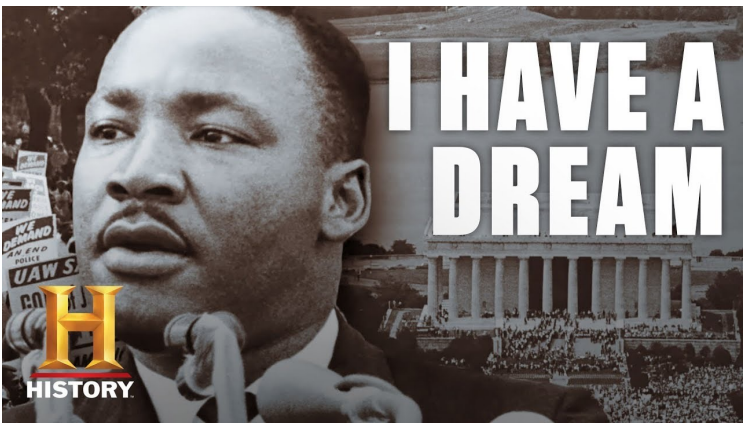




Year 5 & 6 I Have A Dream

Autumn Topic Knowledge Organiser

Knowledge Skills Vocabulary



Knowledge Progression

Do I have a dream?

Can I identify historical figures in black history?

Can I identify different empires and their relationships with countries?

How were Native Americans treated by white American settlers?

What is slavery and how did it become so prolific?

When did slavery end and how did the fight for equal rights begin?

Why was the civil rights movement so important to Americans?

Who are the Windrush generation and what was life like for them in the UK?

How did Nelson Mandela contribute to the movement for equal rights?

How are we continuing to support the fight for equal rights with the BLM move-

Curriculum Coverage

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

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.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Skills Progression

Year 5

History: Know and sequence key events of time studied, use relevant terms and period labels, make comparisons between different times in the past, examine causes and results of great events and the impact on people, compare life in the early and late 'times' studied, compare an aspect of life with the same aspect in another period, offer some reasons for different versions of events, use the library and internet for research with increasing confidence, recall, select and organise historical information, communicate their knowledge and understanding.

Geography: Investigate places with more emphasis on the larger scale; contrasting and distant places, begin to use 4 figure coordinates to locate features on a map, use/recognise OS map symbols, begin to use atlases to find out about other features of places, find/recognise places on maps of different scales, identify significant places and environments, use index and contents page within atlases.

Year 6

History: Place current study on time line in relation to other studies, use relevant dates and terms, find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another time studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied, confidently use the library and internet for research, select and organise information to produce structured work, making appropriate use of dates and terms.

Geography: Investigate places with more emphasis on the larger scale; contrasting and distant places, use 4 figure coordinates confidently to locate features on a map, begin to use 6 figure grid refs; use latitude and longitude on atlas maps, recognise OS map symbols, use atlas symbols, locate places on a world map, use atlases to find out about other features of places, draw/use maps and plans at a range of scales, confidently identify significant places and environments, use OS maps, confidently use an atlas, recognise world map as a flattened globe.

Historical and Geographical Vocabulary

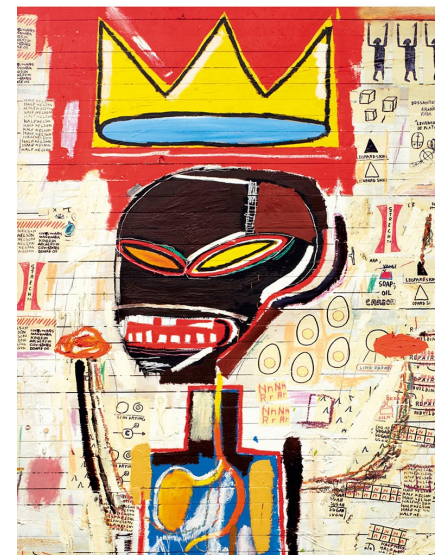
Civil rights, slavery, racism, emancipation, justice, activism, discrimination, oppress, inequality, exclude, overcome, segregation, social movement, march, slave trade, slave trade triangle, empire, commonwealth, Windrush, Black and Ethnic Minority, People of Colour, Black Lives Matter.

World map, Europe, North America, South America, environmental region, physical geography, human geography, characteristics, ocean, continent, position, location, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Topic of Cancer and Capricorn, Arctic, Antarctic, Prime/Greenwich Meridian, time zones, day, night.

Historical and Geographical Enquiry

What are equal rights? Why is it important to support the freedoms and rights of everyone? Why have people from ethnic minorities been discriminated against historically? How and why is this discrimination still continuing? Why is it important to learn about the history of Black people, and how does this affect me today? How did slavery start, and why was it allowed? Who fought against the slave trade, and how and when was slavery abolished? Who are some of the historical figures that moved the fight for equal rights onward? How did the British Commonwealth influence the Windrush generation and current scandal? What is systemic racism and how has this influenced the Black Lives Matter movement today?

How do we understand the layout of the world? How have humans broken up the world into regions in order to understand and classify it? Where do different continents and countries lie? What rules have we put in place to help us navigate and identify position and direction? How do time zones allow us to understand the change from day to night across different parts of the world?



Year 1-2 History: changes within living memory. the lives of significant individuals in the past who have contributed to national and international achievements (Rothschild, Queen Victoria), events beyond living memory that are significant nationally or globally, significant historical events, people and places in their own locality.

Y5-6 History: Mayan Civilisation AD 900—how it contrasts with British history. Location of Europe and North & South America, environmental regions, physical & human characteristics, countries and major cities. **Black History**—a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Britain's settlement by **Anglo-Saxons and Scots**, the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor. **World War II:** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study