

## Year 6-Europe



<b>Term:</b>	Autumn 1
<b>Subject focus:</b>	Geography and Design Technology
<b>Non-Fiction:</b>	Non-Chronological Report
<b>Fiction:</b>	Narrative

Concepts	
Geography	Design Technology
People and Places/Global Citizenship	Innovate/Technique/Evaluate
<p>Within this topic, children build upon their understanding of Southwark, London and the United Kingdom as well as explore a number of places within Europe. Children will have the opportunity to make comparisons of the physical and human features around Europe.</p> <p>Whilst this is primarily a geography unit, it does also offer children an opportunity to make links between the wealth of knowledge they have gained throughout KS1 and 2. Within different topics children have learnt about the migration of many different groups of people, and the reasons for that movement (<i>Tudors, Romans, Vikings, Remembering Heroes, Desert Survival</i>). Children learn about the impact that European countries had on the rest of the world, in terms of migration and trade. They relate their learning of North America, Romans, and Vikings in previous years to think about why people migrated at this time and why people have migrated previously throughout history.</p> <p>Children explore the concept of slavery and the impact that Europeans had on the Atlantic Slave Trade. Identifying that the first Europeans to enter into the profit from the slave trade in Africa were the Portuguese who began trading in the 15th century. They will also learn how Britain profited from the sale of African people and learn that until this point in history, Britain had not been a particularly wealthy country. Children will get the opportunity to explore ways in which the slave trade has changed British history and the impact that it has on today's society. The unit gives children the opportunity to reflect upon the abominable actions of people in the past and ensure that everyone is respected and treated equally in today's society.</p> <p>In Design Technology, children will research a number of recipes from around Europe to make bread. They will use this, as well as inspiration from the baker Edd Kimber, to design and make a bread product. Having followed a basic recipe in KS1, the children will now get the opportunity to experiment with a range of ingredients and learn about different techniques used to create this staple food.</p>	

## Geography

### National Curriculum

#### Geography

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links
- I can locate the world's countries, using maps to focus on Europe
- I can name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time
- I can describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country.

#### Design Technology

- I can research, plan and prepare and cook a savoury dish, applying my knowledge of ingredients and my technical skills
- I can use my technical knowledge and accurate skills to problem solve during the making process
- I can apply my knowledge of materials and techniques to refine and rework my product to improve its functional properties and aesthetic qualities
- I can generate, develop, model and communicate my ideas through discussions, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Computing

- I can recognise trustworthy sources of information on the internet
- I can use a broad range of resources online to find exactly what I am looking for

## Year 6 Geography Europe

### Foundation subject Knowledge and skills

<b>Where in the world?</b>	<ul style="list-style-type: none"><li>• Locate major cities and countries of Europe on physical and political maps</li><li>• Know that the UK is part of the continent of Europe and be able to describe its position in relation to other countries in Europe</li><li>• Locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude</li><li>• Use physical and political maps, atlases and computer mapping to describe some key physical and human characteristics of Europe</li><li>• Understand that climate and vegetation are connected in an example of biome</li><li>• Use four, or six, figure grid references, OS maps symbols and atlas symbols, use maps at different scales, recognise that contours show height</li></ul>
<b>Physical features</b>	<ul style="list-style-type: none"><li>• Describe some key physical processes and the resulting landscape features e.g. understanding the characteristics of a mountain region and how it was formed</li><li>• Explain some of the ways a biome (including the oceans) is valuable and under threat from human activity, understanding how human activity is influenced by climate and either</li></ul>

