

Disley Primary School
Long Term Plan for Year 5/6 – Cycle A



Term	Autumn	Spring	Summer
Topic	Industrial Revolution	Climate Change	The Kingdom of Benin
Focus	History and Geography	History and Geography	History and Geography
Enquiry Question	How did early technology revolutionise the world?	Fumes or Futures?	Why was the Kingdom of Benin significant?
Possible Enrichments	Quarry Bank Mill	Traffic Survey in Local Village Links with Council (Environment Agency)	
Key texts	Street Child Industrial Revolution The Rise of the Machines Oliver Twist	We are all Greta - Valentina Giannella Plastic Sucks. You can make a difference – Dougie Poynter	The Genius of the Kingdom of Benin – Sonya Newland
Vocabulary Key Words *vocabulary in red are words that will be used in a range of contexts across the curriculum	Industry; Rural; agriculture; cultivation; urban; revolution; trade; production; goods; consequences; impact; adaptation; class;	Climate; emissions; global warming; renewable; atmosphere; greenhouse gases; solution; activist; fossil fuels;	Oba; animism; empire; invasion; ivory; manilas; guild; bronze
Geography	At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	<p>As Geographers we will:</p> <ul style="list-style-type: none"> To locate the main Industrial cities in the United Kingdom and understand what an Industrial city is <p>Skill: Location knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how</p>	<p>As Geographers we will:</p> <ul style="list-style-type: none"> To understand and define climate change and its causes <p>Skill: Human and Physical geography To describe and understand key aspects of human and physical geography.</p> <p>Thread: Sustainability</p> <ul style="list-style-type: none"> To identify the top 20 countries producing the most emissions <p>Skill: Location knowledge</p>	<p>As Geographers we will:</p> <ul style="list-style-type: none"> To locate where the Kingdom of Benin was using atlases and globes <p>Skill: Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> L.O. To understand how trade developed between the Kingdom of Benin and European countries



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	<p>some of these aspects have changed over time</p> <p>Thread: Scale</p> <ul style="list-style-type: none"> To compare a rural and urban area before and during the Industrial Revolution To understand what an industrial city is <p>Skill: Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Thread: Environment</p> <ul style="list-style-type: none"> To map the canal systems in Manchester identifying how they were used to transport materials <p>Skill: Geographical skills and fieldwork 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.</p> <p>Thread: Scale/environment</p> <ul style="list-style-type: none"> To explain how the Industrial Revolution developed trade on a global scale <p>Skill: Human and Physical geography describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>	<p>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</p> <p>Thread: Sustainability</p> <ul style="list-style-type: none"> To compare levels of pollution with an area in the UK, an area in Europe and an area within North and/or South America <p>Skill: Place Knowledge 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</p> <p>Thread: Sustainability/diversity</p> <ul style="list-style-type: none"> To create graphs showing greenhouse gas emissions <p>Skill: Geographical Skills and Fieldwork 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.</p> <p>Thread: Sustainability</p> <ul style="list-style-type: none"> To conduct a traffic survey in Disley and identify and suggest improvements to reduce pollution <p>Skill: Geographical Skills and Fieldwork 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.</p>	<p>Skill: Human and Physical geography 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</p> <p>Thread: Scale</p>



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	<p>natural resources including energy, food, minerals and water</p> <p>Thread: Scale</p>	<p>Thread: Sustainability/diversity</p> <ul style="list-style-type: none"> To explain how we can reduce our carbon footprints <p>Skill: Human and Physical geography 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</p> <p>Thread: Sustainability</p> <ul style="list-style-type: none"> To explain the impact caused and why we should become carbon neutral <p>Skill: Human and Physical geography 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</p> <p>Thread: Sustainability</p>	
<p>History</p>	<p>At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.</p>		

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	<p>As Historians we will:</p> <ul style="list-style-type: none"> • To understand how child labour changed in factories during the Industrial Revolution • To identify what the living conditions were like for the average person during the Industrial Revolution <p>Skills: To be able to relate current studies to previous studies. To be able to compare between different times in history. To compare accounts of events from different sources. To offer some reasons for different versions of events.</p> <p>Thread: Society and legacy.</p> <ul style="list-style-type: none"> • To explain what life was like on a plantation • To learn about the life of Olaudah Equiano <p>Skills: To study different aspects of life of different people. To be able to examine causes and results of great events and the impact they had on people. To be able to select relevant sections of information.</p> <p>Thread: Society and legacy. Sources/Critical thinking.</p> <ul style="list-style-type: none"> • To learn about the inventions from the Industrial Revolution • To identify the different mills in our local area and research what they were used for <p>Skills: To record and communicate knowledge in different forms and to work independently and in groups showing initiative. To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To be able to</p>	<p>As Historians we will:</p> <ul style="list-style-type: none"> • To identify the causes of Climate Change (thinking about the pivotal points in History when this started to escalate) <p>Skills: To be able to examine causes and results of great events and the impact they had on people.</p> <p>Thread: Society and legacy.</p>	<p>As Historians we will:</p> <ul style="list-style-type: none"> • L.O. To identify when the Kingdom of Benin began and ended <p>Skills: To be able to place current study on time line in relation to other studies.</p> <p>Thread: Chronology</p> <ul style="list-style-type: none"> • L.O. To construct informed responses that involve selection and organisation of historical material <p>Skills: To know how to use a variety of ways to communicate knowledge. To know that different evidence will lead to different opinions.</p> <p>Thread: Sources/critical thinking.</p> <ul style="list-style-type: none"> • L.O. To learn how our knowledge of the past is constructed from a range of sources. <p>Skills: To know what primary and secondary sources are and to recognise them. To use a range of sources to find out about an aspect of time past. To be able to compare and contrast ancient civilisations.</p> <p>Thread: Sources/Critical thinking. Society and legacy</p> <ul style="list-style-type: none"> • L.O. To find out about the roles people took in the Kingdom of Benin. <p>Skills: To know how to use a variety of ways to communicate knowledge and understanding including extended writing. To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Thread: Sources/Critical thinking. Society and legacy</p>
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	<p>gather information from several sources and bring them together in a fluent account. Thread: Sources/Critical thinking; Society and legacy; Invention</p>		<ul style="list-style-type: none"> L.O. To identify why religion was important in the Kingdom of Benin. <p>Skills: To know how to use a variety of ways to communicate knowledge and understanding including extended writing. To be able to identify beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Thread: Sources/Critical thinking. Society and legacy</p>
<p>Retrieval Questions</p>	<p><u>Industrial Revolution</u> What is an industrial city? What are the main industrial cities in the United Kingdom? How were the canal systems used in Manchester to transport materials? How did the Industrial Revolution develop trade? How did child labour change in factories during the industrial revolution? Who was Olaudah Equiano? What were living conditions like for the average person during the industrial revolution?</p>	<p><u>Climate Change</u> What is climate change? What causes climate change? Identify the top 3 countries that produce the most emissions. How do pollution levels differ in the UK and America? What changes could we make in Disley to reduce pollution? What can we do to reduce our carbon footprint? Why should we become carbon neutral?</p>	<p><u>The Kingdom of Benin</u> When did the Kingdom of Benin begin? When did the Kingdom of Benin become part of the British Empire? Where was the Kingdom of Benin located? Why did Europeans travel to Benin and other parts of Africa? How do we discover information about the past? What materials were popularly used by the Kingdom of Benin? Identify 2 roles that people adopted in the Kingdom of Benin. What did the craftspeople form together? Who did the people of Benin make trade links with? Name 2 products that were traded between the Kingdom of Benin and European countries.</p>

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