

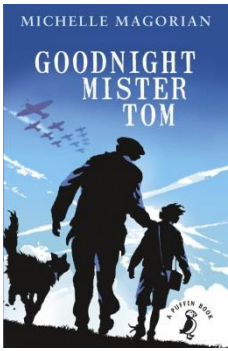




Grands Vaux School's History and Geography Progressive Curriculum Year 6

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
School Structure						
<u>Question</u>	World War 2 – Where would I be during World War 2?	Aztecs and Mayans – Who first made chocolate?	Weathering and Erosion – Who made the beaches?			
<p><u>Think aloud-</u> Pictorial or Text to encourage prediction and analysis skills</p> <p>"Think-alouds" have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.</p> <p align="center"><u>Think Aloud</u></p>	<p>Extract from Goodnight Mr Tom by Michelle Magorian</p> <p>‘YES,’ said Tom bluntly, on opening the front door. ‘What d’you want?’</p> <p>A harassed middle-aged woman in a green coat and felt hat stood on his step. He glanced at the armband on her sleeve. She gave him an awkward smile.</p> <p>‘I’m the billeting officer for this area,’ she began. ‘Oh yes, and what’s that got to do wi’ me?’</p> <p>She flushed slightly. ‘Well, Mr, Mr . . .’</p> <p>‘Oakley, Thomas Oakley.’</p> <p>‘Ah, thank you, Mr Oakley.’ She paused and took a deep breath. ‘Mr Oakley, with the declaration of war imminent . . .’</p> <p>Tom waved his hand. ‘I knows all that. Git to the point. What d’you want?’ He noticed a small boy at her side.</p> <p>‘It’s him I’ve come about,’ she said. ‘I’m on my way to your village hall with the others.’</p> <p>‘What others?’</p> <p>She stepped to one side. Behind the large iron gate which stood at the end of the graveyard were a small group of children. Many of them were filthy and very poorly clad. Only a handful had a blazer or coat. They all looked bewildered and exhausted. One tiny dark-haired girl in the front was hanging firmly on to a new teddy-bear.</p> <p>The woman touched the boy at her side and pushed him forward.</p> <p>‘There’s no need to tell me,’ said Tom. ‘It’s obligatory and it’s for the war effort.’</p> <p>‘You are entitled to choose your child, I know,’ began the woman apologetically.</p> <p>Tom gave a snort.</p> <p>‘But,’ she continued, ‘his mother wants him to be with someone who’s religious or near a church. She was quite adamant. Said she would only let him be evacuated if he was.’</p> <p>‘Was what?’ asked Tom impatiently.</p> <p>‘Near a church.’</p> <p>Tom took a second look at the child. The boy was thin and sickly-looking, pale with limp sandy hair and dull grey eyes.</p>	 <p>Aztecs and Mayans – Tenochtitlan - Inspire Education.</p> <p>Children to be given time to explore the website: http://www.inspire.education/child_hub/4_Na_huti/scene_selection</p> <p>Children to identify words, ideas and questions that they would like to be answered.</p>	 <p>Experiment carousel – A chance to look at and explore the 4 types of weathering by exploring 4 different pictures and 3 different physical activities to explain how weathering works.</p>			

Grands Vaux School's History and Geography Progressive Curriculum Year 6

<p>Text</p> <p>How can we include a range of texts to improve depth and progression?</p>			
<p>Previous Year Group Study Focus</p>	<p>Year 5 Historical Study</p> <p>World War 1: Life in the Trenches and The Christmas Truce</p>	<p>Year 5 Historical Study</p> <p>Victorians</p>	<p>Year 5 Geographical Study</p> <p>Natural Disasters</p>
<p>Trip/ Visitor</p> <p>Broadening horizon and adding to their cultural capital</p>	<p>Trip to Jersey War Tunnels</p>	<p>Willy Wonka's Aztec Chocolate Factory using Inspire Education.</p>	<p>Trip to Greve De Lecq</p> <p>Explore where the natural water comes from. How does water affect weak rock over time?</p>

