b>  Use atlas symbols.</p> <p><b>Using maps</b>  Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p><b>Style of map</b>  Confidently use an atlas.</p>	<p>a significant turning point in British history.</p> <p><b>Chronology</b> - use relevant dates and terms.</p> <p><b>Range and Depth of Historical Knowledge</b> - find about behaviour of people, write an explanation of a past event in terms using evidence to support and illustrate their explanation; know key dates, characters and events of time studied.</p> <p><b>Interpretations of History</b> - be aware that different evidence will lead to different conclusions.</p> <p><b>Historical Enquiry</b> - recognise primary and secondary sources; bring knowledge gathering from several sources together in a fluent account.</p> <p><b>Organisation and Communication</b> - use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p><b>Geography: North America</b>  <b>NC POS:</b> locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics.</p> <p><b>Geographical enquiry</b>  Investigate places with more emphasis on the larger scale; contrasting places (<b>Victorian British cities/North American colonies</b>).</p> <p><b>Drawing maps</b>  Draw a variety of thematic maps based on their own data.</p> <p><b>Using maps</b>  Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p><b>Scale/Distance</b>  Draw/use maps and plans at a range of scales.</p> <p><b>Map knowledge</b>  Confidently identify significant places and environments</p>	<p><b>NC POS:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Battle of Britain.</p> <p><b>Chronology</b> - sequence up to ten events on a time line.</p> <p><b>Range and Depth of Historical Knowledge</b> - find about characteristics of people, recognising that not everyone shares the same views and feelings; write an explanation of a past event in terms of cause and effect.</p> <p><b>Interpretations of History</b> - link sources and be aware that different evidence will lead to different conclusions, confident use of the library etc. for research.</p> <p><b>Historical Enquiry</b>  recognise primary and secondary sources; use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out; bring knowledge gathering from several sources together in a fluent account</p> <p><b>Organisation and Communication</b>  select aspect of study to make a display; use a variety of ways to communicate knowledge and understanding including extended writing; plan and carry out individual investigations</p> <p><b>Geography: European Countries</b>  <b>NC POS:</b> locate and use maps to focus on Europe concentrating on their key physical and human characteristics, countries, and major cities.</p> <p><b>Geographical enquiry</b>  Suggest questions for investigating; Use primary and secondary sources of evidence in their investigations.</p> <p><b>Direction/Location</b>  Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p><b>Representation</b>  Use/recognise OS map symbols; Use atlas symbols.</p> <p><b>Using maps</b>  Describe features shown on OS map.</p> <p><b>Scale/Distance</b>  Use a scale to measure distances.</p> <p><b>Perspective</b>  Draw a plan view map accurately.</p>
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<p><b>Key Vocabulary</b> (new vocabulary in bold underlined)</p>	<p><b>Maya, Mayan, Amazon, Chichen Itza, Mayan tribes, Mayan gods, chiefs, Mayan pyramids, Mayan temples, worship, sacrifice, cocoa, hierarchy,</b> hunter, gatherer, farming, <b>slash and burn, codices,</b> education, <b>pok a tok.</b></p> <p><b>Rainforest, biodiversity, Amazon,</b> South America, climate, habitat, <b>monsoon, emergent layer, temperate,</b> camouflage, <b>equatorial,</b> humid, tropical, <b>canopy, crown, evergreen, indigenous, understorey,</b> deforestation, vegetation, rainforest animals.</p>	<p><b>Victorian, Queen Victoria,</b> school, education, <b>Dr Barnardo, workhouse, society,</b> poor, rich, <b>slums,</b> chimneys, factories, <b>Industrial Revolution,</b> cotton, toys, games, <b>birch, enslaved, slave ships, abolition.