	<ul style="list-style-type: none"> <li>• Understand hazards from physical environments such as avalanches in mountain regions, identify an important environmental issue</li> <li>• Make a sketch map with symbols, use digital maps to identify physical feature</li> <li>• Present information gathered in fieldwork using simple graphs</li> </ul>
<b>Human features</b>	<ul style="list-style-type: none"> <li>• Know and understand what life is like in cities and in villages</li> <li>• Know the journey of how one product gets into their home in detail</li> <li>• Describe some renewable and non-renewable energy sources</li> <li>• Describe different types of industry currently in different countries and in the local area</li> <li>• Know where some of our main natural resources come from</li> <li>• Understand how a region has changed</li> <li>• Make a sketch map with symbols, use digital maps to identify human feature</li> <li>• Present information gathered in fieldwork using simple graphs</li> <li>• Carry out fieldwork in an urban area and/or rural area using appropriate techniques</li> </ul>
<b>Effect on the world</b>	<ul style="list-style-type: none"> <li>• Consider reasons for migration across Europe now, why do people move to different countries?</li> <li>• Consider reasons why people have migrated in the past-drawing on prior learning (North America, Mayflower, Tudors, Romans, Vikings, WW1)</li> <li>• Understand the migration of Africans to Europe in the past</li> <li>• Understand that slavery is where one person is owned by another and is treated as if they were a piece of property. They are forced to work for nothing for their owners</li> <li>• Know that African kings and merchants sold and captured enemies or criminals to the European traders. Sometime they had to sell slaves or risk being taken captive themselves</li> <li>• Know that the first Europeans to enter into the profit from the slave trade in Africa were the Portuguese who began trading in the 15<sup>th</sup> century</li> <li>• Know that slavery has probably existed throughout human history and been practised by many different civilisations</li> <li>• Know that slavery in Africa existed before the arrival of Europeans but the Atlantic slave trade changed the scale of the trade and the way it was conducted</li> <li>• Know that over the centuries up to 12 million African people were enslaved and transported to the Americas. These slaves were chattel slaves which meant their children were also slaves</li> <li>• Know that the Atlantic slave trade arose because Europeans were keen to make money from the newly discovered land of the Americas</li> <li>• Know that the trade in slaves was called the triangular trade because it had three stages: <ul style="list-style-type: none"> <li>-manufactured goods from Europe such as blankets, beads and guns were taken to Africa where they were exchanged for slaves</li> <li>-the transport of slaves from Africa to the Americas was known as the middle passage</li> <li>-finally, raw materials and goods produced as a result of slave labour such as cotton, sugar, rum and tobacco from the Americas were brought back to Europe</li> </ul> </li> <li>• Know that the Committee for the Abolition of the Slave Trade was led by William Wilberforce, Granville Sharp and Thomas Clarkson.</li> <li>• Know that although the British took a lead role in abolishing the trade it should not be forgotten that for many years Britain had been the most active slave-trading nation of all. Many people made a lot of money from the trade and cities such as Bristol, London and Liverpool grew wealthy as a result</li> </ul>

## Design Technology

### Year 6

#### Design Technology- Food

<b>Year 6</b>	<b>Europe</b> <ul style="list-style-type: none"> <li>• Know that bread can be prepared in a number of different ways (loaves, rolls, pretzels, unleavened etc)</li> <li>• Know that in different countries around Europe, different techniques and ingredients are used</li> <li>• Know that bread is used in a number of traditional and religious celebrations</li> <li>• Know about the scientific reaction which takes place when yeast is added to a mixture</li> <li>• Evaluate the likes and dislikes of a number of different breads from countries across Europe</li> <li>• Research Edd Kimber and some of his bread recipes, discussing the ingredients and techniques he uses</li> <li>• Design a product, using the knowledge gained from learning about a number of different products</li> <li>• Consider what occasion or meal it would be eaten with and chose the appropriate techniques to make the produce</li> <li>• Use suitable techniques to make and bake a product Evaluate end product against the design criteria</li> <li>• Understand and apply the principles of nutrition and health</li> <li>• Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>• Be competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes Understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>
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<b>Writing Outcomes</b>	
<b>Non-Fiction</b>	<b>Fiction</b>
Non-Chronological report- The effect Europe has had on the rest of the world	Text: Secrets of the Night Train Narrative in role, showing contrasting emotions as the text moves on, direct and indirect speech to recall events