

DISASTERS



Autumn 1 - Volcanoes						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR TRANSITION
LO – To identify where the Key Volcanoes are in the world. Plot these onto a map with tectonic plates – compare across continents.	LO – To examine everyday life in Pompeii and their beliefs.	LO – To analyse primary and secondary sources of the eruption of Vesuvius.	LO – To produce a timeline of the key dates associated with the eruption of Vesuvius	LO – To create a map of the Bay of Naples using scale and key.	LO – To create a map showing the impact of the eruption of Vesuvius.	
National Curriculum Objectives Geography History		- Describe and understand key aspects of Physical geography, including earthquakes and volcanoes - Pupils should be taught about The Roman Empire				
Skills Geography History		- Use longitude and latitude on compass maps - Place current study on timeline in relation to other studies - Choose reliable sources of information to find out about the past - Find out about beliefs, behaviour and characteristics of people in the past - Make links between some of the features of past societies (religion, housing, society, technology) - Compare beliefs and behaviour with another period studied - Describe similarities and differences between some people, events and artefacts studied - Describe how some of the things studied in the past influence/affect life today - Recognise primary and secondary sources - Offer some reasons for versions of events (bias/propaganda) - Understand that some evidence from the past is propaganda, opinion or misinformation which affects our interpretation of history.				

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- Give clear reasons why there might be different accounts of history, linking this to factual understanding of the past.

Example Resources

- Pliny the Younger – an account of the disaster - <http://www.eyewitnesstohistory.com/pompeii.htm>
- Eruption timeline - <https://www.preceden.com/timelines/312616-mt--vesuvius-eruption> or <https://interestingengineering.com/pompeii-and-the-eruption-of-mount-vesuvius-a-timeline>
- Map of Pompeii - <https://interestingengineering.com/pompeii-and-the-eruption-of-mount-vesuvius-a-timeline>
- Mount Vesuvius information - <https://geology.com/volcanoes/vesuvius/>
- Causes of earthquakes - <https://www.bbc.com/bitesize/guides/zp46sg8/revision/1>
- Life in Ancient Rome - <https://www.bbc.com/bitesize/articles/z2sm6sg>
- Roman Gods and Religion - <http://www.primaryhomeworkhelp.co.uk/romans/gods.htm>
- Pompeii live from the British Museum (documentary) - <https://www.britishmuseum.org/pompeii-live>
- Map of the impact of the Eruption – [[link](#)]
- Suggested Text - Escape from Pompeii by Christina Balit (story of everyday life in Pompeii and eruption - could use to inspire diary entries) The Street Beneath my feet by Charlotte Guillian (more of a general text about the earth beneath his feet)

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Autumn 2 – Earthquakes, Tsunamis and Hurricanes						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	WEEK 7 REMOVED FOR CHRISTMAS PREP
LO – To create a map of the tectonic plates against the world countries.	LO – To understand what an Earthquake is and where they have occurred/what causes them.	LO – To examine the Ring of Fire. To plot this on a map.	LO – To understand what a Tsunami is and where they have occurred/what causes them.	LO – To understand what Hurricanes are and where they have occurred/what causes them.	LO – To understand what Tornadoes are and where they have occurred/what causes them.	
National Curriculum Objectives Geography History		- Describe and understand key aspects of Physical geography, including earthquakes and volcanoes. - Children should be taught about connections, contrasts and trends over time				
Skills Geography History		- Use longitude and latitude on compass maps - Use primary and secondary sources of evidence in their investigations - Investigate places with more emphasis on the larger scale; contrasting and distant places - Analyse evidence and draw conclusions e.g. from field work data on land use/temperature, look at patterns and explain reasons behind it - Confidently use an atlas - Identify significant places and environments - Locate places on a world map - Use atlases to find out about other features of places (e.g. mountain regions, weather patterns) - Suggest questions for investigating - Place current study on timeline in relation to other studies. - Identify and compare changes within and across different periods - Choose reliable sources of information to find out about the past - Describe similarities and differences between some people, events and artefacts studied - Give reasons why changes may have occurred, backed up by evidence - Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings etc. - Investigate own lines of enquiry by posing questions to answer. - Choose reliable sources of evidence to answer questions - Bring knowledge gathering from several sources together - Confident use of library, e-learning, research				