</b> <b>colonies,</b> North America, <b>plantations, British Empire in 1900's, commonwealth</b> cotton, <b>trading routes,</b> land physical features, <b>topographical features,</b> climate, land use.</p>	<p><b>air raid shelter, Allies, atomic bomb, Axis Powers, blackout, Blitz, 'blitzkrieg' which means 'lightning war', censorship, civilians, Civil Defence, concentration camp, coupons, D-Day, evacuee, Forces, The Army, Royal Air Force, Royal Navy and other services. Frank, Anne (1929-1945), gas mask, Hitler, Adolf (1929-1945) Leader of Nazi Germany. Holocaust, host family,</b> invaded, Jews, <b>liberate, naval battle, Nazi, Short for National Socialist Party (in Germany), occupied, prisoners of war, propaganda, rationing, refugee, Resistance, stirrup pump, telegram, Underground, war crime, battle plan, Tuskegee Airmen (OED).</b></p> <p>Countries (including Britain, France, the Soviet Union and the USA), (Germany, Japan, Italy and other countries), allotment, British Empire, <b>Commonwealth, Soviet Union, United Nations,</b> Map.</p>
<p><b>Opportunities for Learning / Cross Curricular</b></p>	<p><b>Art and DT -</b> Maya masks, South American artists, 3D rainforest pictures, rainforest diorama <b>Music -</b> maya instruments (making pan pipes) Maya beat music <b>Dance –</b> Mayan dance at the Moon Palace <b>Computing -</b> research using Chromebooks <b>PE -</b> Pok a Tok – team game skills <b>PSHE -</b> democracy and different beliefs <b>Maths -</b> Mayan number system <b>RE –</b> Mayan Creation stories</p>	<p><b>ART/DT -</b> peg doll, design a factory, drawing maps of cotton plantations, draw/plan slave ships, mechanical Victorian fairground ride, Victorian silhouettes <b>Music –</b> Songs from the plantations <a href="https://www.youtube.com/watch?v=8zeshN_ummU">https://www.youtube.com/watch?v=8zeshN_ummU</a> <a href="https://blackexcellence.com/black-gospel-songs/#:~:text=%2025%20Black%20Gospel%20Songs%20That%20Have%20Their,Amazing%20Grace%20is%20often%20attributed%20to...%20More%20">https://blackexcellence.com/black-gospel-songs/#:~:text=%2025%20Black%20Gospel%20Songs%20That%20Have%20Their,Amazing%20Grace%20is%20often%20attributed%20to...%20More%20</a> <b>Dance -</b> Candombe dance <b>Computing -</b> research using Chromebooks <b>PE -</b> Victorian playground games <b>PSHE -</b> fair trade</p>	<p><b>Art and DT -</b> ww2 silhouette pictures, ww2 recipes (cooking) making a gas mask, making an evacuee suitcase, making a ww2 plane Paul Klee – journey of a fighter pilot <b>Music -</b> WW2 songs <b>Dance -</b> Contemporary dance involving war scenes <b>Computing -</b> research using Chromebooks <b>PE -</b> football (Christmas Truce) <b>PSHE -</b> fair treatment of others regardless of race or religion <b>Maths -</b> position and direction, scale <b>English –</b> The Piano</p>
<p><b>Learning Overview / WALTs</b></p>	<p><b>(12 Weeks)</b> WOW- Mayan activities relating to art (creating a mask, soap carving and making Mayan Panpipes) <b>Week 1</b> WALT: locate the Maya civilisation in time and place. KQ: Who were the Maya? KQ: What is a rainforest and where are they located?</p> <p><b>Week 2</b> WALA: the Maya education system KQ: Why did the Maya use symbols and pictures to communicate? KQ: What are the similarities and differences to your education?</p>	<p><b>(12 Weeks)</b> WOW- Victorian activities relating to art (silhouette pictures and PE (playground games and toys) <b>Week 1</b> WALT: place the Victorian period in relation to other periods in British history. Hackney Diversity Curriculum timeline KQ: What do you think life was like for Victorians?</p> <p><b>Week 2</b> WALA: children's jobs KQ: Do you think that all children had the same quality of life? KQ: Why do you think Victorian children had to work? KQ: Which job do you think was the worst?</p>	<p><b>(12 Weeks)</b> WOW – WW2 activities relating to art (designing and making paper planes, creating blitz pictures) <b>Week 1</b> WALA: the origins of the second world war and its timeline. KQ: When did WW2 begin? KQ: How do you think people felt when war was declared? KQ: Why do you think Britain were forced to declare war on Germany?</p> <p><b>Week 2</b> WALA: the Allied countries.</p>

