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| Year 5 and 6 History Objectives | **Aims**:   * 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.   *Subject content: a study of an aspect or theme in British history that extends pupils’ chronological knowledge* | | | | | |
| Year 5 and 6  Geography objectives | **Subject content:**  describe and understand key aspects of:   * 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 * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time | | | | | |
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| week 1 | *LO: name and locate counties and cities of the UK*  *LO: complete a pre-unit mind map* | 1. refresh countries of UK- check all can name these. Use part of Twinkl ppt. 2. look at naming some cities 3. ‘guess’ where Newcastle and London might be on map of UK cities 4. Back together and check- were they close. 5. Use atlases to name UK cities. 6. Then, in 2s or 3s, list all the UK counties they can think of.- give definition of county. 7. On UK counties map, fill in where they think the counties they have named might be. 8. Use atlas- check! | -on maps, find Newcastle and London.  Thought shower all the ways they can think of to travel between the two- distance is 286 miles or 461km.  Can they think of some advantages and disadvantages of each?  Introduce topic- Energy and Engineers. We are going to be thinking about some very famous engineers from Northumberland/ North East England who completely transformed the lives of ordinary people in the UK. One of the ways that they did this was through invention of railways. Before railways, used to take people at least 4 days to travel from N to L by horse -If could afford horse; If roads were dry; If could afford to change horses on the way. Walking- more than 3 weeks.  So: Title: Who built the railways and how did they change the UK? Date: title and LO: Complete the diagram  Then sub- heading with 3 questions. | | topic books  success criteria  UK maps with cities on  UK maps with counties on  A3 paper  post-its | |
| week 2 | What were the reasons for the development of the railways? | ppt from 6147967 has useful points  provide the children with a series of facts about pre- industrial revolution and changes around industrial revolution eg popn size, need for greater food supplies, journey times between different points, pros and cons canals etc.  What can we say for sure? And what can we say might be true?   1. Summary- reasons (think, pair, share). Use of thinking words- introduce Possibly,Probably,Perhaps,Might,Could,Maybe, Not sure,Definitely,I think…,And the jewel in the crown ‘the evidence suggests’.   Give a bit of background context- maybe pictorial?  Then look at evolution- earliest railways horse-drawn, wooden rails etc, Rainhill trials etc | | LA: record sequence of pictures of railways in chronological order  Y6; construct an argument to answer the question: structure this with them  Y5: scaffolded recording | |  |
| week 3 | How did things change for ordinary people as the railways developed?  How can we find out what people really thought about the railways? | Key questions: What was it really like….? and how can we possibly know?  Victorian railways: winners and losers. A thinking skills activity leading to a role play- see notes in topic file | |  | | need a range of sources eg cartoons  pen portraits  quotes from newspapers |
| week 4 | How different was a train journey 100 years ago to now? | Key questions: What was it really like….? and how can we possibly know?  use a range of sources to investigate. Keep asking- which are reliable etc. | | **Film set/time slip.** Pupils find this a really fun activity. You  cast them as historical advisers to a film crew, who are shooting a film set on a station in 1900. They are shown a photocopied picture of a town today.  The pupils’ job is to cover up anything that would not have been there during  the time the film is being set.  This way they avoid what is called a time slip.    Children then complete diary entry as record of their findings | | film clips eg fiction and old bbc archive  interview with railway workers?  extracts from stories  diaries? |
| week 5 | How should we remember George Stephenson? | Beat the textbook activity: given a range of sources about GS. Have to write a summary in 60 words which is better than a text book version. Then have to distil info even further to create a ‘blue plaque’ for GS. | | scaffold for LA. | |  |
| week 6 | George Stephenson or Lord Armstrong: who changed Britain more? | provide information sources about Lord Armstrong. Recap on GS and his work on railways. Children discuss ideas in pairs and come up with reasoned answer. | | LA: TA support plus table to help organise thoughts.  Y5: structured questions to help guide recording? | |  |