

Year 6 - Medium Term Planning - Autumn Term

Aims:

The purpose of this theme is to use a range of maps including detailed ordnance survey maps and 6/8 grid reference coordinates. Also to collect and analyse weather data and make comparisons across the UK and with other areas of the world.

Identify and locate different physical land features e.g. mountains and rivers. Use compass directions and follow a route.

The children should understand how the environment affects peoples lives and how settlements change over time.

Geography

- Use atlases and maps to locate mountains and rivers of the UK - identify compass directions and distances from Birmingham to major cities e.g. London, Edinburgh, Cardiff and Belfast.
- Focus on landscape features of Wales - mountains, cities, rivers and coastline. Track the River Severn from source to mouth and towns that are close by.
- Focus on the surrounding area of Cambrian mountains (source of the River Severn) and the neighbouring valleys and settlements.
- Use ordnance survey maps to identify physical landscape features surrounding Snowdonia - preparation for residential visit to North Wales.
- Use orienteering skills and identify mountain flora and fauna as part of field work.
- Locate main mountain ranges on each continent e.g. Andes, Himalayas and connection with major rivers and their tributaries. Make comparisons in height and climate.
- Research wildlife in the region and their habitats.
- Research mountaineering achievements - particularly Everest.
- Mountain hazards e.g. avalanche, rock fall and leisure pursuits - skiing snowboarding etc.
- Make comparisons with cultures of Wales, Nepal and Andes.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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 record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 6 - Medium Term Planning - Spring Term

Aims:

The purpose of this theme is to enable the children to use maps to locate and photos to identify terrain and climate of the country. Also to gain an understanding of everyday life of an ancient civilisation and be able to place in chronological order - making comparisons with other ancient societies.

Focus on the use of enquiry skills to find out how we know what happened and how they lived - using different sources of evidence. The class should gain an understanding of cause and effect of events and how this led to significant changes in society.

Make comparisons of different sections of society in Ancient Greece and their beliefs and culture. Make sure the children also understand the legacy of this civilisation and its influence in modern day life.

History:

Ancient Greece

- Locate Greece - using map of the world - identify mountains, rivers, seas - bordering countries, islands and major cities.
- Identify landscape features, weather and climate and how this effects everyday life (culture, produce and homes).
- Put time periods of British History into chronological order, side by side with ancient civilisations e.g. Egypt, Mayan, Greek - gain a greater understanding of how BC and AD works.
- Focus on chronological order for Ancient Greece and leaders e.g. Alexander the Great.
- Use enquiry skills to discover how the Ancient Greeks lived from - paintings, poetry, statues and ancient buildings.
- Make comparisons between the different city states of Athens and Sparta and understand different viewpoints. Visit from Greek Hoplite to enhance knowledge.
- Differences between the status of men/women, rich /poor.
- Understand cause and effect of major events - Persian wars - Battle of Marathon - and its consequences.
- Culture and beliefs - gods/goddesses - myths and legends and how this influenced everyday life.
- Famous Greek mathematicians, scientists and their legacy being used today.
- Ancient Greek legacy of words derived from Ancient Greek sporting events - Olympic Games etc.

Year 6 - Medium Term Planning - Summer Term

The purpose of this theme is to equip the children with an ability to use chronological order. They should also develop an understanding of different viewpoints.

Cause and effect should be studied in detail. Focus on the local area and how it was effected by the war, including how the lives of the people changed during this time.

Use enquiry skills to find evidence of what happened and how it affected peoples lives. Focus on the wealth of information available about Birmingham.

History:

World War 2 - The Blitz - How it affected the lives of children in Birmingham

- Make a timeline of periods in British History to present day. Timeline events from 1935 to 1950 and significant people.
- Research, when, how and why World War 2 started, significant people - Adolf Hitler, Neville Chamberlain, Winston Churchill and significant events e.g. Holocaust, the Blitz and the consequences of it.
- Use enquiry skills to gather evidence of what happened e.g. photographs, eye witness accounts (Anne Frank's Diary and other Holocaust survivors) and evacuation of children, particularly from Birmingham.
- Focus on how the Blitz affected Birmingham and surrounding regions and how many children were evacuated (possible visit on WW2 Severn Valley Railway).
- Turning points in the war e.g. Battle of Britain, D Day.
- How the lives of people were affected e.g. rationing, recycling - make, mend and do! Visit from Doris Dinsdale (WW2 housewife workshop). Visit to 'Back to Back' Houses in Birmingham.
- Investigate the contributions made by people in other parts of the world - as allies e.g. India, parts of Africa, Canada and Australia.
- Look at recent conflicts and ongoing wars in different parts of the world and how these have

Year 6 - Medium Term Planning - Summer Term

Aims:

The purpose of this theme is to enable the children to gain an understanding of the time periods in British history and use chronological order. They will research monarchs who have made significant changes and how this has affected the lives of ordinary people and helped to shape Britain as we know it today e.g. *King John (Magna Carta)*, *Edward I (Model Parliament)*, *Henry VIII (Head of the Church of England)*, *Elizabeth I (fought off Spanish Armada)*, *Queen Anne 1707 (Act of Union with Scotland)*, *George III (American War of Independence)*, *Queen Victoria (Empress of Indian and British Empire)*, *King George VI (during World War II)* and *Queen Elizabeth II*.

Enquiry skills should be used to find evidence used by historians to understand cause and effect of actions and events. Encourage the children to make comparisons between viewpoints of significant people who influenced the Monarch's actions and decisions.