**Week 3**  
 WALH: the Mayan farmed and the food they ate.  
 KQ: How did the Maya farm?  
 KQ: How does it differ from our farming methods?

**Week 4**  
 WALT: identify the different layers of the rainforest.  
 KQ: Do all forests have layers?  
 KQ: Why do rainforests have different layers?  
 KQ: How do the layers help biodiversity?

**Week 5**  
 WALA: about the rainforest climate.  
 KQ: What is the difference between weather and climate?  
 KQ: What climate do we have?  
 KQ: How is it different to the rainforest climate?

**Week 6**  
 WALA: the flora and fauna in the rainforest biome.  
 KQ: What plants do they have in the rainforest?  
 KQ: Do we have those plants here? Explain why?

**Week 7**  
 WALA: the Mayan Gods.  
 KQ: How many gods did they have?  
 KQ: Why do you think they have so many?

**Week 8**  
 WALA: the different Maya religious beliefs.  
 KQ: How is the Maya belief different to how you believe the world was created?  
 KQ: How is the Mayan idea of the world different to our idea of the world?

**Week 9**  
 WALA: Mayan temples including Chichen Itza  
 KQ: How did the Maya create their temples?  
 KQ: What did their temples signify?

**Week 10**  
 WALA: the animals in the rainforest biome.  
 KQ: Why should we protect rainforest animals?

**Week 11**  
 WALA: the downfall of the Maya civilisation

**Week 12**  
 WALA: the human impact on the rainforest.  
 KQ: How could you have a positive impact on the rainforests?

FAB – Mayan feast and a game of Poc a Toc

**Week 3**  
 WAL: why there was an industrial revolution  
 KQ: Which cities did it involve?  
 KQ: How did this change the Victorian Era for children?

**Week 4**  
 WAL: where cotton come from  
 KQ: Where are the British Colonies located in North America?  
 KQ: Why do you think they are all in one area?

**Week 5**  
 WALA: the climate for cotton growing  
 KQ: climate do you need to grow cotton?

**Week 6**  
 WALT: identify the physical features of British Colonial North America  
 KQ: What are the topographical features of the British Colonies?  
 KQ: Why were these features important for growing cotton?

**Week 7**  
 WALA: land use and cotton plantations  
 KQ: How was cotton grown?

**Week 8**  
 WALA: the use of enslaved people on plantations.  
 KQ: Why were enslaved people used to grow the cotton?  
 KQ: Was their treatment fair?

**Week 9**  
 WALA: the triangular trade route of cotton  
 KQ: Why did the cotton transporters use a triangular route?

**Week 10**  
 WALA: The Slave Trade  
 KQ: Would their treatment be acceptable today? Remind that there are still workers treated badly in other countries.  
 KQ: How do you think the people travelling would feel?

**Week 11**  
 WAL: why cotton was important to the industrial revolution  
 KQ: Why was cotton so important in the Industrial Revolution?

**Week 12**  
 WALA: the abolition of enslavement and the people who made it happen

KQ: Which countries were involved in the war and where were they located?  
 KQ: Where did the soldiers come from? Commonwealth soldiers – Hackney Diversity Curriculum

**Week 3**  
 WALA: bomber command strategies battle plans.  
 KQ: Do you think Britain was justified?  
 KQ: Why did the government follow the war on large maps?

**Week 4**  
 WALT: identify the role of the Radlett Aerodrome in the war.  
 KQ: Where did the battles take place?

**Week 5**  
 WALA: the Axis countries  
 KQ: Which routes did the fighter pilots take in the dog fights?

**Week 6**  
 WALA: the German battle plans including the Luftwaffe  
 KQ: Why were some cities targeted more than others?  
 KQ: What were the land features that were attacked?

**Week 7**  
 WAL: how and why people were persecuted at this time.  
 KQ: Why were people persecuted?

**Week 8**  
 WALT: understand the reasons for the evacuations.  
 KQ: Why were children evacuated?  
 KQ: What did children have to take with them?  
 KQ: What was life like as an evacuee in WWII?

**Week 9**  
 WALA: the blitz.  
 KQ: What was the blitz?  
 KQ: How did people prepare for war?  
 KQ: Were Anderson shelters effective?

**Week 10**  
 KQ: WAL: how the war was won – role of propaganda  
 KQ: What do we mean by the word 'propaganda'?

**Week 11**  
 WAL: how the war was won and the role of black soldiers.  
 Soldier stories – Tuskegee Airmen

**Week 12**  
 WALA: life after the war.  
 KQ: How did the landscape change due to the war?

		<p>KQ: Why was the abolition of enslavement so important to the Victorians?</p> <p>KQ: Were the Victorians right to use enslaved people to make the country prosper?</p> <p>FAB- making a class newspaper to show learning throughout the weeks (each group has a different subject.)</p>	<p>KQ: Why were some soldiers forgotten?</p> <p>KQ: How do you think the soldiers felt?</p> <p>FAB – D Day celebration party with bunting and cakes to celebrate the end of the war.</p>
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