



**Archbishop Cranmer C of E Primary Academy**  
**Foundation Subjects Medium Term Planning Front Cover Sheet**



<b>Year Group and Teacher:</b>	Year 6 Mrs Hodgson & Mrs Rogers	<b>Term:</b>	Autumn 2023-24
<b>Unit Outcomes/ Objectives (Future):</b> <ul style="list-style-type: none"> <li>• <b>Science:</b> Pupils will revisit learning about grouping of animals and learn about the Linnean System of classification. Pupils will be able to differentiate between vertebrates and invertebrates and micro-organisms (Living things and their habitats). Pupils will also learn about the way that light travels and reflects (Energy).</li> <li>• <b>Geography:</b> Pupils will be able to identify the most densely and sparsely populated areas across the globe and describe the increase in population over time. They will be able to describe influences on population (birth, death rates, climate change) and explore reasons for migration. Pupils will conduct fieldwork following an OS map and using different data collection methods which they will use to present findings about the impact of population on pollution in our local area.</li> <li>• <b>History:</b> Pupils will learn about why the second world war began and the impact this had on children and women in particular. They learn about the Battle of Britain and the Blitz as well as considering why people migrated to Britain during and after the war.</li> <li>• <b>Computing:</b> The children will use and combine a variety of software (including internet services) to design and create content that accomplishes given goals. <b>E-safety:</b> helping children be safe and confident explorers of the online world.</li> <li>• <b>Art and Design:</b> Pupils will explore photographic techniques such as photomontage, macro photography and digital art before creating their own artwork using observation in a photo-realistic style.</li> <li>• <b>Design and Technology:</b> Pupils will consider a range of factors in design criteria which they will use to create a waistcoat design. Pupils will use a template, running stitch and secure fastening, as well as decorative objects, to make their waistcoat design.</li> </ul>		<b>Cross Curricular Writing Opportunities:</b> Diary entry – Blitz, a child who did not get evacuated (assessed piece) Website content for BBC Letter home from evacuee Information report on area of Women’s roles during WW2 Information poster about climate change and the impact on population Report to present fieldwork findings  <b>Quality Text:</b> Letters from the Lighthouse by Emma Carroll (Aut 1) Blitzed by Robert Swindells/ When the Sky Falls by Phil Earle (Aut 2)	
		<b>Local Context Links:</b> Ancestry study of family members linked to WW2 Exploring the Nottingham Blitz in August 1940 Fieldwork visit to Bingham to investigate population and pollution	

<p><b>SMSC links:</b></p> <p>Identifying the impact of WW2 on the lives of women and children  Reflecting upon push and pull choices in relation to migration (in WW2 and today)  Empathising with those who experienced war.  Developing a curiosity for and understanding of history and significant events beyond living memory.  Exploring notions of right and wrong in connection to war.  Appreciation of the effect and consequences of this conflict and its shaping of British society and culture.  Awareness of the significance of Remembrance Day in society and for the children as individuals remembering ancestors in their own families.  Comparison of life today and 100 years ago.  Recognising the impact of climate change on population.  Understanding what influences population and what a picture of world population looks like</p>	<p><b>British Values/ PSHE links:</b></p> <p>Discussion of the values Britain might consider fighting a war to protect.  Discussion about conflict will teach children about the importance of tolerance and harmony between different cultural traditions and enable students to acquire an appreciation and respect for their own and other cultures.  Recent conflicts and the impact these have had on individuals, particularly refugees.  Understand the concept of a treaty</p> <p><b>HeartSmart</b>  Health and Wellbeing, Relationships, Living in the Wider World  Kindness, Thankfulness, Gratitude  Recognising significant events and people  Impact of future decisions  Wellbeing (self-worth)</p>	<p><b>Maths Missions:</b></p> <p>Calculating time between the end of WW1 and start of WW2  Timeline activities – dates, comparing with prior learning  Plotting and analysing information on graphs  Presenting data collected (qualitative and quantitative) from different data sources  Using OS maps  Calculating distances using scales  Calculating population growth/ decline  Using cartograms to understand population distribution</p>	<p><b>Christian Values/ SIAMs strands:</b></p> <p>Developing compassion and empathy for the position of ordinary people faced with extraordinary circumstances.  Appreciation of the courage and responsibility adhering to principle shown by combatants and those taking a pacifist stance.  Developing respect and thankfulness for the sacrifice made by our forebears.  Responsibility through an awareness of how human actions impact our world.  Understand the importance of the Democracy, Rule of Law, Respect and Tolerance, Individual Liberty by exploring our British Values.</p>
<p><b>Global Citizenship and Diversity (inc BLM) links:</b></p> <ul style="list-style-type: none"> <li>• Learning about migration pre- and post- 1066. Considering pull and push reasons for migration. Using sources of evidence to consider why people of black Caribbean background came to Britain during WW2 and from 1948 (Windrush). Reflecting upon prejudice, job opportunities, segregated housing, unfair treatment, social exclusion.</li> <li>• Learning about the Kindertransport and children evacuated from modern-day Austria, Poland and Czechoslovakia)</li> <li>• Reflecting upon choices made when migrating to a new country</li> <li>• Comparing migration in WW2 to migration pre-1066 and reasons for migrating.</li> <li>• Reflecting upon the roles of women in society and how this has changed since WW2 and the impact of propaganda</li> <li>• Learning the economic, environmental and social reasons for migration</li> <li>• Recognising the difference between migrant and refugee</li> </ul>	<p><b>Outdoor Learning Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Children complete field study following route using an OS map, collecting data using observations, recordings and interviewing public</li> <li>•</li> </ul>		

