

Year 6 Topic Overviews

2022/2023

Substantive Knowledge

1. Between 1760 and 1900 an Industrial Revolution took place in Britain.
2. Living conditions were poor during this era due to poorly built housing and lack of sanitation.
3. The first Metropolitan police force were introduced in 1829 “Bobbies.”
4. The working conditions that working-class people faced were known to include: long hours of work (12-16 hour shifts), low wages that barely covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights.
5. In 1833 the Government passed a Factory Act to improve conditions for children working in factories.
6. The Spinning Jenny, the water frame and the steam locomotive (railways) were all inventions that revolutionized the lives of people in Britain.
7. The “Great reform act” improved democracy but women still could not vote.

Disciplinary Concepts

- Place current study on a timeline in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Link sources and work out how conclusions were arrived at
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Select and organise information to produce structured work, making appropriate use of dates and terms.

Linked Learning

Year 5 - Medieval monarchs and their impacts (Year 5 Summer Term)

LKS2 Link- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 4 Summer Term)

KS1 reference – Great Fire of London (Year 1 Spring Term)

ELG link – Understanding the World – Past and Present- **Talk about the lives of the people around them and their roles in society; (e.g Bobbies/ Police today)**

Substantive Knowledge

1. WW2 lasted 7 years from 1939-1945.
2. The main countries involved were: UK, USA, France (Allies) and Germany, Italy and Japan (Axis).
3. The Blitz was a series of aerial bombings over Britain in 1940-1941.
4. Citizens built Air raid Shelters to try and stay safe.
5. Many children, pregnant women and vulnerable people were evacuated.
6. Food and clothes were rationed due to shortage of supplies.
7. Adolf Hitler and the Nazi Party targeted Jewish people
8. Anne Frank went into hiding in an attic to escape Hitler's law.

Disciplinary Concepts

- Place current study on a timeline in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Know key dates, characters and events of time studied
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Suggest omissions and the means of finding out
- Select and organise information to produce structured work, making appropriate use of dates and terms.

Linked Learning

- Year 5 - A local history study (Autumn Term)
- LKS2 Link- The Roman Empire's Impact on Britain – Leadership (Year 3 Summer Term)
- KS1 reference – The Norman's Battle of Hastings (Year 2 Autumn Term)
- ELG link – Understand the past through settings, characters and events encountered in books read in class and storytelling.

Substantive Knowledge

1. Primary sources were created during the period; secondary sources interpret primary sources.
2. Life in Britain was full of austerity after WW2.
3. Population- migration increased with large numbers of migrants coming to work.
4. **Pop Culture- Fashion and music has changed each decade and been influenced by famous people in that time. (Beatlemania)**
5. The race relations act was introduced in 1976 to stop discrimination against non-whites.
6. The percentage of women employed has increased and the equal pay act was passed in 1970.
7. Margaret Thatcher was the first female Prime Minister during the 1980s
8. **Work Life- Work has progressed from manual factory labour to more computer based.**
9. Major technological advancements including colour TV, planes and computers/ internet

Disciplinary Concepts

- Place current study on a timeline in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Compare beliefs and behaviour with another time studied
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Confidently use the library and internet for research
- Use a range of sources to find out about an aspect of time past
- Bring knowledge gathered from several sources together in a fluent account
- **Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation**
- Select and organise information to produce structured work, making appropriate use of dates and terms.

Linked Learning

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Map Skills Year 6

Substantive Knowledge

1. 4 figure and 6 figure grid references help to locate places with accuracy
2. A map consists of symbols relating to a key to help navigation.
3. Symbols and keys are used to build knowledge of the UK, identify human and physical characteristics and land-use patterns.
4. Maps, atlases and digital maps can be used to locate countries and describe their features.
5. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features like houses, roads and bridges are things that have been built by people.
6. Ordnance Survey is the national mapping agency for Great Britain.
7. Time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole.

Disciplinary Concepts

- Use 8 compass points confidently and accurately;
- Use 4 figure co-ordinates confidently to locate features on a map.
- Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
- Use/recognise OS and atlas map symbols;
- Follow a short route on an OS map. Describe features shown on OS map.
- Locate places on a world map.
- Use OS maps.
- Confidently use an atlas.
- Recognise world map as a flattened globe.
- Draw a plan view map accurately.
- Begin to draw plans of increasing complexity.

- Year 5 - Geographical Skills (Autumn Term)
- LKS2 Link- Geographical Skills (Autumn Term)
- KS1 reference – Geographical Skills (Autumn Term)
- ELG link – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Earth Matters- Earthquakes, Climate Zones & Biomes

Substantive Knowledge

1. The Earth is made up of different layers : the crust, the core and the mantle.
2. The crust (together with the upper layer of the mantle) is made up of different pieces called plates
3. When plates move they cause friction and a sudden burst of movement can cause an earthquake.
4. Earthquakes can be dangerous and cause significant damage.
5. Where there are similar weather patterns this is known as a climate.
6. Closer to the equator the hotter the climate; further away from the equator there are cooler climates.
7. Types of biome- Rainforest, tundra, savannah, desert, grassland and woodlands.
8. Biomes are areas of our planet with similar climates, landscapes, animals and plants.

Disciplinary Concepts

- Is able to give extended descriptions of the physical features of different places around the world
- Locate places on a world map.
- Use atlases to find out about other features or places. (e.g. mountain regions, weather patterns)
- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Draw a variety of thematic maps based on their own data.

Linked Learning

- Year 5 - Earth Matters – Mountains and volcanoes (Autumn Term)
- LKS2 Link- Earth Matters – The Water Cycle – Rivers (Year 4 Autumn Term)
- KS1 reference – Earth Matters – Intro to human and physical features - (Year 1 Spring Term)
- ELG link – Explore the natural world around them, making observations.

Comparing People and Places-The Alps

Substantive Knowledge

1. The Alps are a large mountain range in the middle of Europe. They are spread over eight countries: France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany, Slovenia
2. The Alps formed when two large tectonic plates slowly collided
3. The highest mountain in the Alps is Mont Blanc.
4. Different types of animals and plants live in the different climate zones and some are not found anywhere else in the world.
5. Dams have been built to hold the water from the melting snow and ice in order to create hydroelectric power for nearby towns and cities.
6. Tourism is the main industry in the Alps with tourists able to enjoy skiing, paragliding, mountain biking and walking.

Disciplinary Concepts

- Is able to describe how some places are similar and others are different in relation to their human features
- Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
- Suggest questions for investigating
- Use primary and secondary sources of evidence in their investigations.
- Collect and record evidence unaided

Linked Learning

- Year 5 - Comparing people and places – Amazon Basin (Summer Term)
- LKS2 Link- Comparing people and places – Mexico (Year 4 Summer Term)
- KS1 reference – Comparing people and places – Penrith to Sydney (Year 1 Summer Term)
- ELG link – Know some similarities and differences between the natural world around them and contrasting environments.