



## History and Geography: Year 6

**Teachers:** The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

### WORLD HISTORY AND GEOGRAPHY

**Teachers:** Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years.

#### I. SPATIAL SENSE

##### A. READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES

- Time zones:
  - Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- From a round globe to a flat map
  - Mercator projection, Gall-Peters projection, conic and plane projections

**Terms:** glaciers, industry, agriculture, services, tourism, recreation, tundra, steppe

### UK GEOGRAPHY

#### I. NORTH EAST

##### A. NORTHUMBERLAND, TYNE AND WEAR, DURHAM

- Northumberland National Park, Cheviot Hills, Hadrian's Wall, former ship building (Sunderland, Newcastle-upon-Tyne), Durham

#### II. NORTH WEST

##### A. CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE

- Lancashire Moors, Lake District, Scafell Pike (largest peak in England), William Wordsworth, Beatrix Potter, Sellafield nuclear power station, textile industry, Liverpool, Manchester

#### III. SCOTLAND

- Border regions, lowlands, uplands (granite, quartzite, schist, sandstone), volcanic islands, peninsulas, lochs (Loch Lomond, Loch Ness), glens, straths, Great Glen faultline, estuaries (Firth of Clyde, Firth of Forth), The Trossachs, Gaelic, Cairngorms National Park, bogs, fishing harbours, Scottish parliament, Robert Burns, clans, coal, iron ore, Glasgow, Edinburgh, Edinburgh festival, castles (Edinburgh, Balmoral), Stirling, Motherwell, Orkney Islands, Shetland Islands

#### IV. WALES

- Snowdonia, Cambrian Mountains, Black Mountains, Brecon Beacons, Cardigan Bay, Isle of Anglesey, Welsh valleys, coal, iron and steel works, railways, canals, slate mines, Welsh language, Wye valley, Rhondda valley, Merthyr Tydfil, Cardiff, docks, Welsh Assembly, Swansea, Dylan

Thomas, Gower Peninsula, seaside resorts, Pembrokeshire Coast national park, St. David's (Britain's smallest city), wind farms

## WORLD GEOGRAPHY

### I. NORTH AMERICA

**Teachers:** Introduce pupils to the North American continent.

#### A. USA, CANADA, MEXICO

- Climates
  - Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida).
- Landscape
  - Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario)
  - Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence
- People and culture
  - Indigenous Native American communities
  - European settlers
  - Latino settlers
  - Asian settlers
  - The USA as a nation of immigrants, melting pot of cultures
- The United States
  - 48 continuous states, plus Alaska and Hawaii
- Canada
  - French and British heritage
  - French-speaking Quebec
  - Divided into provinces
- Settlements
  - New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City
- Economic activity
  - The USA as the largest economy in the world
  - American consumption (houses, cars, energy)
  - Migrant labour from Latin American countries

### II. SOUTH AMERICA AND CENTRAL AMERICA

- South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
- Central American countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama
- Important geographical features: Panama Canal, Amazon River, Amazon rainforest, Andes mountains, Patagonia, Galapagos Islands
- Indigenous peoples: Maya (Mexico, Guatemala), Quechua (Peru, Ecuador, Bolivia)
- Music and dancing: salsa, bachata, merengue, tango
- Biodiversity of animals: Galapagos Islands of Ecuador; Amazon Rainforest
- History
  - Ancient Inca civilization: Machu Picchu, Pisac ruins, Nazca Lines
  - Colonisation from 1493, primarily by Spain and Portugal
  - Legend of El Dorado
  - Independence of many countries in the 19th century, but lasting impact of colonisation

## WORLD HISTORY

### III. THE AMERICAN CIVIL WAR: CAUSES, CONFLICTS, CONSEQUENCES

**Teachers:** The American Civil War was a formative event in American history that contributed in many ways to the structure of American national identity (and regional identities). In addition to the issue of slavery, emphasise other political factors in the incitement of conflict, and ways in which the catastrophic loss of life gave the conflict an unassailable place in American national memory.