<b>Hook (Engage):</b> <a href="https://www.historybombs.com/free-lessons/2-1-world-war-two-in-one-take/">https://www.historybombs.com/free-lessons/2-1-world-war-two-in-one-take/</a> Visit to National Holocaust Centre Museum Letters from the Lighthouse focus text Fieldwork study in Bingham	<b>Focus reading children:</b> <p style="text-align: center;"><b>GDS</b></p>	<b>Focus writing children:</b> <p style="text-align: center;"><b>GDS</b></p>	<b>SEN (additional need)/ PP/ EAL:</b>
	<b>Action:</b> See Provision Map for targeted interventions Cross-curricular opportunities to read. Reading for Pleasure time through the day – these children as a focus. Opportunities to Read Aloud. Group work during reading tasks Modelled answers. Identified on the writing cover sheets for reading and writing.	<b>Action</b> See Provision Map for targeted interventions and writing cover sheet for writing specific actions Cross-curricular writing opportunities. Modelled, shared and scaffolded writes Opportunities to up-level writing within small focus group Writing conferences to edit writing Writing mats and scaffolds, WAGOLLS <b>GDS</b> Ad+on challenges Scaffolds removed GD writing mat Cross curricular writing opportunities Writing conferences Sharing WAGOLL/ expertise In class support Identified on writing cover sheets.	<b>Action:</b> See Provision Map for targeted interventions Visual timetable on display in classroom Visuals to support activities and outcomes Colours used within PPT presentations Broken down instructions TA/ Small group support – inc. classroom zoning and cut aways Additional conferencing xx – coloured overlays as appropriate/ coloured page book



National Curriculum Coverage		Key Vocabulary		
<p>Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i> a significant turning point in British history</p> <p><u>Curriculum Aims:</u></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> <li>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</li> <li>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</li> </ul>		<p>Appeasement Treaty of Versailles Reparations Neville Chamberlain Adolf Hitler Allies Disarm Debt Unrest Prosperity RAF Luftwaffe Battle of Britain Winston Churchill Sorties Operation Sealion Bomb aimer Scramble</p>	<p>Blitz Air raid shelter Anderson shelter Blackout Propaganda Gas mask Evacuation Evacuee Host family Identity Tag Ration book Accuracy Audience Bias Creator Purpose African descent Black Caribbean Emigration Immigration Jews Kindertransport</p>	<p>Labour supply Migrant Migration Refugee Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Propaganda Special Operations Executive (SOE) Women's Auxiliary Air Force (WAAF) Women's Land Army Women's Royal Naval Service (WRNS)</p>
<p><b>Building on Prior Learning</b></p> <p>Within this unit, children draw upon their work in LKS2 on Vikings, Anglo-Saxons and Romans. They use this understanding of migration to learn about the push and pull reasons that people had for migrating during and after WW2.</p>		<p><b>Preparing for Future Learning</b></p> <p>We hope this unit will prepare our pupils with a variety of subject knowledge and practical skills that can be applied at secondary school and in the wider world.</p>		
Knowledge and Skills				
<p><b>Chronological Awareness</b></p> <ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To understand how to work out durations of periods and events.</li> <li>To understand how to represent a scale on a timeline.</li> <li>To understand how to create their own timelines selecting significant events.</li> <li>Sequencing events on a timeline, comparing where it fits with times studied in previous year groups.</li> <li>Developing chronologically secure understanding of British local and world history across the period studied.</li> </ul>		<p><b>Historical Enquiry</b></p> <p>Posing historical questions</p> <ul style="list-style-type: none"> <li>Suggesting the evidence needed to carry out the enquiry.</li> <li>Identifying methods to use to carry out the research.</li> <li>Asking historical questions of increasing difficulty, e.g. who governed, how and with what results?</li> <li>Creating a hypothesis to base an enquiry on.</li> <li>Asking questions about the interpretations, viewpoints and perspectives held by others.</li> </ul> <p>Gathering, Organising and Evaluating Evidence</p>		