History: -Alternative Topic

British Monarchs who made significant changes

- Place monarchs in British history in chronological order and significant events during their reign and names of the Eras.
- Groups could research the chosen Monarchs and the everyday life of the people that lived at that time:

King John - 1199-1216 (Plantagenet's)

King Edward I - 1272-1307

King Henry VIII - 1509-1547 (Tudors)

Queen Elizabeth I - 1558-1603

Charles I - 1625-1649 (Stuarts)

The English Civil War - 1642-1651 England becomes a republic for 11 years - 1649-1660 Oliver Cromwell

Queen Anne - 1702-1740

King George III - 1760-1820 (Hanoverians)

Queen Victoria - 1837-1901

King George VI - 1936-1952 (House of Windsor)

Queen Elizabeth II 1952-present day

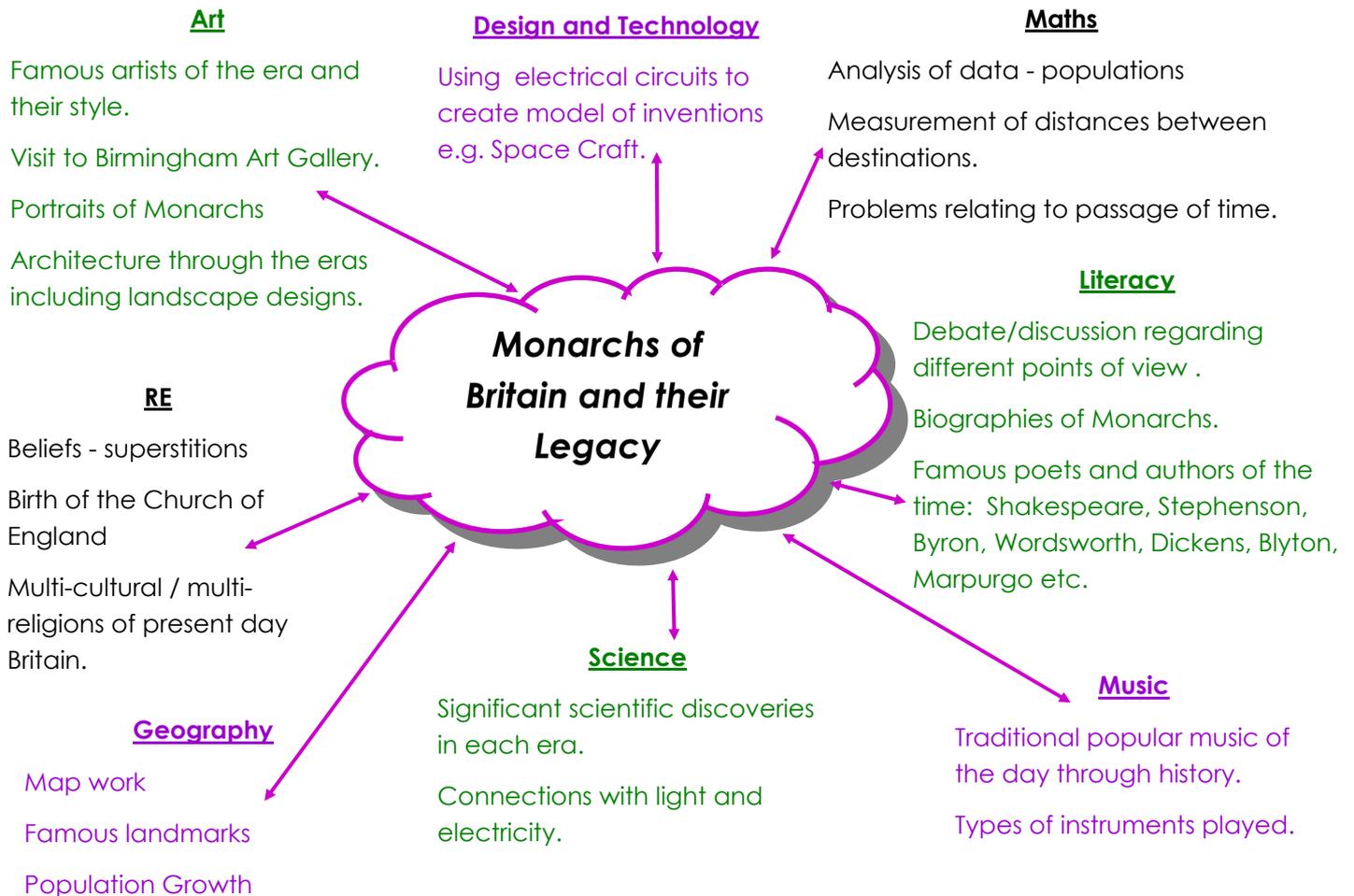
- Focus on main event during each of these monarch's reign e.g. King John - Magna Carta - develop an understanding of the circumstances leading up to these events and their consequences.
- Visit to significant historical buildings to gain greater understanding of the life and times of these eras in history e.g. London trip - Tower of London, West Minster Abbey, Buckingham Palace, Houses of Parliament.
- Use maps to locate places of significance where events took place and identify routes taken from Birmingham to London.
- Understand family trees and create their own.
- Make connections with these events and significant characters and how this has developed into

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Continued:

History: -Alternative Topic

British Monarchs who made significant changes



Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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.

Pupils should be taught about:

- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Alternative Topic

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria