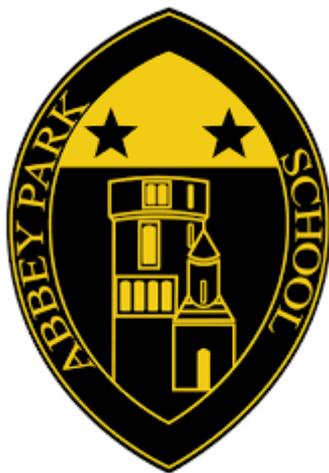


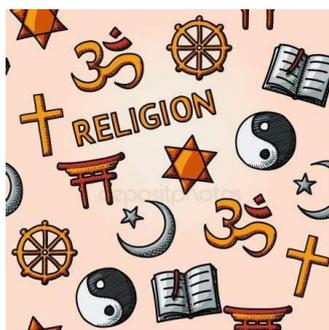
Year 6 – 7

Humanities

Transition Pack



Getting to know our subjects



Introduction

Hello Year 6! The Humanities Department are excited to meet you all in September and we thought we would give you an opportunity to understand more about the subjects you will be studying with us.

We have three main subjects which we will cover in your Humanities lessons here at Abbey Park. **Geography, History and Religious Studies.**

To help you get to know more about these subjects we have some tasks for you to complete for each subject, which we would like you to **bring to your first Humanities lesson as we will be using them in your first few lessons.** You may wish to print this booklet out or follow it and complete every activity neatly on paper or type it up on a computer – it is up to you.

By completing these tasks you will:

- ✓ Have a better understanding of the three subjects
 - ✓ Practice of some skills required
- ✓ Show us the **quality and standard** of the work you can produce.

We look forward to meeting you all. If you have any questions, please feel free to contact us:

Mrs G. Graham – Head of Humanities (on Maternity Leave)

grahamg@abbeyparkschool.org.uk

Mrs H. Brownlie – Second in Humanities (Acting Head of Humanities)

brownlieh@abbeyparkschool.org.uk



Geography

What is geography?

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical features of Earth and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

Why is geography important for me?

Every time you turn on the news you will see something that relates to your geography lessons. We will learn about how the natural world works – from why it rains to how volcanoes form to why our global climate is changing and how this will affect us in so many ways. We will learn about current global issues like population, migration and development and consider how humans interact with the natural environment. Geography will prepare you for jobs that do not even exist yet, as our world is ever changing. It will open your eyes to what is happening around you and prepare you to be a global citizen. At a time where our natural world faces many threats – it has never been more important to be a geographer!

How will this booklet help me to become an outstanding geographer?

When you start secondary school, you are not starting a new learning journey, but continuing to build on all of the things you learned in primary school. You will realise that in your geography lessons, much of what we learn links to what you studied in primary school. This booklet will help you to recall that information and refresh your memory so that you are fully prepared for the next steps of your geography journey!

TASK 1: Checking My Knowledge

KS2 National Curriculum for Geography – RAG Checklist

Read each statement carefully and consider if you think you are red, amber, or green in that area.