- Placing the time, period of history and context on a timeline.
- Comparing and making connections between different contexts in the past.

### **Disciplinary Concepts**

#### Change and Continuity

- To know that change can be brought about by conflict.
- Making links between events and changes within and across different time periods/ societies.
- Identifying the reasons for changes and continuity.
- Describing the links between main events, similarities and changes within and across different periods / studied.
- Explaining the reasons for changes in continuity using the vocabulary in terms of the period as well.
- Analysing and presenting the reasons for changes in continuity.

#### Historical Interpretations

- To know that, we must consider a sources, audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.

#### Cause and Consequence

- To know that members of society standing up for their rights can be the cause of change.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.

#### Similarities and Differences

- describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.

#### Historical Significance

- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.

#### Sources of Evidence

- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

#### Historical Interpretations

- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.

- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence in different periods of time.
- Distinguishing between fact and opinion.
- Recognising 'gaps' in evidence.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute the ideas, claims, or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

#### Evaluating and Drawing Conclusions

- Interpreting evidence in different ways, using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within a period and across time.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.

#### Communicating Findings

- communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change, as well as indicating simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect.
- Using evidence to support and illustrate claims.

### **Substantive Concepts**

#### Power (monarchy, government and empire)

- To understand the process of democracy and Parliament in Britain.
- To understand that there are changes in the nature of society.
- To know that there are different reasons for the decline of different empires.

#### Invasion, settlement and migration

- To understand that there are increasingly complex reasons for migrants coming to Britain.
- To understand that migrants come from different parts of the world.
- To know about the diverse experiences of the different groups coming to Britain over time.

#### Civilisation (social and cultural)

- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To understand the changing role of women and men in Britain.
- To understand that there are differences between early and later civilizations.

#### Trade

- To know that the trade routes from Britain expanded across the world.
- To understand that there was a race to discover new countries and that this resulted in new items to be traded in.

- To understand that the methods of trading developed from person to boats, comet, trains and planes.
- Achievements and follies of mankind
- To understand that people in the past was inventive and sophisticated in thinking as people today.
  - To know that new and sophisticated technologies were advanced which allowed cities to develop.
  - To understand the impact of war on local communities.
  - To know some of the impacts of war on daily lives.

<b>Sequence of Knowledge and Skills</b>	<b>Timeline of Events</b>
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**Lesson 1: Why did Britain go to war in 1939?**

*Children learn about the events that led to the start of WW2 and create their own timeline  
They research significant events, explaining how these led to WW2*

<b>Up2:</b>	To understand the causes of World War 2
<b>Ad+On:</b>	To explain which of the causes was the most significant and why Decide which causes of WW2 were due to the policy of appeasement
<b>Go4:</b>	Evaluate how significant the causes were
<b>'I can'</b>	Research and summarise 3-6 of the events leading to WW2
	Identify the causes of WW2
	Place events on a timeline

**Lesson 2: Who won the Battle of Britain?**

*Children learn about Operation Sealion and the attack on Britain. They hear accounts of RAF pilots to consider how it felt to fight. Pupils prepare and record BBC Radio interviews taking on the role of a pilot.*

