

Year 6: Spring 1 Frozen Kingdoms	
Previous learning: In this geography project, children revisit their learning about the equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, Prime Meridian, Arctic Circle and Antarctic Circle. They also build on their knowledge of climate zones and daylight hours.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. The Antarctic is colder than the Arctic. 2. When it is winter in the Northern Hemisphere, it is summer in the Southern Hemisphere. 3. The Arctic Ocean is located around the North Pole. 4. Tundra is a frozen landscape where trees do not grow. 5. Climate change is the long-term change in weather caused by global warming. 	
Lesson 1 Geography Driver	Polar climates
	<ul style="list-style-type: none"> • To know that climate and extreme weather can affect the size and nature of settlements. • To know that the Arctic is in the Northern Hemisphere and the Antarctic is located in the Southern Hemisphere
Lesson 2 Geography Driver	Polar day and night
	<ul style="list-style-type: none"> • To be able to identify that Antarctica is a continent located in the Southern Hemisphere. • To be able to identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
Lesson 3 Geography Driver	Polar oceans
	<ul style="list-style-type: none"> • To know that the polar oceans are significantly colder than other world oceans. • To know that the Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere.
Lesson 4 Geography Driver	Polar landscapes
	<ul style="list-style-type: none"> • To be able to explain how physical processes can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement. • To be able to identify the key features of polar landscapes - glaciers, icebergs, ice caps, ice sheets, ice shelves and sea ice.
Lesson 5 Geography Driver	Climate change
	<ul style="list-style-type: none"> • To know that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. • To understand that climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
Vocabulary	
Polar region Antarctic Arctic Northern Hemisphere Southern Hemisphere Prime Meridian glaciers icebergs ice caps climate change global warming natural resources	

Local Connection

Identify links of trawlers from Hull travelling to the Arctic Circle.

Year 6: Spring 2 Frozen Kingdoms	
Previous learning: In geography the children revisit the concepts of human and physical features and the impact they have on settlements. Knowledge of climate change and natural resources is extended and embedded.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. The Arctic has natural resources of fish, oil, gas, wood and freshwater. 2. Indigenous people are the first people to live in a place. 3. Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life. 4. Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact. 	
Lesson 1 Geography Driver	Natural resources
	<ul style="list-style-type: none"> • To be able to identify that natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.
Lesson 2 Geography Driver	Indigenous people
	<ul style="list-style-type: none"> • To know that climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. • To be able to explain how humans function in the place they live. • To understand that the distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.
Lesson 3 Geography Driver	Tourism in the Antarctic
	<ul style="list-style-type: none"> • To know that tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries. • To know that visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged • To be able to present a detailed account of how an industry, including tourism, has changed a place or landscape over time
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Lesson 5 Geography Driver	Investigating icebergs
	<ul style="list-style-type: none"> • To know that the 'unsinkable' RMS <i>Titanic</i> set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the <i>Titanic</i> hit an iceberg and sank

	three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS <i>Carpathia</i> .
Vocabulary	
indigenous nomadic native exploration perspective historical source decisions	
Local Connection	
Link to ports in Hull and the vessels that travel toward the Arctic Circle.	

Year 6: Summer 1 Maafa	
Previous learning: In this project children develop their understanding of rebellion and divide as well as revisit the idea on chronology. Children will explore the narrative and long and short term consequences of colonisation.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Different kingdoms developed in Africa over the last 6000 years. 2. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562. 3. Britain transported over 3 million enslaved people across the Atlantic. 4. Slavery Abolition Act, (1833), is a UK law made in Parliament that put an end to slavery. 	
Lesson 1 History Driver	Ancient African kingdoms
	<ul style="list-style-type: none"> • To know that the characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.
Lesson 2 History Driver	Triangular slave trade, Britain and the Maafa
	<ul style="list-style-type: none"> • To understand the British economy grew between the 16th and 19th centuries due to Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives • To be able to write a historical narrative that describes long- and short-term causes and consequences of an event
Lesson 3 History Driver	Evidence of life on the plantations
	<ul style="list-style-type: none"> • To be able to read historical sources critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Lesson 4 History Driver	Abolition of slavery
	<ul style="list-style-type: none"> • To understand that an achievement or discovery may be significant because it affects the lives of other people; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. • To know that the causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. • To be able to study our local area and significant people - William Wilberforce
Lesson 5 History Driver	Black people in Britain in the 20th century, Race Relations Act
	<ul style="list-style-type: none"> • To know that throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.

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| | <ul style="list-style-type: none">• To know that the Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. |
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Vocabulary	
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colonisation enslavement plantation democracy Maafa parliament petition abolish inhumane discrimination emancipated campaign	
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Local Connection	
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William Wilberforce (Hull MP) led the parliamentary campaign against the slave trade and against slavery itself.	
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**Year 6:
Summer 2
Our Changing World**

Previous learning: In this unit children will revisit their geographical understanding of Africa. They will also embed their knowledge of time zones, longitude, latitude and fieldwork skills.

Sticky Knowledge

1. Hull is 50°N longitude and 0°E latitude
2. Climate and extreme weather can affect the size of settlements.
3. Countries export and import goods from around the world
4. Data helps us to understand patterns and trends

<p>Lesson 1 History Driver</p>	<p style="background-color: #00FF00;">Using lines of latitude and longitude - Grid references, contours and symbols</p> <ul style="list-style-type: none"> ● To know that the Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. ● To know that invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. ● To know that invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area. ● A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.
<p>Lesson 2 History Driver</p>	<p style="background-color: #FFA500;">Climate change, extreme weather and people</p> <ul style="list-style-type: none"> ● To be able to evaluate the extent to which climate and extreme weather affect how people live. ● To know that physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement.
<p>Lesson 3 History Driver</p>	<p style="background-color: #00FF00;">Trade around the world</p> <ul style="list-style-type: none"> ● To understand that countries worldwide trade with each other. They export and import goods, such as fossil fuels, metal ores and food. make products, such as cars and toys, which they export worldwide. ● To know that geographical interconnections are the ways in which people and things are connected.
<p>Lesson 4 History Driver</p>	<p style="background-color: #FFA500;">Analysing road safety data/ Road safety fieldwork</p> <ul style="list-style-type: none"> ● To understand that data helps us to understand patterns and trends but sometimes there can be variations due to numerous factors (human error, incorrect equipment, different time frames, different sites, environmental conditions and unexplained anomalies) ● To know that satellite images are photographs of Earth taken by imaging satellites. ● To know that representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.
<p>Lesson 5 History Driver</p>	<p style="background-color: #FF0000;">Human settlement patterns</p> <ul style="list-style-type: none"> ● To know that the distribution of and access to natural resources, cultural influences

	<p>and economic activity are significant factors in community life in a settlement.</p> <ul style="list-style-type: none">• To know that a geographical pattern is the arrangement of objects on the Earth's surface in relation to one another.
Vocabulary	
latitude longitude grid reference symbol climate import export rural urban patterns trends	
Local Connection	
Fieldwork in the local area	