Grands Vaux School's History and Geography Progressive Curriculum Year 6

	From Year 5	To Year 6	From Year 5	To Year 6	From Year 5	To Year 6
Progression Statements	<p>HK – Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p>	<p>HK – Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p>	<p>HK – The child can provide overviews of the most significant features of different themes, individuals, societies and events covered.</p>	<p>HK – The child can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics.</p> <p>HK – The child can explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p>		
	<p>HC - Place several valid causes and effects in an order of importance relating to events and developments.</p> <p>HC - The child can compare similarities, differences and changes within and across some topics.</p>	<p>HC – The child can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics.</p> <p>HC - The child can compare independently how typical similarities, differences and changes were.</p> <p>HC - Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</p>	<p>HC- Explain impact and significance of cause and effect of key events</p> <p>HC- Explain why there are differing interpretations of history.</p>	<p>HC – The child can describe the significant issues in many of the topics covered.</p> <p>HC – The child can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</p>	<p>HC - Place several valid causes and effects in an order of importance relating to events and developments.</p> <p>HC- Explain impact and significance of cause and effect of key events</p>	<p>HC – The child can describe the significant issues in many of the topics covered.</p> <p>HC - The child can compare independently how typical similarities, differences and changes were.</p>
	<p>HE - Reach a valid conclusion based on devising and answering questions relating to a historical enquiry</p>	<p>HE – The child can accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>HE – The child can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p>HE – The child can evaluate independently a range of</p>	<p>HE – The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p>	<p>HE – The child can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p>HE – The child can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of</p>		

Grands Vaux School's History and Geography Progressive Curriculum Year 6

		sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.		communication with detailed ideas on ways to develop or improve responses.		
	<p>GK – The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>GK – The child can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p>GK – The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>GK – The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p>	<p>GK – The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.</p> <p>GK – The child can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p>	<p>GK – The child can locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions.</p> <p>GK – The child can describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America.</p>	<p>GK – The child can locate and describe some physical environments in the UK.</p> <p>GK – The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. The child can recognise broad land-use patterns of the UK.</p>	<p>GK – The child can locate and describe several physical environments in the UK.</p> <p>GK – The child can locate and describe a range of contrasting physical environments in the UK,</p>
	<p>GU – The child can understand where our energy and natural resources come from.</p> <p>GU – The child can know and understand what life is like in cities and in villages.</p> <p>GU – The child can know where some of our main natural resources come from.</p> <p>GU – The child can describe different types of industry currently in the local area.</p>	<p>GU – The child can understand where our energy and natural resources come from, and the impacts of their use.</p> <p>GU – The child can understand that products we use are imported as well as locally produced. The child can explain how the types of industry in the area have changed over time.</p> <p>GU – The child can explain how, and offer reasons why, the types of industry in the area have changed over time.</p> <p>GU – The child can know and understand what life is like in cities and in villages and in a range of settlement sizes.</p> <p>GU – The child can understand how a region has changed and how it is different from another region of the UK.</p> <p>GU – The child can understand how and why their region and</p>	<p>GU- Identify and justify why some towns and cities population increased far greater than others.</p> <p>GU – The child can describe some renewable and non-renewable energy sources.</p>	<p>GU – The child can know the journey of how one product gets into their home in detail.</p> <p>GU – The child can know and understand what life is like in cities and in villages and in a range of settlement sizes in different parts of the world.</p> <p>GU – The child can understand that our shopping choices have an effect on the lives of others.</p> <p>GU – The child can know and share information about a European region and a region in North or South America, and understand that a region such as the Alps is unique.</p>	<p>GU - Describe some key physical processes and the resulting landscape features</p> <p>GU - Understand hazards from physical environments such as avalanches in mountain regions.</p> <p>GU – The child can understand how a region has changed.</p>	<p>GU – The child can describe some key physical processes and the resulting landscape features.</p> <p>GU – The child can describe and understand a range of key physical processes and the resulting landscape features.</p> <p>GU – The child can understand how a mountain region was formed.</p> <p>GU – The child can describe and understand some key physical processes and the resulting landscape features. The child can understand how fold mountain regions are formed.</p> <p>GU – The child can explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>GU – The child can understand</p>