<b>Up2:</b>	To understand how the Battle of Britain was won. Create a radio interview taking on the role of a RAF pilot.
<b>Ad+On:</b>	Compare the different strengths of the RAF and Luftwaffe
<b>Go4:</b>	Explain the effects of the Battle of Britain
<b>'I can'</b>	Understand and portray the feelings and roles of the aircrew
	Draft questions to base my interview

**Lesson 3: What do sources tell us about the Blitz?**

*Children use sources of evidence to infer what the Blitz was like. They explore images of London and Nottingham to make deductions and use this to write a diary entry*

<b>Up2:</b>	To write a diary entry about the Blitz using historical source images
<b>Ad+On:</b>	To choose 1 specific image to describe, explaining observations and inferences that could be used within a museum exhibition
<b>Go4:</b>	Write a diary entry using inferences from someone's perspective
<b>'I can'</b>	during the Blitz

- **1919**
  - The Treaty of Versailles signed and WW1 officially ends
- **1920**
  - German general strike
- **1926**
  - British general strike
- **1929**
  - The Great Depression starts
- **1933**
  - Hitler becomes chancellor of Germany
- **1935**
  - Hitler announces he will rearm Germany
- **1936**
  - Nazi Germany and Fascist Italy form the Rome-Berlin Axis Treaty
  - Nazi Germany and Imperial Japan sign the Anti-Comintern Pact
- **1938**
  - Nazi Germany occupies Anschluss (Austria)
  - The Munich Agreement attempts to avoid war
  - Kindertransport scheme helps Jewish children arrive in Britain
- **1939**
  - Hitler invades parts of Czechoslovakia
  - Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.
- **1940**
  - Rationing starts in the UK.
  - German 'Blitzkrieg' overwhelms Belgium, Holland and France.

	Understand why certain places were targeted
	Create questions about the Blitz and infer your answers using the photographs

**Lesson 4:** What was evacuation like for children? (Pt 1)

Children learn about why children were evacuated during WW2 and consider how this was presented in the media. Using role play, children take on roles of different children to hear their experiences and compare what evacuation was like to what was portrayed in the media and propaganda. Children create website design for a new BBC webpage about evacuees.

<b>Up2:</b>	To understand the emotions and experiences of children during the evacuation
<b>Ad+On:</b>	To reflect on the purpose of imagery used about evacuation (Propaganda)
<b>Go4:</b> <b>'I can'</b>	Suggest new website content for the BBC which is closer to the truth
	Analyse a wide variety of short testimonies from evacuees and describe their contrasting experiences to make observations and inferences about how children thought and felt about evacuation
	Identify reasons for evacuation

**Lesson 5:** What was evacuation like for children? (Pt 2)

Children further explore propaganda around evacuation and consider reliability of sources. Children write letters as evacuated children describing their experiences.

<b>Up2:</b>	To evaluate the accuracy and reliability of sources
<b>Ad+On:</b>	To use historically accurate vocabulary within my descriptions
<b>Go4:</b> <b>'I can'</b>	Create my own primary source describing evacuation
	Evaluate the reliability of a primary source
	Make inferences from a primary source

**Lesson 6:** What impact did WW2 have on women's lives?

Children learn about the roles of women and how these changed during WW2. They explore propaganda and research roles to create an information text.

<b>Up2:</b>	To identify the impact of WW2 on women's lives
<b>Ad+On:</b>	To research the role that propaganda played in encouraging women to sign up
<b>Go4:</b> <b>'I can'</b>	Explain why women's roles changed
	Describe job roles fulfilled by women during WW2
	Research and present information

