

Year 6: an overview of Learning Themes

Title	Knowledge and Skills	Content
Dangerous Earth	<ol style="list-style-type: none"> 1. To recognise and describe a key geological process 2. To understand a geographical process: mountain formation 3. To use a range of sources to inform our opinion on the safety of an earthquake prone area (geographical enquiry). 4. To obtain evidence from a range of sources to inform us about a key historical event (historical enquiry). 	<ol style="list-style-type: none"> 1. Label a diagram of plate boundaries, earthquakes and volcanoes. Write a detailed paragraph to explain how earthquakes are formed, supported with a range of labelled diagrams. 2. Write a detailed paragraph to explain how mountains are formed and support with labelled diagrams. 3. Looking at different types of settlement in San Francisco, its economy, population and landscape features. Carry out an analysis of the largest earthquakes to hit San Francisco and compare with other major earthquakes in the last 100 years. Construct an argument based on the following: A Geographical enquiry - Even though San Francisco is an earthquake prone area, why do people choose to live there? 4. After looking at a wide range of source material, write a detailed explanation as to why Pompeii and Herculaneum are important to historians.
The Country We Live In Day	<ol style="list-style-type: none"> 1. To identify the key processes involved in glaciation 2. To label and explain the features of a glacial landscape 3. To understand what a glacier is and how they have shaped landscapes in the UK 	<p>A range of activities which include: match up diagrams with the process and a definition; annotate a picture with specific features; practical tasks to see the effects of glaciation; watch a range of film material to understand how the process of glaciation occurs</p>

The Maya	<p>An Historical Enquiry: Who were the Maya and what caused the urban decline of the 9th Century?</p> <p>Key skills developed: Children use: a chronological framework to order historical periods; establish a narrative across the Classic Period and investigate a trend over time. In doing this, they address valid historical questions about change, cause and significance.</p>	<ul style="list-style-type: none"> • A range of activities designed are undertaken to build an understanding of: the Maya's place in history; their way of life and the causes of the demographic changes that occurred in the 9th century CE. Links are also drawn between other ancient civilisations, both contemporary and not.
The Ancient Egyptians	<p>An Historical Enquiry: What can we find out about the Egyptians from what has survived?</p> <p>Key skills developed: to use a chronological framework to order historical periods; to make inferences and deductions about the past and their way of life based on surviving artefacts, looking at photos and video material of the River Nile; to use secondary sources to extract evidence about a family living in Ancient Egyptian times.</p>	<p>Children: construct a timeline; observe photographs and make careful sketches of artefacts; looking at secondary sources including photos and video material of the River Nile and use art work from Nebuman's tomb to understand his way of life.</p>