Red = I think I have no knowledge in this area

Amber = I think I have some knowledge in this area

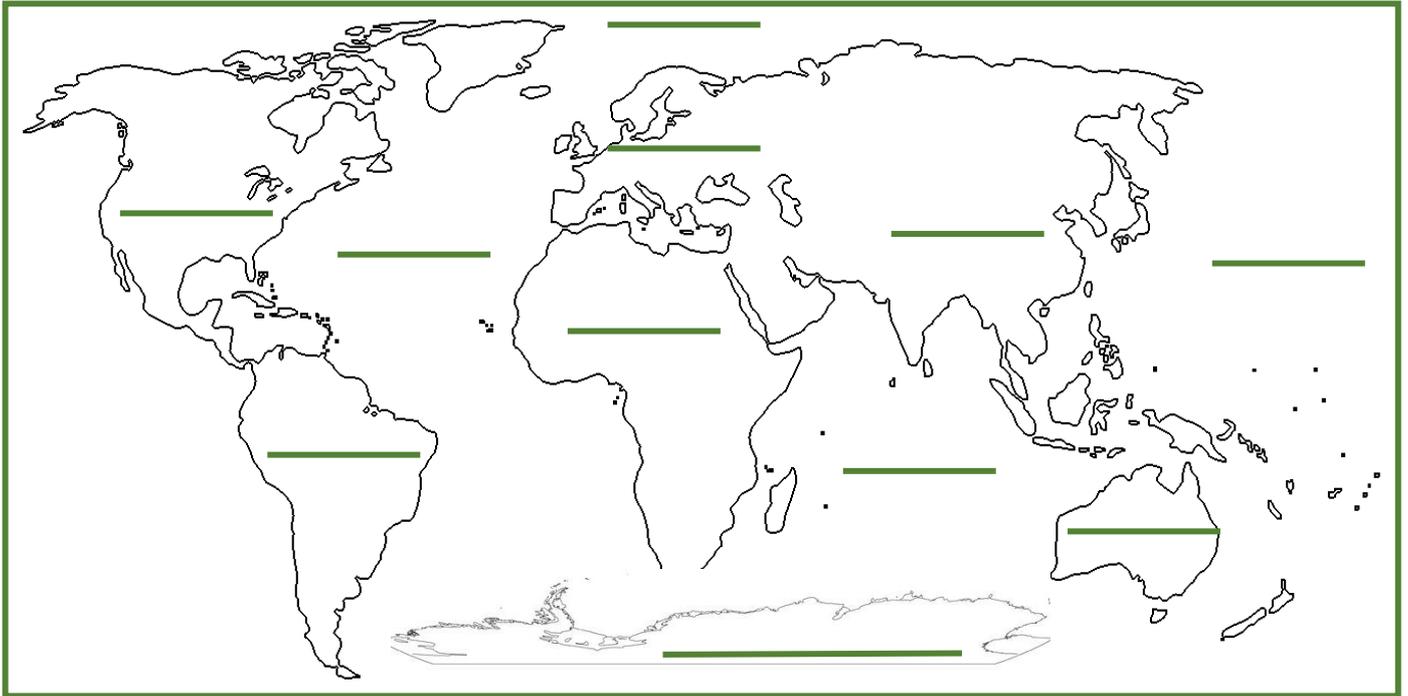
Green = I am confident in my knowledge in this area

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Knowledge and Skills			
I can name and locate the world's seven continents and five oceans.			
I can use world maps, atlases and globes to identify the United Kingdom and its countries.			
I can use the eight points of a compass, four and six-figure grid references and identify symbols on maps.			
I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.			
I can identify countries in each continent on a map			
I can describe the physical and human features of at least one country in Europe and in South America.			
I know the difference between weather and climate and can describe the weather.			
I can describe processes that take place in the water cycle.			
I know what a Biome is and can give examples of biomes.			
I know what a mountain is and can give examples of mountains found in the UK.			
I can explain ways that mountains form.			
I know what a river is and can identify the key features of a river.			
I can locate important rivers in the UK.			
I know what a volcano is			
I can give reasons why volcanos are dangerous			
I can give reasons why volcanoes can have advantages			
I know what causes earthquakes to happen			
I can name places where earthquakes happen often			
I know the layers of the earths structure			
I know what a settlement is			
I can name the different types of settlement			
I can give examples of the purpose of different settlements			
I can give examples of features of different settlements			
I know what trade means			
I know what importing and exporting are			
I know why trade is important			

TASK 2: Memory Test

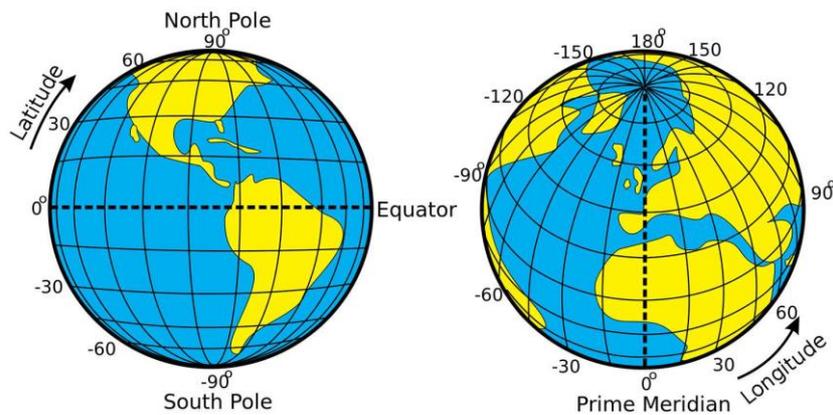
Instructions: Try to label the continents and oceans from memory;



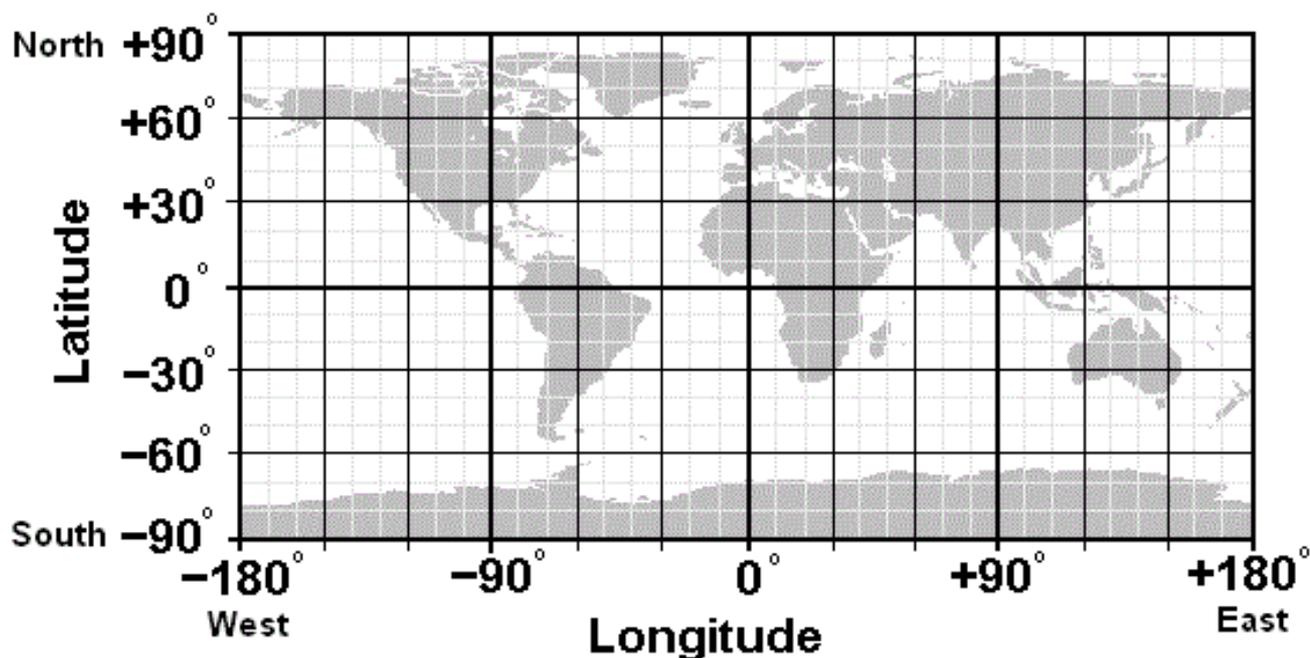
What are latitude and longitude?

To help locate where a place is in the world, people use imaginary lines:

- To find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the Equator.
- To find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.



Task 3: Use the map to help you answer the questions



Section A

Which CONTINENTS do these lines of latitude pass through?

