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| **Year Six Advent**  **History and Geography Planning- Revolution** |
| **About this unit:**  History- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  A significant turning point in British history through the Industrial Revolution.  Geography- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features and land-use patterns and how some of these aspects have changed over time through the Industrial Revolution.  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. |
| **Linked Prior Learning:**   * Countries of the UK and the World using a map. * Link of Industrial Revolution on mining (Year 5) * Rural and Urban landscapes (Cities and Countryside) (Year 1) * Tudor Crime and Punishment (All Year Groups) * History of children in Victorian Britain on the beach (Year 2) |
| **Disciplinary Knowledge:**   * Using historical sources accurately to know about the conditions in workhouses. * Knowing the impact of key historical figures including Queen Victoria, Edmund du Cane. * Knowing the impact of the Industrial Revolution on society. * Having a secure chronological understanding of the Victorian time period. * Use map skills to locate countries of the world and trade links. * Use an atlas to see how natural resources are distributed. * Answer enquiry questions on how people affect rural and urban landscapes. * Answer enquiry questions on climate change and how people affect all landscapes. |
| **British Values, Protected Characteristics and Diversity:**   * Democracy- Monarchy is not a democracy. (Queen Victoria) * Rule of Law- Crime and Punishment of Victorian times. * Age- Lives of rich and poor children in Victorian times. * Study of a women as a monarch- Queen Victoria. |
| **Adaptations:**   * Adapted text and reduced information given on Queen Victoria * Reduced number of dates/events to place on the timeline. * Use a reduced map e.g. of Europe instead of the World. * Support with use of atlas. * Visuals and resources available. |
| **Safeguarding across the curriculum:**   * Looking at what British people were like in comparison to Britishness today. |
| **Catholic Social Teaching:**   * The option for the poor- poor people sent to the workhouse. * Creation and environment- looking after the urban and rural environments and how climate change affects the world. |
| **Oracy Examples:**   * Class discussion about workhouses and their suitability. * Debate for innovate- How did Britain become rich? |