Grands Vaux School's History and Geography Progressive Curriculum Year 6

		other regions have changed, and how the regions of the UK are distinctive.				<p>how human activity is influenced by climate and weather.</p> <p>GU – The child can identify an important environmental issue.</p>
	<p>GS&E – The child can use <u>physical and political maps</u>, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America.</p> <p>GS&E – The child can use <u>globes and atlases to locate places</u> studied in relation to the Equator, latitude and longitude and time zones.</p>	<p>GS&E – The child can use <u>physical and political maps to describe</u> key physical and human characteristics of regions of Europe or North and South America.</p> <p>GS&E – The child can use <u>globes and atlases</u> to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>GS&E – The child can use <u>thematic maps</u> for specific purposes.</p>	<p>GS&E – The child can use <u>four-figure, and find six figure</u>, grid references.</p> <p>GS&E – The child can recognise that contours show height.</p>	<p>GS&E – The child can use <u>OS map symbols</u> and atlas symbols.</p> <p>GS&E – The child can use <u>maps</u> at different scales.</p> <p>GS&E – The child can read and compare map scales.</p> <p>GS&E – The child can use <u>four- and six-figure grid</u> references with ease and accuracy.</p> <p>GS&E – The child can describe <u>the shape</u> of the land from contour patterns.</p> <p>GS&E – The child can work <u>confidently with a range of maps</u> from large-scale street maps to 1:50,000 maps.</p> <p>GS&E – The child can use <u>atlases to identify the distinct characteristics</u> of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude.</p>	<p>GS&E – The child can present information gathered in fieldwork using simple graphs.</p> <p>GS&E – The child can make a sketch map with symbols. The child can use digital maps to identify human and physical features.</p> <p>GS&E – The child can use digital maps to investigate features of an area.</p> <p>GS&E - Use <u>physical and political maps, atlases, and computer mapping</u> to describe some key physical and human characteristics of Europe or North and South America. The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.</p>	<p>GS&E – The child can make sketch maps of areas using symbols, a key and a scale.</p> <p>GS&E – The child can present information gathered in fieldwork using a range of graphs.</p> <p>GS&E – The child can use digital maps to research factual information about features.</p> <p>GS&E – The child can present <u>information</u> gathered in fieldwork using a range of graphs and other data presentation techniques.</p>

Grands Vaux School's History and Geography Progressive Curriculum Year 6

Curriculum			
Jersey Curriculum Historical Study Focus	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A non-European society that provides contrasts with British History – Mayan and Aztec civilisation.	To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Historical Knowledge	<p>Establish clear narratives within and across the periods of study.</p> <p>Note connections contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Develop chronologically secure knowledge and understanding of British, Local and World history.</p>	<p>Establish clear narratives within and across the periods of study.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Develop chronologically secure knowledge and understanding of British, Local and World history.</p>	<p>Establish clear narratives within and across the periods of study.</p> <p>Note connections contrasts and trends over time.</p> <p>Develop chronologically secure knowledge and understanding of British, Local and World history.</p>
Historical Concept	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Address and devise historically accurate questions about cause.</p> <p>Address and devise historically accurate questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Address and devise historically accurate questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Address and devise historically accurate questions about cause.</p> <p>Address and devise historically accurate questions about significance.</p>
Historical Enquiry	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p>
Jersey Curriculum Geographical Study	Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the	Extend their knowledge and understanding beyond the local area to include the North and South America. This will include the	To develop their use of geographical knowledge, understanding and skills to enhance their location and environmental

Grands Vaux School's History and Geography Progressive Curriculum Year 6

Focus	location and characteristics of a range of the world's most significant human and physical features.	location and characteristics of a range of the world's most significant human and physical features.	knowledge.
Geographical Knowledge	Locate the world's countries using maps to focus on Europe concentrating on the physical and human characteristics, countries and major cities.	Locate the world's countries using maps to focus on Europe concentrating on the physical and human characteristics, countries and major cities.	Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Geographical Understanding	Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European Country and a region within North or South America.	Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European Country and a region within North or South America.	Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. Deepen an understanding of the interaction between physical and human process.
Geographical Skills and Enquiry	Use the eight points of a compass, four and six-grid references, symbols and keys to build their knowledge of the United Kingdom and Wider World.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use a range of methods including sketch maps, plans, and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.