#### A. TOWARDS THE AMERICAN CIVIL WAR

- Industrial North versus agricultural South
- Slavery
  - Slave life and rebellions
  - Abolitionists: William Lloyd Garrison and, Frederick Douglass
  - Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
- Lincoln elected president
  - Southern states secede

#### B. THE AMERICAN CIVIL WAR

- Yankees, representing the Union, blue
  - Ulysses S. Grant
- Rebels, representing the Confederacy, grey
  - Jefferson Davis chosen as first president
  - Robert E. Lee, General 'Stonewall' Jackson
- Soldiers and the misery of war
- The Emancipation Proclamation (Gettysburg Address)
- Richmond (Confederate capital) falls to Union forces
  - Surrender at Appomattox
- Assassination of President Lincoln by John Wilkes Booth

#### C. RECONSTRUCTION (1865 - 1877)

- The South in ruins
- Freedmen's Bureau
  - '40 acres and a mule'
- 13th, 14th, and 15th Amendments to the Constitution

## BRITISH HISTORY

### I. THE INDUSTRIAL REVOLUTION AND THE ECONOMY

**Teachers:** Emphasise how the Industrial Revolution was one of the most significant social and demographic changes in history. Discuss how the mechanisation and electrification of industry and transport created, for the first time, wealth for the many who were not landowners, and changed the social structures of Britain. The demographic and social changes it necessitated caused a reassessment of ideas about the role of the state and political representation.

#### A. THE INDUSTRIAL REVOLUTION

- Early technological developments
  - James Watt's steam engine, 1778
- Transport developments
  - George Stephenson's Rocket; Stockton-Darlington Railway
  - Canals; aqueducts
- Mechanisation of Industry

- Invention of the power loom (1784), cotton mills in Lancashire; steam power
- Gas lighting on streets
- Coal mining
  - Particularly, the northeast of England, south of Scotland , Wales and the Midlands,
- Social changes
  - Poor conditions, working hours and pay in factories, collieries and mills
  - Young children in factories, collieries and mills
  - Unionisation of workforce
- Rapid urbanisation
  - Mechanisation of agriculture, surplus population moved to cities
  - Liverpool as transport hub, shipbuilding in Glasgow, and manufacturing in Manchester and Birmingham
  - Political representation not adapted
  - Housing conditions very poor
  - Cholera epidemics were common

## II. VICTORIAN ERA

**Teachers:** Queen Victoria reigned throughout a period of rapid economic growth and dramatic social and political changes. Discuss the widespread confidence of the Victorian period, reinforced by prominence in manufacturing and trade, as well as the British Empire, and the results of this British exceptionalism. Make connections with both the previous and subsequent sections.

### A. QUEEN VICTORIA

- Young Queen, Coronation at 18 in 1837
  - First monarch to live at Buckingham Palace
  - Marries first cousin Prince Albert of Saxe-Coburg Gotha
- Reign of 63 years
  - Longest reigning British monarch

### B. OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH

- The Great Exhibition, 1851
  - Showcased global exhibits
  - Emphasised British manufacturing capabilities

### C. VICTORIAN PARTY POLITICS

- Sir Robert Peel and the Peelites reject High Tories
  - Peelites join Whigs and Radicals to form Liberal Party
- William Gladstone and Benjamin Disraeli
  - Gladstone and the development of 'Liberalism'
  - Disraeli and close relationship with Queen Victoria

## III. SOCIAL AND POLITICAL REFORM

**Teachers:** Discuss the effects of the socio-economic changes caused by the Industrial Revolution, the growing disquiet about living conditions and the gap between the rich and poor. From the 1832 Reform Act onwards, government gradually became less dominated by the aristocratic landowning classes. The Labour party also developed at this time. Discuss ideas about popular involvement in government, and the changing roles and responsibilities of government in society.

### A. SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION

- Wide and evident gap between rich and poor
  - Urbanisation
- Paternalist Industrialists
  - Robert Owen; New Lanark; Utopian Socialism

- Cadbury's Bourneville; Lever's Port Sunlight

## B. POLITICAL REFORM

- Battle of Peterloo ('Peterloo Massacre')
- The 1832 Great Reform Act
  - Limited middle class enfranchisement
  - Precedent; first break in unreformed system

## C. SOCIAL REFORM

- Social reforms after the 1832 Great Reform Act
  - 1833 Factory Act; minimum age to work; limited hours for children; 1847 Factory Act (the 'Ten Hours Act')
  - 1834 Poor Law reform; workhouses and 'less eligibility'
- Health problems
  - Cholera epidemics
  - Public Health Act 1848; general and local boards of health
  - Improving sanitary conditions; London sewerage system

## D. POPULAR REFORM

- Chartism
  - The Charter; six points; democratic ambitions
  - 1848 meeting, Kennington Common
- Post 1850s: liberal and humanitarian motivations gain prominence
  - National Elementary Education Act, 1870; state education provision until age 12
- Representation of the People Acts, 1867; 1884
  - Growing enfranchisement

## IV. THE BRITISH EMPIRE

**Teachers:** Explain how British influence and control expanded across the globe. Initially based on the expansion of trade, the British Empire developed into a colonial empire that held territory across Africa, the Indian subcontinent and Australia. Discuss the motivations for forming and maintaining a global empire, as well as the consequences for the native populations. Discuss the development of nationalism and national self-determination.