- Churchill becomes Prime Minister of Britain.
- British Expeditionary Force evacuated from Dunkirk.
- British victory in Battle of Britain forces Hitler to postpone invasion plans.
- **1941**
  - Hitler begins Operation Barbarossa - the invasion of Russia.
  - The Blitz continues against Britain's major cities.
  - Allies take Tobruk in North Africa, and resist German attacks.
  - Japan attacks Pearl Harbour, and the US enters the war.
- **1942**
  - Germany suffers setbacks at Stalingrad and El Alamein.
  - Singapore falls to the Japanese in February - around 25,000 prisoners taken.
  - American naval victory at Battle of Midway, in June, marks turning point in Pacific War.
  - Mass murder of Jewish people at Auschwitz begins.
- **1943**
  - Surrender at Stalingrad marks Germany's first major defeat.
  - Allied victory in North Africa enables invasion of Italy to be launched.
  - Italy surrenders, but Germany takes over the battle.
  - British and Indian forces fight Japanese in Burma.
- **1944**
  - Allies land at Anzio and bomb monastery at Monte Cassino.
  - Soviet offensive gathers pace in Eastern Europe.
  - D Day: The Allied invasion of France. Paris is liberated in August.
  - Guam liberated by the US Okinawa, and Iwo Jima bombed.
- **1945**
  - Auschwitz liberated by Soviet troops.

**Lesson 7: Why did people migrate to Britain during and after World War 2?**

*Children consider reasons why people migrated pre-1966, revisiting prior learning. They use sources of evidence to infer and explain why migrants came to Britain (Kindertransport /black Caribbean background) during the war and after (Windrush).*

<b>Up2:</b>	To explain why migrants come to Britain and how this supported the war effort
<b>Ad+On:</b>	To compare reasons why different groups of migrants came to Britain; explaining similarities and differences
<b>Go4:</b> <b>'I can'</b>	Describe some experiences of migrants to Britain
	Explain some push and pull factors for coming to Britain
	Using primary and secondary sources, name groups who came to Britain pre-1966 and explain why people came to Britain pre-1966.

**Lesson 8: End of Unit Assessment**

*Children complete end of unit quiz.*

*Children write a report based on their visit to the Holocaust Centre*

<b>Up2:</b>	Explain what the Holocaust was and describe some events that happened. <b>I can explain how significant events have helped shape the country we have today.</b> <b>I can summarise how Britain has had a major influence on world history.</b>
<b>Ad+on:</b>	Consider choices and personal accountability in the face of prejudice and persecution today.
<b>Go4:</b> <b>'I can'</b>	recall and report key facts about the events of the Holocaust.
	describe how and why Jews were subject to Nazi prejudice and discrimination during the war.
	identify key events from the visit.

- Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May.
- Truman becomes President of the US on Roosevelt's death, and Attlee replaces Churchill.
- After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.

**Significant People**

Adolf Hitler  
Neville Chamberlain  
Winston Churchill



National Curriculum Coverage		Key Vocabulary		
<p>2.1 Locational Knowledge:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul> <p>2.2 Place Knowledge:</p> <ul style="list-style-type: none"> <li>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 within North or South America</li> </ul> <p>2.3 Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:               <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> <p>2.4 Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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.</li> </ul>		air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels	greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density	population distribution pull factors push factors qualitative quantitative refugee region sparsely populated populated voluntary
Building on Prior Learning	Preparing for Future Learning			
<p>In Key Stage One the children will have developed a basic understanding of their immediate locality, following maps and making their own. In Year 3 the children will have learnt about different types of land use both rural and urban and how this has changed over time. They will know the counties and regions of the UK. The children will know the difference between human and physical features and be able to identify examples of such features. In Year 5, pupils completed a local study based on Nottingham where they used OS maps and learnt about land use patterns, as well as human and economic activity and reasons for this.</p>	<p>We hope this unit will prepare our pupils with a variety of subject knowledge and practical skills that can be applied at secondary school and in the wider world.</p>			
Knowledge and Skills				

### Locational Knowledge

- Locating more countries in Europe and North and South America using maps.
- Locating key human features in countries studied.
- Locating many countries in the UK.
- Confidently locating the 12 geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- To know the name of many countries and major cities in Europe and North and South America.
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- To confidently name the 12 geographical regions of the UK.
- To know that London and the Southeast regions have the largest population in the UK.

### Place Knowledge

- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climate's impact on trade, land use and settlement.

### Human and Physical Geography

- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regard to an environmental issue, and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the push and pull factors that people may consider when migrating.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- To know the global population has grown significantly since the 1950s.
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.

To know some negative impacts of humans on the environment.

