

Unit Title: What will our historical footprint be?

Y6
Summer 2

End point - The aim of this unit is for pupils to:

- To know the location of the Maya Civilisation and compare with other ancient civilisations
- To locate the countries that were once Meso-America
- To know why the geographical location of ancient civilisations was so important (e.g. access to water)

End of unit assessment task:

- Create a double page spread comparing and contrasting the locations of the different ancient civilisations.

Links:

History: Ancient civilisations already studied (Egyptians, Greeks, Romans, Vikings)

Prior Learning:

Geography – Map and atlas work

Revisit the location of other ancient civilisations studied.

Geography – Human Features

Explore the human features of other ancient civilisations (e.g. pyramids) and compare with Maya architecture.

Geography – Diversity

What are the differences between ancient civilisations in Europe, Egypt and America?

Geography – Human Processes

Consider why the Ancient Egyptians settled along the river Nile, whereas the Maya did not settle along a river.

Key Aspects of the Unit:







Map and atlas work/Fieldwork and investigation



Location



Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Physical Processes: Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.
	Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.

Key Concepts of the Unit:

Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.

Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.

Development: Understand that human development is where people change an environment to meet their needs. Understand there are different kinds of development including: farming, manufacturing (making things) and buildings (shops, houses, schools, hospitals). Understand that development is good for humans, but can sometimes damage the natural environment causing problems for the animals and vegetation.

Physical Processes: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

Biomes: Understand that a biome is a region with specific plants and animals and there are lots of different biomes in the world. Understand that environment, climate, vegetation and terrain determine what kind of biome an area is.

Key Knowledge:

- To know where Meso-America is located on a world map.

- To understand how the latitude, longitude and position in relation to the equator, all contribute to the climate and topography of Central and North America.
- Explore the cenotes (sinkholes) were formed and investigate why they were sacred to the Maya and essential for life.
- Consider why the Maya cities were lost in the jungles of South America and how the region went from being developed and prosperous to overgrown and unused by humans.
- To compare and contrast the different biomes where the ancient civilisations were located.

Geographical Skills:

Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 knowledge of the wider world
- Use/recognise atlas symbols
- Confidently use a range of themed maps
- Internet map sites

Vocabulary

biome	A natural area of vegetation and animals
climate	The general weather conditions that are typical
continent	A very large area of land that consists of many countries such as Europe
development	Where people change an environment to meet their needs.
tourist	A person who is visiting a place for pleasure and interest, especially when they are on holiday
sink hole	A cavity in the ground caused by water erosion
well	A hole in the ground to access liquid resources, usually water
rainforest	An area of tall trees with a high amount of rainfall
savannah	A grassy plain in tropical and subtropical regions with few trees
swamp	A type of wetland where trees are common
Tropical	Temperatures are warm or hot throughout the year
Subtropical	To have a climate which is warm and wet and often near tropical regions