### A. GROWTH OF BRITISH EMPIRE

- Early exploration and trade
  - Plantation of Ireland
  - East India Company
- Americas
  - Caribbean colonies; Barbados; Jamaica; Bahamas
  - Jamestown 1607; colony of Virginia (see Year 2)
  - Foundation of the 'Thirteen Colonies'
- James Cook discovers Australia in 1770
  - Establishment of penal settlement; convict transportation
  - Australian colonies valuable for wool and gold

### B. EAST INDIA COMPANY

- Trading outposts on Indian subcontinent
  - Growth in power and decline of Mughal rulers
  - British influence across Asia through the East India Company (EIC) and Royal Navy
- Indian Rebellion of 1857
  - Indian soldiers mutiny: long-term grievances and issue of tallow-greased cartridges
  - Siege of Delhi; Skirmishes at Cawnpore and Lucknow

- British retaliation
  - Massacre of Delhi
- British Raj
  - End of the British East India Company
  - British Crown takes control; Government of India Act 1858
  - Queen Victoria crowned Empress of India

### C. SCRAMBLE FOR AFRICA

- British colonial rule
  - Ghana
  - Sudan
  - South Africa

## V. IRISH FAMINE

**Teachers:** Use the Famine to discuss Ireland's close but ambiguous and troubled relationship with Britain. Ireland's Great Famine and subsequent mass emigration not only shaped Ireland, her national identity and diaspora, but also impacted heavily on the development of British politics in the period. Emphasise nationalism, religious identities, emigration and the role of the state as some of the major themes of this unit.

### A. THE IRISH FAMINE AND INDEPENDENCE MOVEMENTS

- Background: Irish political and social situation
  - Protestant Ascendancy
  - Wolfe Tone and the United Irish rebellion of 1798
- Act of Union in 1800
  - Ireland joins Britain as part of the United Kingdom
- Outbreak of Famine
  - Potato blight
  - Actions of the landlords
  - Death toll
- Government responses
  - Sir Robert Peel and American maize; corn laws
  - Lord John Russell and Charles Trevelyan; soup kitchens
  - Charitable responses
- Emigration
  - United States and Great Britain
  - Development of Irish Diaspora
- Legacy
  - Importance of memory of Famine in Ireland and diaspora
  - Creation of an Irish identity
  - Migration and depopulation

## VI. THE BOER WARS

**Teachers:** The conflict was a large and bloody one, and involved the largest British military force abroad so far. It was notable as one of the final expansionist military campaigns of the British Empire, and for the negative reactions of the British public to British operations.

### A. ATTEMPTS TO ANNEX THE SOUTH AFRICAN REPUBLIC (TRANSVAAL) AND THE ORANGE FREE STATE

- First Boer war in 1880
  - Boers successfully resisted annexation
- Discovery of gold
  - Influx of foreign immigrants; more British interest in annexation

## B. SECOND BOER WAR DECLARED IN OCTOBER 1899

- Initial Boer offensive
  - Boers besiege British settlements
- British offensive
  - The republics were formally annexed in 1900
- Boer guerrilla attacks on British supply lines
  - British scorched earth policy and concentration camps
- Public opinion in Britain turned against the war
  - Horrified at treatment of Boer civilians
- Conflict came to an end in May, 1902
  - South African Republic and Orange Free state became part of the British Empire

## VII. DEATH OF VICTORIA: THE END OF AN ERA

**Teachers:** The death of Victoria signalled the end of the Victorian period. She had presided over a period of British history that had seen huge economic growth, a process of social and political democratisation and an extension of political influence worldwide.

### A. QUEEN VICTORIA

- Reigns for 63 years and 7 months
- Death of Prince Albert
  - Retires from public life
- Golden and Diamond Jubilees
- Death in 1901; end of Victorian Era

## FEATURED GREAT EXPLORER

### A. DAVID LIVINGSTONE