

## Year 6 Skills and Knowledge Learning Ladder

Historical Skills	Geographical Skills
<p>We have already learned to:</p> <ul style="list-style-type: none"> <li>- Start to ask our own questions about whether a source is valid</li> <li>- Start to ask our own questions about the topic and pictures/artefacts linked to the topic.</li> <li>- Make use of primary and secondary sources.</li> <li>- Start to consider reliability of sources.</li> <li>- Understand invasion and battles.</li> <li>- Make comparisons between different times in the past.</li> <li>- Compare accounts of events from different sources.</li> </ul> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- Independently ask questions about what they want to know, and questions that lead them down their own research paths.</li> <li>- Choose their areas of interest within the topic to inform their independent research.</li> <li>- Automatically questions the validity of sources.</li> <li>- Evaluate evidence.</li> <li>- Choose useful sources.</li> <li>- Understand wider world history.</li> <li>- Understand patriotism and changing gender roles.</li> <li>- Continue to look at local identity and where we fit in the wider world.</li> <li>- Be aware different evidence leads to different conclusions.</li> </ul>	<p>We have already learned to:</p> <ul style="list-style-type: none"> <li>- Locate volcanic and earthquake zones by developing understanding of tectonic plates.</li> <li>- Understand the geography of volcanoes and earthquakes</li> <li>- Use digital/computer mapping to locate places.</li> <li>- Locate mountainous regions.</li> <li>- Locate major world rivers</li> <li>- Locate countries and cities within the UK</li> <li>- Locate countries in other climate zones including rainforests</li> <li>- Understand latitude, longitude, equator, hemispheres etc</li> <li>- Understand climate zones, vegetation belts, biomes</li> <li>- Use a range of maps to locate places, choosing the most appropriate.</li> </ul> <p>We are learning to :</p> <ul style="list-style-type: none"> <li>- Use maps to locate any worldwide countries.</li> <li>- Locate counties and cities in the UK.</li> <li>- Carry out fieldwork.</li> <li>- Identifies main human and physical differences between developed and third world countries.</li> <li>- Name and locate countries within each continent.</li> </ul>

Is life in Central America different to life in Europe?

### Key Knowledge: Central America:

- Central America is part of the continent of North America and contains 8 countries.
- Mexico is the biggest country in Central America. The people mainly speak Spanish and have similar foods, clothing and cultures to the Spanish.
- Life in Mexico is very different depending on where you lived. Mexico City is the capital and the biggest city with over 8 million residents.
- Cancun is a popular tourist destination with around 800,000 residents.
- Toluca is a small village with around 600 residents.
- Compare life in the city to life in the village - how is life affected by human and physical geography.
- How does the economy differ in the city to the village and what affect does this have on community.
- The equator is an invisible line that surrounds the Earth, countries along the equator are usually hotter in climate. Central American countries are along the equator and therefore have a hot climate.

### Key Vocabulary:

Continent, country, civilisation, Central America, capital, tourist, tourism.

### Learning Links:

RE: describe some similarities between communities.

### Our next steps are to:

Learn about the Mayans.

### Suggested Trips:

Central American food tasting.

What did Central America used to look like?

### Key Knowledge - Mayans

1. Mayans lived in an area now known as Central America reaching from modern day Southern Mexico to modern day Costa Rica.
2. One of the most valuable things to Mayans were cacao beans, used to make an early form of chocolate and even as money.
3. The Mayans were great inventors and invented their own calendars, farming methods, writing, sports and more.
4. They were also great builders - building their own style of pyramids and temples. Many of these can still be found in parts of Central America today.
5. The Mayans worshipped many different Gods and Goddesses.
6. Mayan civilisation had on the world.
7. Know how Mayans recognised the days and seasons and used this to create their own calendar.
8. Find out about beliefs, behaviour, and characteristics of people.
9. The landscape of Central Mexico has changed since the Mayans with different countries and cities being formed.
10. Maps can be used to show a comparison between Mayan Central America and Modern-Day Central America.
11. The geographical features of Central America meant that the Mayans lived in a different way than early civilizations in Britain.

### Autumn Term

#### Key Vocabulary:

Mayan, Central America, cacao bean, chocolate, currency, pyramid, temple, calendar, Gods and Goddesses.

#### Learning Links:

RE: Describe, make connections and reflect on some religious beliefs and practices studied.

#### Our next steps are to:

To find out about recent British history.

#### Suggested Trips:

The Maya educational talk Cadbury World

<https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-1-2-primary/mayans>

How has World War 2 shaped Britain today?

Key knowledge: World War 2

1. World war 2 was fought between the Allies (including Great Britain) and Axis (including Germany). Use maps to locate both of these countries within Europe.
2. This was the first war with more advanced fighter planes which could drop bombs on any city rather than just having soldiers fighting with guns and tanks.
3. In Britain, children were evacuated to the countryside in order to keep them safer from the air raids. They also had blackouts and shelters to protect them.
4. Food was unable to get through many trade routes as ships were attacked. This led to food shortages and food had to be rationed.
5. Many women had to go to work in factories. This used to be a male workplace but most men had to fight in the war. A lot of women kept working even after the war ended.

Key Knowledge: **Who fought for us? Case Study (Summer 2)**

1. At the time of the World War, Britain had an empire spanning different continents. This is now called the Commonwealth.
2. Soldiers from the British Empire and the Commonwealth fought for Britain in World War 2.
3. Select a country from the British empire and independently research the role they played in helping the British war effort.

Spring Term

Key Vocabulary:

Evacuation, evacuee, ration, rationing, air raid, siren, Anderson shelter, Morrison shelter, blackout, propaganda, Empire, Commonwealth.

Learning Links:

History: Year 5 topic of trading.

Our next steps are to:

To continue our history journey in secondary school.

Suggested Trips:

Evacuee day: <https://www.holdenby.com/schools/world-war-2>

Evacuee lesson :

<https://britishschoolsmuseum.org.uk/learning/school-programmes/world-war-ii-evacuee-lesson/>