- 1 0° (Equator) _____, _____, _____
- 2 20°S _____, _____, _____
- 3 40°N _____, _____, _____
- 4 40°S _____, _____
- 5 60°N _____, _____, _____
- 6 80°S _____
- 7 20°N _____, _____, _____

Section B

Which CONTINENTS do these lines of longitude pass through?

- 1 0° _____, _____, _____
- 2 60°E _____, _____
- 3 120°E _____, _____, _____
- 4 60°W _____, _____, _____
- 5 100°E _____, _____
- 6 120°W _____, _____
- 7 Which continent does ALL the lines of longitude pass through? _____

TASK 4: Like we mentioned at the beginning, Geography is in the news all the time. Find a news article and explain how it relates to Geography. You will then be bringing a copy of the article and your explanation to your first lesson to share with others in your class.

Thank you for having a go at the Geography section – we hope you enjoyed it and look forward to using this information with you in September.

History

What is History?

History is the study of the past. In History we examine people, societies, events and problems of the past. History seeks to understand the developments and events that people and the world have gone through.

Why is history important for me?

History helps you to have a better understanding of the world we live in. History paints us a detailed picture of how society, technology, and governments worked way back when so that we can better understand how it works now. In year 7 we will learn about Medieval British History from Castles to the Black Death, 16th and 17th Century History examining the Tudors, Stuarts and the Slave trade. We will also be having a look at our local history by analysing Avebury and Swindon. The history we will be looking at will help you to understand the world we live in today.

How will this booklet help me to become an outstanding historian?

You will realise that in your History lessons, some of what we learn links to what you studied in primary school. This booklet will help you to recall information and refresh your memory so that you are fully prepared for the next steps of your History learning journey.

TASK 1: Checking My Knowledge

KS2 National Curriculum for History – RAG Checklist

Read each statement carefully and consider if you think you are red, amber, or green in that area.

Red = I think I have no knowledge in this area

Amber = I think I have some knowledge in this area

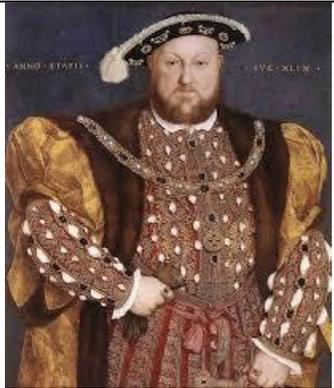
Green = I am confident in my knowledge in this area

Knowledge and Skills			
I can give a similarity between two time periods.			
I can give a difference between two time periods.			
I can describe the cause of a historical event.			
I can describe an important person from history. Please say who you have studied:			
I can describe an historical artifact.			
I can put dates into time order.			
I have read a piece of historical writing (e.g. diary, letter)			
I have studied the Stone Age			
I have studied the Iron Age			

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I have studied the Vikings			
I have studied the Romans			
I have studied the Anglo Saxons			
I have studied some history of Scotland			
I have studied World War One			
I have studied World War Two			
I have studied swindon history – Please say where in swindon you have studied:			

TASK 2: Below are pictures of some of Britain’s most famous Kings and Queens. 1) Write their names below their picture. 2) Write the King and queens chronological order (time order) under the dates they reigned.

1066 - 1087	1509- 1547	1558- 1603	1625- 1649	1837- 1901	1952- present

Religious Education

What is Religious Education and why is it important for me?