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	• Recognise primary and secondary sources • Offer some reasons for versions of events (bias/propaganda) • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Evaluate evidence to choose the most reliable forms • Give clear reasons why there might be different accounts of history, linking this to factual understanding of the past • Plan and present a self-directed project or research about the studies period
Example Resources	• Map of San Francisco and video of the devastation caused - https://kids.britannica.com/students/article/San-Francisco-earthquake-of-1906/624814 • Explanation of the Pacific rim/ Ring of Fire - https://www.youtube.com/watch?v=DrwYtGf40hA • Map of Ring of Fire - https://www.usgs.gov/media/images/ring-fire • Stories from those who have been in a tornado - https://www.weather.gov/safety/tornado-survivors • Tectonic Plate Map - https://geology.com/plate-tectonics.shtml • Information on Tsunamis - https://earthobservatory.sg/faq-on-earth-sciences/where-tsunami-most-likely-happen or https://www.nationalgeographic.com/environment/natural-disasters/tsunamis/ • Video of Tsunami (Animation) - https://www.youtube.com/watch?v=a7aYkg5oSMI • Resources for teaching of Boxing Day tsunami - https://www.tes.com/teaching-resource/boxing-day-tsunami-6388810 • Information on San Fran earthquake of 1906 - https://kids.kiddle.co/1906_San_Francisco_earthquake • Information on Hurricanes - https://www.nationalgeographic.com/environment/natural-disasters/hurricanes/

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Spring 1 – Flooding and Erosion						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To explore Coastal erosion and why it occurs. Look at its impact.	LO – To look at the Boscastle flood. Come up with questions and research to find answers to them.	LO – To plot the events of Boscastle Flood on a timeline and draw the flood onto an OS map.	LO – To explore the historic flooding of Venice.	LO – To compare the Boscastle and Venice floods.	LO – To survey how flood ready Park Hill is.	X
National Curriculum Objectives Geography History		- 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 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - 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. - describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
Skills Geography History		- Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. - Use/recognise OS map symbols.				

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	• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) • Confidently identify significant places and environments • Use OS maps with 8 figure grid references. • Place current study on timeline • in relation to other studies • Use relevant dates and terms • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Choose reliable sources of information to find out about the past. • Know key dates, characters and events of time studied • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. • Bring knowledge gathering from several sources together in a fluent account. • Confident use of library, e-learning, research • Recognise primary and secondary sources.
Example Resources	• STEM Flood defences (lesson plan, videos and activities) – https://www.stem.org.uk/resources/elibrary/resource/34127/flood-defence • STEM – Beat the Flood – to design and build a home before the flood arrives (all resources and certificates) – https://www.stem.org.uk/elibrary/resource/34167 • PPT of Boscastle Floods – https://www.tes.com/teaching-resource/flooding-in-boscastle-6211977 • Cause and effect activity for Boscastle floods – https://www.tes.com/teaching-resource/boscastle-flooding-6368103

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- Images and facts for the Boscastle flooding - <https://www.bbc.co.uk/news/uk-england-cornwall-28523053>
- Impact of Boscastle flooding inc maps - <https://www.metlink.org/other-weather/miscellaneous-weather/case-studies/case-study-boscastle-floods/> or <https://sites.google.com/site/ukfloods/flooding-case-studies/boscastle-flood-2004> or <https://www.metoffice.gov.uk/weather/learn-about/weather/case-studies/boscastle>
- Case study on Boscastle cause and effect - <https://www.teachitgeography.co.uk/resources/ks4/floods/physical-processes/the-boscastle-flood-of-2004-a-case-study-of-cause-effect-and-response/24163>
- Information on Venice flood and maps - <https://www.kidsnews.com.au/weather/worst-floods-for-more-than-50-years-swamp-venice/news-story/962b67642bf240f4bfeb12ecd879eb3> or <https://www.bbc.co.uk/news/world-europe-50409021> or <https://teachingkidsnews.com/2019/11/18/venice-italy-experiencing-worst-flooding-in-53-years/>
- Why is Venice sinking? - <https://www.pitara.com/science-for-kids/planet-earth-for-kids/venice-is-sinking/>
- Pictures of Venice flood - <https://thepointsguy.co.uk/news/shocking-photos-venice-flood/>
- Flood Ready worksheet - <https://www.twinkl.co.uk/resource/tp2-g-017-planit-geography-year-4-water-lesson-5-flooding-lesson-pack>

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Spring 2 - Disasters in Britain						
Week 1	Week 2	Week 3	Week 4	Week 5	X	X
LO – To recap the Great Fire of London – looking at causes and impacts.	LO – To examine the Grenfell Tower Fire - looking at causes and impacts.	LO – To compare Great Fire of London and the Grenfell tower. Was anything learnt from the first event?	LO – To compare eyewitness accounts from each disaster. What similarities and differences are there?	LO – To plot a route on an OS map between Grenfell tower to Pudding Lane. To use 8 Compass Points and 6 figure grid references.	X	X
National Curriculum Objectives Geography History		- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				
Skills Geography History		- Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. - Use/recognise OS map symbols. - Confidently identify significant places and environments - Use OS maps with 8 figure grid references. - Follow a short route on an OS map. Describe features shown on OS map. - Use a scale to measure distances. - Place current study on timeline in relation to other studies - Use relevant dates and terms - Order significant events, movements and dates on a timeline. - Identify and compare changes within and across different periods.				

