

History/ Geography Upper Key Stage 2: Years, 5 & 6.

History/ Geography Odd Years - Year 5 and Y6

<u>History/ Geography Odd Years - Year 5 and Y6</u>		
Term 1	Term 2	Term 3
<p style="text-align: center;"><u>'AFRICA'*</u></p> <ul style="list-style-type: none"> • History: Benin Benin (West Africa) c. AD 900-1300. A non-European society that provides contrasts with British history. • Geography: Locational knowledge Countries of Africa and changes with colonisation Place knowledge Nigeria/ West Africa. 	<p style="text-align: center;"><u>'WHO WAS SHAKESPEARE?'</u>*</p> <ul style="list-style-type: none"> • History: Shakespeare and the Tudors - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Geography: Locational knowledge: UK. 	<p style="text-align: center;"><u>'Investigating SOUTH AMERICA?'</u></p> <p>Geography:</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> • A region in South America - Amazon. <p>Locational knowledge:</p> <ul style="list-style-type: none"> • countries and features of North and South America. Focus on Brazil and Amazon basin; 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) <p>Human and Physical :</p> <ul style="list-style-type: none"> • settlements; climate; rainforest; rivers <p>Skills:</p> <ul style="list-style-type: none"> • mapping
<p style="text-align: center;"><u>Objectives:</u></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance: a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.</p> <ul style="list-style-type: none"> • use artefacts to deduce information about the past. • learn to pose questions in order to carry out a historical enquiry • locate the kingdom of Benin and know when it took place. • know how the Kingdom of Benin was first established. • find out about the beliefs and creation stories from the early people of Benin. • research the different jobs and trades that the people of the Benin Kingdom did – create a job advert (see p.35 of Benin Resource Pack for attached sheet) • know how the dynasty of Ogisos came to an end and how the Obas came to rule. • know what happened to the Kingdom of Benin from 900AD to 1300AD • explore the argument surrounding the Benin Bronzes • create a timeline of the creation of the Benin Kingdom and compare this to what was happening around the world at that time. • Know the names and location of a number of African countries, including Benin • Identifying human and physical characteristics of the African countries and cities linked to Benin 	<p style="text-align: center;"><u>Objectives:</u></p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <ul style="list-style-type: none"> • explain how the Tudor Rose was formed • find out where the Tudors period came in history • find out about the lives of Henry's six wives • research Henry VIII's wives: Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr • explore why Henry VIII broke from the Catholic Church • explore how Henry VIII changed over time using a range of historical evidence • Explore a significant event in history – Anne Boleyn's coronation • select and organise relevant historical information about the dissolution of the monasteries. • Explore a significant event in history -Henry VIII's death • Explore a significant figure in history – explore Shakespeare's biography • explore an aspect of Tudor life (Mary Arden's Farm) • explore how a place has changed over time. • Know the names of and locate the counties, towns and cities in England linked to the Tudor topic 	<p style="text-align: center;"><u>Objectives:</u></p> <ul style="list-style-type: none"> • Name the continents of the world and the main oceans and countries within South America • Identify the imaginary lines that appear on a world map • Identify human and physical features of South America • Identify the different climate zones and terrains within South America • Identify and label the layers of the rainforest • Present information on an animal which lives in the South American rainforest. • Find out what life is like for the Kayapo tribe that live in the Amazon rainforest • Learn about an environmental issue in South America • Understand the reasons for the destruction of the rainforest