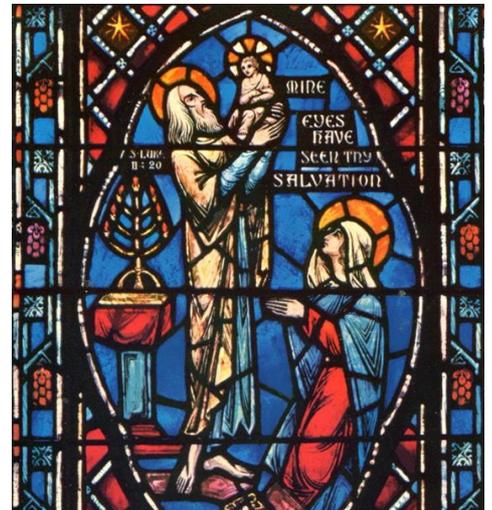
RE (Religious Education) is one of the most important subjects you can study in today's world. We are living in an increasingly multi-faith society and it is vital that we show tolerance and respect for each other's values and beliefs. RE is also important because:

- It allows you to reflect on your own values and beliefs.
- It gives you the opportunity to consider and reflect on the big questions such as why are we here? Why is there suffering in the world?
- It allows us to gain a deeper understanding of the key historical events and put them into context.
- It gives you the opportunity to consider a range of views so that you can develop an informed opinion on a range of religious and ethical issues.

Religion and Art

Christianity and Art

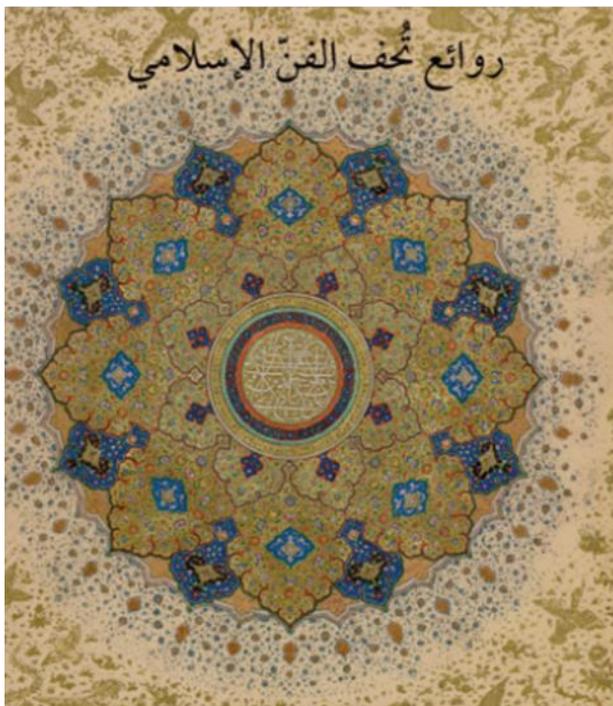
Art and pictures have always had a special place in the Christian faith, and in the Catholic church in particular. Before worshippers could read and write, the stories of the Bible had to be told through pictures. Images of Jesus, Mary and the saints are usually shown on the inside of cathedrals. Have a look at the stained-glass windows below. What colours, symbols and pictures do you see?



Islam and Art

Islam is the religion that Muslims follow. Islamic art is different to Christian art in many ways. For example, Muslims believe it is wrong to draw pictures of God (Allah) or their prophet, Muhammad. This is very different to Christian art, where Jesus and God feature in paintings and stained glass.

Islamic art focuses on patterns, words and symbols. It rarely includes people or objects. For example, calligraphy (the art of handwriting) is very popular in Muslim art because writing is seen as noble and of high status. Many pieces feature beautifully written words in Arabic. Islamic art is meant to reflect the artist's view of the world and their spirituality. Many pieces use geometric shapes and patterns to represent themes like God, goodness, love and calmness. Look at the examples below, what colours, shapes and patterns do you see?



Buddhism and Art

In Buddhism, art and meditation are closely linked. Buddhists believe that meditating can bring them closer to enlightenment. Enlightenment is a spiritually important stage that Buddhists hope to reach.

Meditation takes imagination and focus, which are two things you also need when making art or listening to music. For many Buddhists, creating and colouring in a pattern called a **mandala** is a form of relaxing meditation. Here are some examples below.



TASKS TO COMPLETE:

1. Design your own piece of religious art. You could draw inspiration from Buddhism, Christianity, Islam - or all 3 combined! Your piece of art should show the features of the art styles you have learnt about above. E.g. Your own piece of Islamic-inspired art should **not** include pictures of God.