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	• Choose reliable sources of information to find out about the past. • Know key dates, characters and events of time studied • Give reasons why changes may have occurred, backed up by evidence. • Describe how some of the things studied from the past affect/influence life today. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. • Bring knowledge gathering from several sources together in a fluent account. • Confident use of library, e-learning, research • Recognise primary and secondary sources. • Offer some reasons for different versions of events (bias / propaganda). • Evaluate evidence to choose the most reliable forms. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Example Resources	• TES resources available on Grenfell tower fire - https://www.tes.com/resources/search/?q=grenfell • Newsround Article on why Grenfell was significant- https://www.bbc.co.uk/newsround/50221805 • Newsround article on the impact of the fire - https://www.bbc.co.uk/newsround/48633503 • 12-year-old eye witness account - https://www.youtube.com/watch?v=nSe3m_YY_Ec • BBC article with picture timeline of the Grenfell fire - https://www.bbc.co.uk/news/uk-40301289 • Timeline of the Great fire, with pictures and resources - https://www.theschoolrun.com/homework-help/great-fire-london • TES resources available on the Great Fire - https://www.theschoolrun.com/homework-help/great-fire-london • Extracts from Samuel Pepys Diaries - https://www.pepysdiary.com/ • Game looking at sources from the Great Fire - http://www.fireoflondon.org.uk/game/ • BBC School radio on the Great Fire - https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39

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- Suggested Text – The Great Fire of London by Emma Adams

Summer Term - The War (Can add to unit if there is time – extra time allowed for SATS when needed – Spring 2 is fine too)						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	X
LO – To explore the Second World War.	LO – To plot a timeline of events of the War.	LO – To examine the Coventry Blitz and the bombing of Dresden.	LO – To compare photos from after the bombings of Coventry and Dresden.	LO – To use 4 figure coordinates, locate Coventry and Dresden on a map.	LO 0 To draw plan maps of Dresden and Coventry.	X
National Curriculum Objectives Geography History		- Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe. - 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 - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Ensure that knowledge of the past is constructed from a range of sources.				
Skills Geography History		- Draw a sketch map from a high viewpoint. - Match boundaries (e.g. find some boundary of a country on different scale maps) - Begin to use 8 compass points - Use letter/no. coordinates to locate features on a map confidently - Use 4 compass points well				

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	• Use junior atlases • Locate places on large scale maps (e.g. find UK and Dresden or similar place in Germany on a globe) • Follow a route on a map accurately. • Ask and respond to questions and offer their own ideas. • Know and sequence key dates of time studied • Describe the main changes in a period in History • Understand how some historical themes occur concurrently in different locations i.e. effects of war on a European country/city (e.g. Dresden) • Study different aspects of life of different people • Describe similarities and differences between some people, events and artefacts studied • Examine causes and results of events and the impact on people. • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Give own reasons why changes may have occurred, backed up by evidence. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs. to collect evidence. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. • Confident use of library, e-learning, research • Know that people both in the past and now have a point of view and that this can affect interpretation. (<i>bias / propaganda</i>).
Example Resources	• Information on Coventry's pairing with Dresden – https://www.coventry.gov.uk/directory_record/6210/dresden_germany • Eyewitness accounts from those in Dresden - http://news.bbc.co.uk/local/coventry/hi/people_and_places/history/newsid_9155000/9155684.stm • Blitz info and worksheet - http://www.nationalarchives.gov.uk/education/homefront/bombing/blitz/default.htm • Churchill's speech in 1940 - http://www.bbc.co.uk/learning/schoolradio/subjects/history/ww2clips/speeches/churchill_finest_hour

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- Blitz activity pack – with writing frames- <https://www.twinkl.co.uk/resource/t2-h-5576-the-blitz-activity-pack>
- Pictures and war poetry - <https://www.rafmuseum.org.uk/documents/london/downloads-and-worksheets/life-in-the-blitz-teachers-resource.pdf>
- Blitz activity pack for Primary Schools - <http://www.secondworldwarni.org/primaryschools/docs/Unit%203%20Activity%20Pack.pdf>
- BBC class clips – living through the air raids <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6>
- BBC class clips – what would you have done when the blitz bombs fell? <https://www.bbc.co.uk/teach/the-blitz-what-would-you-have-done-when-the-bombs-fell/zn6gpg8>
- Blitz video for children - https://www.youtube.com/watch?v=1VwY_UxXkYU (The Blitz video clip for children)
- Information regarding the Blitz - <http://www.primaryhomeworkhelp.co.uk/war/blitz.htm>
- Suggested reading - Goodnight Mr Tom; Carrie's War; Safe Harbour.