### Geographical Skills and Fieldwork

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six figure grid references.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using four and six figure grid references to locate features on a map in region studied.
- Confidently locating features using the eight points of a compass.
- Following a short pre-prepared route on an OS map.
- Planning a journey to another part of the world using six figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simple Likert Scale to record their judgments of environmental quality.
- Conducting interviews/ questionnaires to collect qualitative data.
- Deciding how to present data using plans, Freehand sketch Maps, annotated drawings, graphs, presentations, writing at length, and digital technologies (Photos with labels/ captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from field workshops to support reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.
- To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.
- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

## **Sequence of Knowledge and Skills**

### **Lesson 1: How is the global population changing?**

*Pupils look at global population across continents and explore key vocabulary meanings. Pupils look at populations of specific countries in relation to the density of population. Chn plot data on a graph to consider how and why population has changed over time.*

<b>Up2:</b>	To understand the change and distribution of the global population
<b>Ad+On:</b>	Draw upon prior knowledge within answers about global population
<b>Go4: 'I can'</b>	Using the information, explain how and why the global population has changed
	Plot information about global population on a line graph
	Define global population distribution.

### **Lesson 2: What are birth and death rates?**

## **Timeline of Events**

n/a to unit

## **Significant People**

n/a to unit

*Chn look at cartograms to learn about population distribution and how this has changed since 1500 and consider why population has changed. Pupils consider what causes changes in population, comparing changes in 2 countries over time. Chn learn about birth and death rates and how this affects population.*

<b>Up2:</b>	To define birth and death rates and describe why they change
<b>Ad+On:</b>	To determine if population is growing or declining using subtraction, decimal points and negative numbers
<b>Go4:</b>	Define and describe birth and death rates and the influences
<b>'I can'</b>	Suggest reasons for decline/ increase in population
	Identify the natural increase of a population on a graph

**Lesson 3: Why do people migrate?**

*Chn draw upon their learning about migration as part of the WW2 history unit to consider push and pull factors in more detail to consider whether the factors are environmental, economic or social. Chn learn to differentiate between migrants and refugees.*

<b>Up2:</b>	To recognise the push and pull factors influencing migration
<b>Ad+On:</b>	To draw upon prior learning about migration and consider influencing factors
<b>Go4:</b>	Describe the difference between a refugee and a migrant
<b>'I can'</b>	Describe push and pull factors
	Define migration and involuntary migration

**Lesson 4: How is climate change impacting the population?**

*Chn revise geographical regions of the UK and look at how population is distributed, considering reasons behind any differences. Pupils focus on climate change in the UK and how this is impacting populations all over the world, as well as in the UK. Chn create a poster to communicate the causes, impact on population and what can be done about it.*

<b>Up2:</b>	To begin to understand the impact climate change can have on the global population
<b>Ad+On:</b>	To consider how climate change has impacted particular communities
<b>Go4:</b>	Suggest ways to fight climate change and implement a social change project
<b>'I can'</b>	Describe the impact of climate change on the population and why it is happening
	Label the 12 regions of the UK

**Lesson 5: How is population impacting our environment?**

*Chn conduct fieldwork in Bingham to collect data to show the impact of traffic and litter in their local area. Pupils record data through taking observations (tally chart), recording sound and interviewing public.*

<b>Up2:</b>	To collect data showing how population impacts the amount of traffic and litter in an area
<b>Ad+On:</b>	To consider the limitations of data collection methods used
<b>Go4:</b>	Use a range of data collection methods

<b>'I can'</b>	Collect both quantitative and qualitative data		
	Follow a pre-prepared route on an OS map		
<p><b>Lesson 6:</b> How is population impacting our environment? Findings  <i>Chn write a report to present their findings from their recent field visit.</i></p>			
<b>Up2:</b>	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		
<b>Ad+On:</b>	Write a covering letter to accompany your report to send to our local MP		
<b>Go4:</b>	Suggest improvements in response to conclusions drawn		
<b>'I can'</b>	Analyse and compare two different data sets		
	Use digital technologies to map data collected		
<p><b>Assessment:</b></p>			
<b>Up2:</b>	End of unit assessment		
<b>Ad+On:</b>	Create a knowledge organiser including key knowledge		
<b>Go4:</b>	Summarise my learning in response to the unit question: Why does population change?		
<b>'I can'</b>			