<p>Milestones – End of Y6:</p> <p>History</p> <p>To investigate and interpret the past:</p> <ul style="list-style-type: none"> • Uses sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Refine lines of enquiry as appropriate. <p>To build an overview of world history:</p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology:</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>Geography</p> <ul style="list-style-type: none"> • Know the names and location of a number of African countries, including Benin • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Identifying human and physical characteristics of the African countries and cities linked to Benin • Know the names of and locate the counties, towns and cities in England linked to the Tudor topic 		<p>Milestones – End of Y6:</p> <p>Geography</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones. • Know key differences between living in the UK and in a country in either North or South America. • Identify and describe how the physical features affect the human activity within a location. • Identifying human and physical characteristics of the countries and cities of the world, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Identify the main physical and human characteristics of North and South America countries. • Know the names of a number of the world’s highest mountains • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the names of and locate some of the world’s deserts • Know why most cities are located by a river • Know main human and physical differences between developed and third world countries.
<p>Vocabulary:</p> <p>Benin, kingdom, artefact, Africa, Nigeria, Igodomigodo, Ife, Yoruba, Edo, Ogisos, Obas, cowrie, Eweka, archaeologists, deduce, conglomerate, kingdom, dynasty, Benin bronzes, trading, commerce, civil war, slavery, Britain, Victorians, social, societies, religious, political, cultural, treaty, empire, occupied, citizens, nations, officials, dates, time period, era, chronology, continuity, change, century, decade, legacy, civilisation, hypotheses, role of Britain</p> <p>Togo, West Africa, Nigeria, Niger, Burkina Faso, Niger river, Atlantic ocean, savanna, marshy, lagoons, forests, flat to undulating plain, low mountains, tropical, hot, humid</p> <p>Challenge vocabulary:</p> <p>conglomerate, British Empire, mono-cultural/ multi-cultural society, advancements</p>	<p>Vocabulary:</p> <p>Tudor, Tudor Rose, Battle of Bosworth (Roses), Lancastrians, Yorkists, thrown, crown, King Richard, Henry Tudor, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard, Katherine Parr, executed, beheaded, divorced, Roman Catholic, Church of England, Christian values, protestants, Pope, Bible, Defender of Faith, Latin, Lady in waiting, Thomas Cramner, coronation, Tower of London, treason, Cardinal Thomas Wolsey, Princess Elizabeth, ceremony, palace, Great Kitchen, dissolution of the monasteries, Hampton Court, nuns, monks, homeless, debts, priests, lords, head of the church, Sir Anthony Denny, parliament, Edward VI, mourning, Windsor Castle, punishment, crime, major influence, continuity, change, persuade</p> <p>London, Thames, flat earth, London Bridge, Tower of London, Hampton Court, Globe theatre, Stratford upon Avon.</p> <p>Challenge vocabulary</p> <p>adultery, confidantes, legitimacy, quarried, plundered, relationships, devout, advancements, causes in history</p>	<p>Vocabulary:</p> <p>Equator, Northern Hemisphere, Southern Hemisphere, climate, human, physical, mountains, rivers, oceans, longitude, latitude, Tropic of Capricorn, Tropics of Cancer, Prime Meridian, Greenwich, forest floor, under canopy, canopy layer, emergent layer, deforestation, rainforest, forest fire, terrain.</p>

A history/geography unit, with mixed humanities objectives to support range of study – see geography overview/ curriculum overview* These long term plans outline the content from the National Curriculum for each Key Stage. Plans are based on two year rolling plan with one unit of work per term, with flexibility around which term each unit is implemented.