Religious places of worship

Most religions have a place of worship. It is a place where they can focus on their faith and connect with God. The internal features of these places of worship vary greatly between religions. The focus will be on Christianity, Islam and Buddhism as these are the main religions we study at Abbey Park school.

Christianity.

There are a lot of different denominations (variations) of Christianity and their religious differ widely as a result. We are going to look at Catholic Churches and Non-conformist Chapels.

Catholic Churches

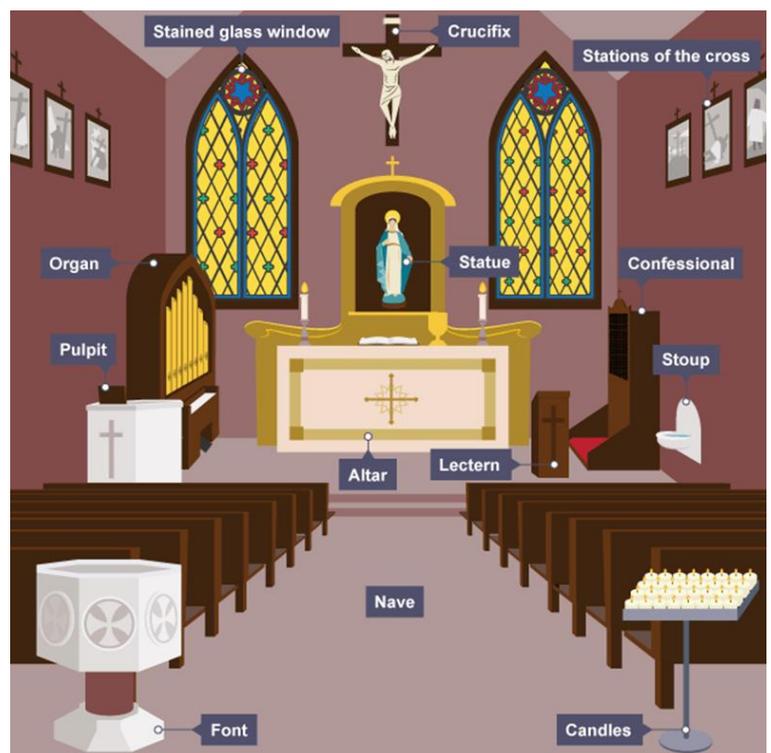
Catholic Churches are traditionally built in the shape of a cross with the top of the cross facing Jerusalem. The east end of the Church is called the sanctuary and contains the following:

- **the altar** - a table where the bread and wine are blessed during the Eucharist
- **the lectern** - a stand where the Bible is read from
- **the pulpit** - where the priest delivers sermons
- **a crucifix** - a cross with Jesus on

Around the church there are 14 framed pictures, known as the Stations of the Cross, which show the events of Jesus' crucifixion.

Other features that can be found in the Catholic Church include:

- **a font** - a large stone bowl containing holy water used to baptise babies
- **a stoup** - usually a small basin containing holy water, which Catholics dip their hand in to make the sign of the cross to renew their baptism promises
- **statues of religious figures**, eg Christ, Mary or saints
- **stained glass windows** - often depicting biblical stories or religious teachings
- **candles** - often lit by Catholics when they are praying
- **an organ** to be played during hymn singing
- **a confessional** - a small enclosed cupboard or cabinet, where Catholics can confess their sins to the priest



