

Year 6 – World War II

As HISTORIANS we will explore:

Cause and Consequence | Significance

Key Knowledge:

Why did Britain declare war on Germany?

Understand how the impact of WW1 affected life in Germany and the political climate
Study the events leading up to the invasion of Poland
Explore the Nazi ideologies and prejudices about Jewish communities and other ethnic minority groups
Identify the countries that were Allies and Axis powers and their locations
Study Chamberlain's speech to declare war and Churchill's commencement of leadership

What happened during the Blitz and what was its impact?

Study Germany's warfare strategy (e.g. blitzkrieg) and the impact this had on Europe
Understand Britain's strength as an Island and the impact of the Blitz on UK cities.
Study the impact of attacks on life in Nottingham.
Study the life and achievements of Eric Irons OBE, an RAF veteran and first UK Black Magistrate. He moved to Nottingham from Jamaica after WWII
Explore how the landscape of London changed during the Blitz.
Study a raid protocols and personal stories during that time.

How were children protected during the attacks?

Study Anderson and Morrison shelters and how they provided protection
Explore the introduction of gas mask drills and blackout regulations
Explore the government's approach to keeping children safe through evacuation
Study propaganda sources and explore rationale and impact

What was the impact of war on daily life?

Study rationing and the government's strategies for preserving food supplies
Understand that conscription was used to form Britain's army and that this impacted the British workforce
Explore the role of women in the war

What impact did the war have on Jewish children?

Study the impact of the Nazi regime on Jewish life in Northern Europe
Explore the experiences of a child on the Kindertransport
Study the experiences of Jewish children at concentration camps
Explore survivor accounts
Study the liberation of the concentration camps

As GEOGRAPHERS we will explore:

Interconnection
Place and space

National curriculum concepts:

Human and physical geography.
Locational knowledge
Place knowledge
Geographical skills

Why was WWII called a World War?

Know the different countries involved in World War II and whether they were Axis or Allied powers.

Which areas of Britain were most impacted during bombing?

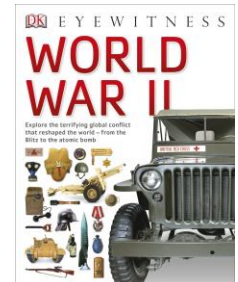
Know which areas had the most bomb attacks
Consider the strategic motivation for these attacks related to Britain's resource.

Where were children evacuated from and to?

Map key child evacuation locations.

Key Vocabulary

Ally, axis, Nazis, Nazi Germany, invasion, holocaust, Winston Churchill, Neville Chamberlain, Adolf Hitler, Aryan race, war, the Blitz, evacuation, raid, Anderson Shelters, gas mask, rationing, Jewish, concentration camps, prejudice, blackout, politics, blitzreig, air raid, Battle of Britain, conscription, evacuee, telegram, warden,



Year 6 – The Mayans

As HISTORIANS we will explore:

Similarity and Difference | Continuity and change

Key Knowledge:

Who were the Maya and where did they live?

Use maps to identify where the Maya lived

Understand that the Maya lived as hunter-gatherers in central America and eventually settled as farmers.

Explore the diverse geography of the Maya region and understand the challenges and benefits of the terrain and climate

What were the city states? (link to Ancient Greeks and states)

Explore some of the similarities and differences of the city states of the Maya.

Understand the beliefs and responsibilities of the Mayan rulers

What was life like for the Maya?

Appreciate the ingenuity involved in the Mayan architecture and contrast this with what was being built in Britain at this time

Study the cultural significance of Mayan fashion and beauty

Study the inventive farming methods of the Maya as a response to the varied terrain

Understand what the Maya ate and how this was affected by the region they inhabited

Understand the importance and versatility of trade in the Mayan society

What did the Maya believe? (Compare with Ancient Egypt and Ancient Greece)

Understand why historians cannot be certain about what the Maya believed

Explore the myths, beliefs and gods and goddesses of the Maya

Understand the importance of priests, temples and sacrifices in Mayan society

Study the game of Pok-A-Tok and understand the importance of the game in society

What was the Mayan Culture?

Understand the advanced way in which the Maya recorded words and numbers

Understand the difficulties historians have when trying to understand the Maya writing, reading and mathematical systems

Study carvings, murals and sculptures and consider what these tell us about Mayan life.

What happened to the Maya?

Explore the impact of the Spanish invasion on the Mayan society.

As GEOGRAPHERS we will explore:

Place and space

Cultural diversity and understanding

Environment

National curriculum concepts:

Place knowledge

Locational knowledge

Human and physical geography

Geographical skills

Key Knowledge:

Where did the Maya come from?

Understand that current thinking is that the Maya migrated from North America to set up a new homeland in the rainforests and jungles of Central America.

Where did the Maya settle and what is it like there?

Explore the physical geography of Central America.

Know where some of the key cities were located

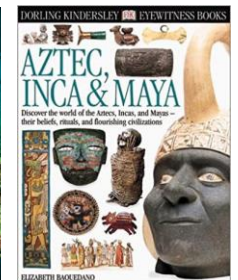
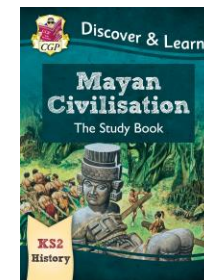
Study the physical geography of the locations of the city states and explore the

advantages and disadvantages this presented for the Maya

Compare the physical world with some of the other ancient civilisations they have learnt about, considering similarities and differences.

