

SUBJECT:	Humanities	YEAR GROUP:	6
PURPOSE OF STUDY			
<p>Geography - A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>History - A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>			
THE NATIONAL CURRICULUM FOR HUMANITIES AIMS TO ENSURE THAT ALL PUPILS:		NATIONAL CURRICULUM LINKS	
<ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • Are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ○ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) 		<p>KS2 Geography: understand Geography similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>KS2 History: A study of Greek life and achievements and their influence on the western world.</p> <p>KS2 History. A non-European society that provides contrast with British history - Mayan civilization around 900AD.</p> <p>KS2 Geography: use the eight points of a compass, four-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. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Understand the water cycle.</p> <p>KS2 History: Understand the impact of the war on Coventry as a city. (Hitler's invasion of Europe and its impact on Britain)</p>	

<ul style="list-style-type: none"> ○ Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	
TOPICS COVERED:	
<ul style="list-style-type: none"> • The Greek empire • The Ancient Greeks • The Mayan Civilisation • Finding my way • The working world of water 	
INTENT OF SUBJECT:	
<p>Pupils will learn more about what life was like in ancient civilisations and the influence that they had on our lives and the legacies of these civilisations. Pupils will also learn more about beliefs of different cultures and British values, identifying how ancient civilisations have impacted on these. Pupils will develop their researching skills</p>	

and use this to develop understanding of topics. Pupils will develop geography skills through developing map reading and compass skills, studying the local area, historical events in this area and how this has changed over time. Pupils will also develop understanding of the water cycle, processes involved with water and water around the world, with a focus on rainfall, climate and settlements.

SKILLS OVERVIEW BY HALF TERM:

AUTUMN ONE

- Use correct Geographical words to describe a place and the things that happen there.
- Use maps and atlases appropriately by using contents and indices.
- Describe physical features in a locality.
- Locate countries and identify why people may visit them.
- Understand how the lives of people living around the world would be different from their own.
- Understand different weather in different parts of the world.
- Describe events from the past using key dates.
- Use a timeline within a specific time in history to set out the order things may have happened
- Use mathematical knowledge to work out how long-ago events would have happened.
- Use various sources to piece together information about a period in history.

AUTUMN TWO

- Use mathematical knowledge to understand currency, Area and Density from around the world.
- Understand that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.
- Suggest why certain events happened as they did in history.
- Suggest why certain people acted as they did in history.
- Use various sources to piece together information about a period in history.
- Research a specific event from the past.
- Use their 'information finding' skills in writing.
- Explain how the lives of people living in different parts of the world would be different from their own.
- Describe events and periods using the words: ancient and century.
- Use various sources of evidence to answer questions.

SPRING ONE

- Identify where a period of history fits on a timeline.
- Place a specific event on a timeline by decade.
- Identify features of historical events and people from past societies and periods in a chronological framework.
- Describe features of historical events and people from past societies and periods they have studied.
- Summarise the main events from a specific period in history, explaining the order in which key events happened.
- Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.

SPRING TWO

- Be able to show understanding of cultural differences.
- Identify the greatest achievements of ancient civilisations and the impact this has on our lives today.
- Describe features of historical events and people from past societies and periods they have studied.
- Recognise and describe differences and similarities/ changes and continuity between different periods of history.
- Use mathematical knowledge to understand and use ancient number and calendar systems.
- Identify and explain propaganda.

<ul style="list-style-type: none"> • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/ changes and continuity between different periods of history. 	
SUMMER ONE	SUMMER TWO
<ul style="list-style-type: none"> • Explain scale and use maps with a range of scales. • Select the best way to collect information needed and decide the most appropriate units of measure. • Use OS maps to answer questions. • Use maps, aerial photos, plans and web resources to describe what the local area might be like. • Recognise key symbols used on ordnance survey maps. • Map land use with their own criteria. • Give extended description of the physical features of different places around the world. • Describe how some places are similar and others are different in relation to their human features. • Use OS maps to answer questions. • Choose the best way to collect information needed and decide the most appropriate units of measure. • Make careful measurements and use data. 	<ul style="list-style-type: none"> • Describe how some places are similar and others are different in relation to their human features. • Accurately use a 4-figure grid reference. • Create sketch maps when carrying out a field study. • Describe what a locality might be like. • Name the largest desert in the world. • Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. • Choose the best way to collect information needed and decide the most appropriate units of measure. • Make careful measurements and use the data. • Use maps, aerial photos, plans and web resources to describe what a locality might be like. • Confidently explain scale and use maps with a range of scales.