Non-conformist chapels

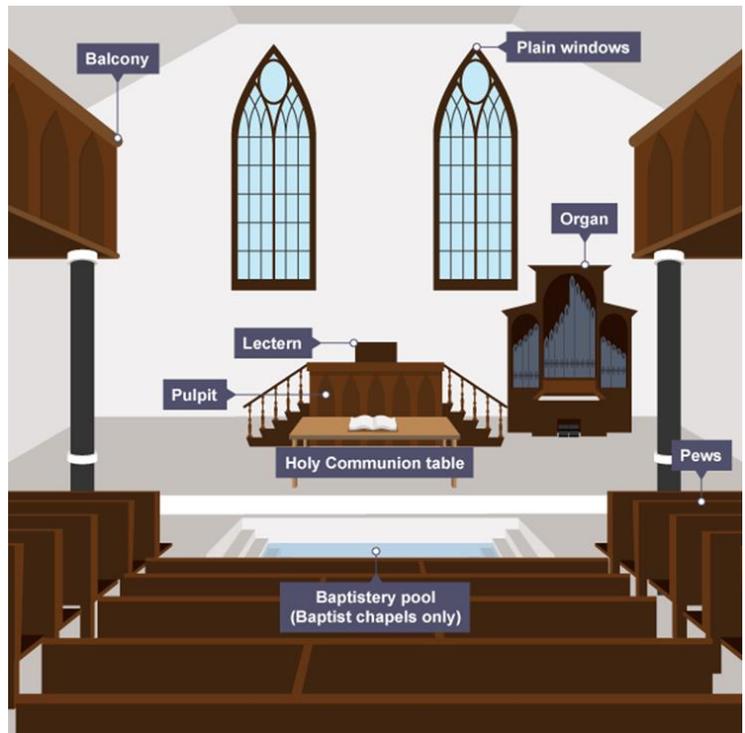
Non-conformist chapels are much simpler in design than Catholic churches. The internal layout is very basic as its main purpose is hearing God's word and singing his praises.

At one end is the pulpit or lectern, from where the minister will read the Bible.

In front of the pulpit will be a small table used for Holy Communion.

The organ is an important part of every chapel. It is used to accompany hymn singing.

There is also the baptistery pool in Baptist chapels. The baptistery is situated in front of the pews with a door covering it. This is where adults are baptised.



Mosque

Mosques tend to vary in design and size but the main purpose of this place of worship is for Muslims to be able to join together and pray to Allah. Muslims may pray anywhere as long as it's a clean place. However, praying in a mosque gives Muslims a sense of community. Because of this, all mosques have certain features in common.

- **Qibla** - also known as a prayer wall, shows the direction of Mecca and the Ka'bah for Salat prayers. Salat is led by the imam, a man chosen for his knowledge of the Qur'an.
- **Mihrab** - usually a niche in a mosque qibla wall, to show the direction of Mecca.
- **Minbar** - to provide an elevated platform from which an imam might deliver a sermon to the congregation or speak to the Muslim community

