

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



Term	Autumn	Spring	Summer
Topic	Industrial Revolution	Climate Change	Mayan Civilisation
Focus	History	Geography	History
Enquiry Question	How did early technology revolutionise the world?	Fumes or Futures?	Who were the Mayans and what did we learn from them?
Possible Enrichments	Quarry Bank Mill	Traffic Survey in Local Village Links with Council (Environment Agency)	Mayan Workshop
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	Rain Player – David Wisniewski The Chocolate Tree – A Mayan Folktale
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;	Glyphs; codices; inventions; calendars; reservoirs; cacao; metal ores; process; belief
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.		
	As Geographers we will: <ul style="list-style-type: none"> To locate the main Industrial cities in the United Kingdom To understand what an Industrial city is To compare a rural and urban area before and during the Industrial Revolution To map the canal systems in Manchester identifying how they were used to transport materials 	As Geographers we will: <ul style="list-style-type: none"> To understand and define climate change To identify what Climate Change is and the causes To identify the top 20 countries producing the most emissions To compare levels of pollution with an area in the UK, an area in Europe and an area within North and/or South America 	As Geographers we will: <ul style="list-style-type: none"> To locate where the Mayans lived using atlases and globes To learn about the foods grown by the Maya and explore Maya food To look at Fair Trade in the modern world and identify countries involved and the reasons for it

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	<ul style="list-style-type: none"> To explain how the Industrial Revolution developed trade on a global scale 	<ul style="list-style-type: none"> To create graphs showing greenhouse gas emissions To conduct a traffic survey in Disley and identify and suggest improvements to reduce pollution To explain how we can reduce our carbon footprints To explain how we can become carbon neutral To develop my own ideas about how to reduce my carbon footprint To learn about the Earthshot Prize and develop an Earthshot Prize entry idea 	
History	<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>		
	<p>As Historians we will:</p> <ul style="list-style-type: none"> To understand what an industrial city is To identify the different mills in our local area and research what they were used for To understand how child labour changed in factories during the Industrial Revolution To explain what life was like on a plantation To learn about the life of Olaudah Equiano 	<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>As Historians we will:</p> <ul style="list-style-type: none"> To explore how the Mayans lived and make comparisons to the modern day To research and investigate Mayan structures for writing and number To look at Mayan beliefs To explore foods Mayans would have eaten and make comparisons

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	<ul style="list-style-type: none">• To identify what the living conditions were like for the average person during the IR• To learn about the inventions from the IR		
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