History/ Geography Even Years - Year 5 and Y6

Term 1	Term 2	Term 3
<p style="text-align: center;"><u>'GREECE IS THE WORD' *</u></p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>Geography: Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography, a region in a European country – Athens area (Europe, Mediterranean, Greece, Athens) – influence of Greek history. <p>Human and Physical :</p> <ul style="list-style-type: none"> Climate/ biomes/ settlements. Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping 	<p style="text-align: center;"><u>'BIDFORD AT WAR' *</u></p> <ul style="list-style-type: none"> Bidford WW2/ A local history study <p>Geography: Locational knowledge::</p> <ul style="list-style-type: none"> World countries/ UK/ Commonwealth/ India/ Europe including Russia – changes over time. <p>Geographical skills/ fieldwork:</p> <ul style="list-style-type: none"> mapping 	<p style="text-align: center;"><u>'WHERE DO WE LIVE?'</u></p> <p>Geography: UK regional study – Midlands/ Birmingham.</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying characteristics <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <p>Human and physical knowledge:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills/ fieldwork:</p> <ul style="list-style-type: none"> use the eight points of a compass, four and six-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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local region using a range of methods, including sketch maps, plans and graphs, and digital technologies
<p style="text-align: center;"><u>Objectives:</u></p> <ul style="list-style-type: none"> Locate Greece on a map and compare and contrast geographical features of the UK and Greece. Contrast and compare the climate in the UK and Greece Understand the similarities and differences between life in Sparta and Athens. Find out why the Parthenon was so important to the Greeks. Explore what should happen to the ' Elgin Marbles' We are learning to find out about the Battle of Marathon Use the Greek alphabet What the Ancient Greeks ate Learning about the Greek Olympics Make inferences and deductions about Greek life using a range of Greek pottery Identify Greek gods and the role they played in Greek life Find out how the Greeks have influenced our lives today Summarise our learning about the Ancient Greeks 	<p style="text-align: center;"><u>Objectives:</u></p> <ul style="list-style-type: none"> Use artefacts to deduce information about the past and identify continuity and change in the history of the locality of our school Describe the changes pre and post WW2 in Bidford Understand events leading up to Britain declaring war (using atlases). Understand what precautions were put in place before and during the war Explore the events of the Coventry Blitz Understand the rise to power of Adolf Hitler in Germany (biography) Learn about a significant leader in history Understand the evacuation process Understand what affect rationing had on British people Understand the battle of Dunkirk Explore the experiences of people during occupied France. Explore how propaganda was used to portray Jews during World War 2. Know about the events of D Day. Know the names of and location of the European countries linked to the topic, including the location of Russia and identify their main physical and human characteristics. 	<p style="text-align: center;"><u>Objectives:</u></p> <ul style="list-style-type: none"> Find out what we know about Bidford in the past, present and future. Construct a questionnaire to gather information. Identify human and physical features from an aerial map. Make a field sketch. Locate the UK's mountain ranges Gather information from local groups on how they will be affected by a proposed change Share information on how the local area and community will be affected by a proposed change Identify symbols used on an ordinance survey maps and find proposed sights Use formal grid referencing to locate points on a map. Measure distances on a map from a given location. Research different methods of transport from major UK airports to Bidford Use secondary evidence to compare the past and present Predict what changes may happen in the future Summarise our findings surrounding the proposed hotel.

Milestones – end of Y6:

To investigate and interpret the past:

- Uses sources of evidence to deduce information about the past
- Select suitable sources of evidence, giving reasons for choices.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Use sources of information to form testable hypotheses about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

To build an overview of world history:

- Describe the social, ethnic, cultural or religious diversity of past society.
- Identify continuity and change in the history of the locality of the school.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To understand chronology:

- Describe the main changes in a period of history (using terms such as: social, religious, political,).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

To communicate historically:

- Use appropriate historical vocabulary to communicate: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Milestones – end of Y6:

Locational knowledge:

- Know where the main mountain regions are in the UK
- Know, name and locate the main rivers in the UK

Place knowledge:

- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Human and physical geography:

- Identifying human and physical characteristics of the countries and cities of the world, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Identify and describe how the physical features affect the human activity within a location.
- Describe and understand key aspects human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

Geographical skills and fieldwork:

- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

Vocabulary:

Ancient Greece, Greeks, terrain, climate, Mount Olympus, Parthenon, Elgin Marbles, Athens, frieze, British Museum, Ottoman Empire, Turkey, Italians, British Government, Ancient Greek culture, cultural art, Francesco Morosini, artefacts, exhibits. Athenians, Sparta, Spartans, climate, government, city-state, sculpture, Pythagoras, Euclid, Battle of Marathon, Persian Empire, Persians, King Darius, Datis, Marathon, Phidippides, 240km, 26 miles, General Miliades, legacies, civilisation, vases, geometric patterns, hypotheses, influence

Challenge vocabulary:

Vocabulary:

Dates, time period, era, chronology, continuity, change, century, decade, legacy, political, social, blitz, invading, bombs, blackout, Luftwaffe, Adolf Hitler, Neville Chamberlain, Winston Churchill, Nazi, Phoney War, evacuation, evacuees, gas mask, rationing, invade, declare, wireless, advance, air raid, allies, axis, dictator/dictatorship, major influence, propaganda, societies, summarise, evacuation, hypotheses, comparison, major influence

Challenge vocabulary:

Weaponry, causes in history

Vocabulary:

topography, contour, relief, mountain, physical and human feature, by-pass, construction, cutting, embankment, congestion, pollution, parking, detour, impact, public enquiry, traffic flow, environment, energy

Challenge vocabulary:

Relief, digital mapping,

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