Key Vocabulary

ancestor, archaeologist, architecture, astronomy, Aztecs, bloodletting ritual, cacao, city state, climate, codex, eclipse, equinox, excavate, flint, hieroglyph, hunter-gatherer, incense, jade, jaguar, limestone, loom, maize, merchant, mural, myth, observatory, obsidian, porter, priest, pyramid, quetzal, scribe, solstice, syllable, textiles, Xi balba



Year 6 – Exploring The USA

As GEOGRAPHERS we will explore:

Scale
Place and Space

Key Knowledge:

What are the Americas?

Understand that America is split into North and South America. The 'United States of America' is located centrally.
Identify some countries of North and South America
Identify the position of the USA in relation to the Equator, Northern Hemisphere and Southern Hemispheres (Tropics).
Describe what the climate is like in America and how the biomes of different regions vary.

What is the USA?

Understand that the United States of America has 50 states each with their own laws.
Identify some states and their capitals on a map.

How does the USA compare to the UK?

Make comparisons of both human and physical geographical features of Nottingham and London to New York – e.g. population, climates, celebrations, rivers, parks etc.
Compare the education systems of the USA to the UK.

What is it like in the USA?

Know that the USA gets frequent natural disasters (earthquakes and tornadoes) which makes it difficult to live.
Explore tourism in the USA and different drawing points (Disney, National Parks, Landmarks, Iconic cities etc).

As HISTORIANS we will explore:

Significance

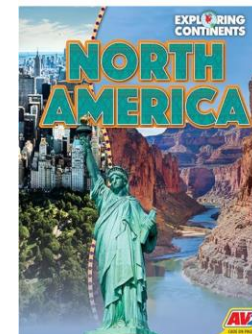
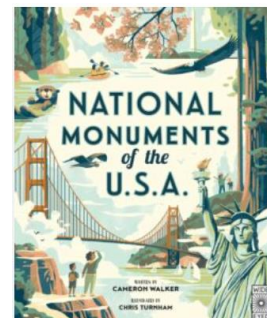
Key Knowledge:

Who discovered the Americas?

Explore the life and findings of Christopher Columbus.
Know that Indigenous people already lived in the Americas before it was 'discovered' and that there are still tribes that live there today.
Understand that Europeans settled in the USA (Spanish in 1565, British in 1587/1606 and French in 1608) and there was conflict with the Native Americans.
Know that America used to be under British control until 4th July 1776.

Key Vocabulary

The Americas, North America, South America, states, time zone, climate, equator, Northern Hemisphere, Southern Hemisphere, biomes, tourism, United States of America, natural disaster, earthquake, blizzard, tornado, hurricane, Alaska time, Central time, Eastern time, Hawaii-Aleutian time, Mountain time, Pacific time



Year 6 – Saving Our Planet

As GEOGRAPHERS we will explore:

Environment
Change and sustainability
Place and space
Scale

National curriculum concepts:

Place knowledge
Locational knowledge
Human and physical geography
Geographical skills

Key Knowledge:

How does the Earth support life?

Understand that the Earth sits in the 'Goldilocks Zone' of our solar system and the significance of this

Revise what the atmosphere is and why it is essential for life on Earth

Consolidate understanding of the term 'ecosystem', appreciating the role of all organisms within an ecosystem, the food chains within ecosystems and the sensitivity of the living and non-living parts of an ecosystem

Revise the distinction between weather and climate

Understand how the oceans and currents support life on Earth and effect climate

How different are the climates around the world?

To know and have an understanding of the 10 major biomes of Earth and their broad whereabouts on Earth, making reference to the equator, tropic of Capricorn and tropic of cancer

Summarise the key features and make comparisons and contrasts of **two or more** of the major biomes from the list below. Explore their biodiversity and the potential conservation issues that may affect each one:

Tropical grasslands and rainforests, Deserts, Temperate forests and grasslands, Boreal forests and Tundra, Oceans seas and lakes, Coral reef

Where are the savannahs and what are they like?

Study the savannahs of Earth in depth, the locations of these areas and their rich biodiversity

Study how poaching, farming and deforestation have impacted on big cat populations around the world

Explore the ways in which conservationists are tackling the declining figures of big cat populations around the world

Key Knowledge Continued...

Why is our climate changing and is it a bad thing?

Revise the fundamentals of climate change, its main causes and consequences and steps humans can take to prevent it

Understand that there are natural and human causes of climate change, be able to articulate a clear understanding of the greenhouse effect with relation to rapid change and human activity

Study three types of pollution: atmospheric, terrestrial and hydrospheric and be able to articulate how this contributes to climate change

Understand that fossil fuels are not a sustainable energy source. Explore the meaning of 'renewable energy'. Understand what each of these is and the pros and cons of each source.

How does what we eat impact the climate?

Understand the effects of farming on the environment and its contribution to climate change

Understand the causes and consequences of deforestation and be able to articulate how this is contributing to climate change

Understand the Earth's key resources and related sustainability issues. Revise the concept of 'food miles' and the environmental consequences of global food trade

Key Vocabulary

Atmosphere, biome, carbon dioxide, climate, climate change, endangered, extinction, greenhouse gas, humid, landfill, microbe, photosynthesis, pollute, radiation, renewable energy, resource, pollution, atmospheric, terrestrial, hydrospheric, deforestation, sustainable, habitats, biomes, climate, conservation, adaptation, species, ecosystem, microbes, fungi, coniferous, deciduous, poaching, endangered, extinction, over-grazing, variety, ecosystem, trophic cascading, ecological succession

