

# HISTORY AND GEOGRAPHY – YEAR 6

	AUTUMN	SPRING	SUMMER
1 <sup>ST</sup> HALF TERM	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><b>WWII</b></p> <ul style="list-style-type: none"> <li>• Enquiry</li> <li>• Cause and consequence</li> <li>• Analysing and evaluating sources</li> </ul> <ul style="list-style-type: none"> <li>• Assess the effect the World War II had on Woodford Green.</li> <li>• Children look at bomb maps of the area, civilian death records and analyse a diary of a local ARP warden to gain a picture of what it was like during the Blitz.</li> <li>• Local residences that were evacuated during the war are interviewed to find out the different views and experiences of Woodford Green children.</li> <li>• To commemorate the heroic efforts and sacrifices that were made in past wars, children attend the local memorial service and visit the WW1 graves.</li> </ul>	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Similarity and Difference</li> <li>• Analysing and evaluating sources</li> <li>• Change and Continuity</li> </ul> <p>Look at the changes in crime and punishment from the Roman period to the present day. Different eras are compared to see which system of punishment was the most just.</p> <p>Children look at the impact of highwaymen on the local area, particularly Dick Turpin. Children use sources to learn about his crimes in and maps to locate the farms which his gang robbed.</p> <p>The Kray twins</p>	<p style="text-align: center;">HISTORY</p> <p style="text-align: center;"><b>Why should we remember the Benin?</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Characteristic features</li> <li>• Interpretation</li> <li>• Enquiry                             <ul style="list-style-type: none"> <li>• 10-12th centuries</li> <li>• Chn introduced to the idea of a society from a distant time about which very little evidence remains</li> <li>• key artists' illustrations and written descriptions and having to rely on written accounts that come from a later period mainly four or five hundred years later</li> <li>• Dutch and Portuguese were spoken by the order of the city, especially of the palace which comprised about a third of the city.</li> <li>• Chn aware that the evidence we have does not show how the ordinary people lived in villages outside the city as farmers, growers of yams and vegetables</li> <li>• Use of Victorian photograph showing the capture of the Oda's palace in Benin</li> <li>• how and why Benin became absorbed into the British Empire</li> <li>• Should the bronzes taken in 1897 be returned?</li> </ul> </li> </ul>
2 <sup>ND</sup> HALF TERM		<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;"><b>Can you come on a great American road trip?</b></p> <p>Key skills and concepts:</p> <ul style="list-style-type: none"> <li>• location and place knowledge</li> <li>• physical and human characteristics</li> <li>• use maps, atlases, globes and digital/computer mapping</li> </ul> <p>To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities.</p> <p>What are the North American cities like?</p> <p>To discover something about North American cities, and improve knowledge about the difference between continent, country, state and city.</p> <p>What is route 66?</p> <p>Are South American cities similar to North American?</p> <p>To research some countries and cities of South America, and compare them to North American cities (refer to The Maya)</p> <p style="color: red;">This unit travels the North and South American continents, and distinguishes between the terms 'continent', 'country', 'state' and 'city' along the journey. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents.</p>	<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;"><b>How will our world look in the future?</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>-- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>-- human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> <li>• learn geographical skills and fieldwork: use maps and symbols</li> <li>• use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p style="color: red;">In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit will help them see change as positive and to feel optimistic about the changes that lie ahead.</p>