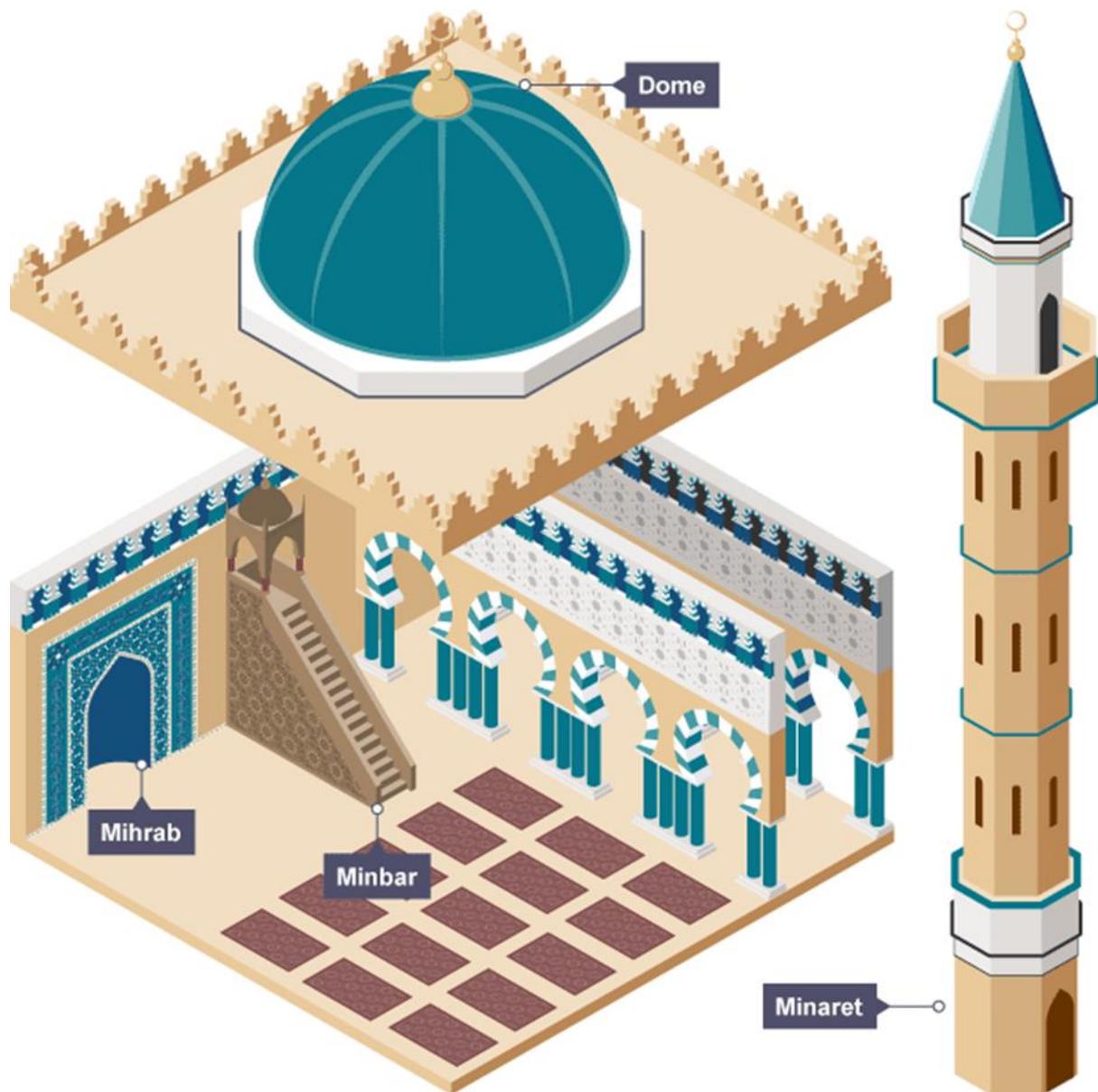
Some mosques have the additional features of a dome and minaret.

- **Dome** - this represents the universe and Allah's power as creator of all. This is the belief in the oneness of Allah or Tawhid. The dome is over the prayer hall, which is the main focus of a mosque.
- **Minaret** - the tall tower in a mosque, from where a muezzin performs the adhan to call the faithful to prayer.

The ablutions area is where Muslims perform ritual washing, known as wudu, before prayers. There may also be an office, a classroom and mortuary in a mosque.

Mosaics with complicated patterns decorate many mosques, but there are no images of Allah, Muhammad or any other human or animal figures. Allah is considered to be beyond human understanding and therefore cannot be drawn. Pictures or statues of other human figures are avoided because they could mistakenly be worshipped, which would be idolatry which is

one of the gravest sins in Islam. Instead, calligraphy is often used to decorate the walls of the mosque with important passages from the Qur'an.



Buddhism

In Buddhism there is no single place of worship. This is because Buddhists can worship in the home or in the temple.

Different Buddhist places of worship serve different purposes:

- **Temple** - a building that allows many people to come together to learn, meditate, celebrate and offer devotion. A temple will contain a shrine and space for community activities.
- **Vihara** - a monastery for monks or nuns who have decided to devote themselves to the Buddhist path. Members of the wider community support the vihara and earn positive karma. The vihara in return supports the members of the community in their spiritual growth.

- **Shrine** - the site of a statue or image of the Buddha, either within a temple or vihara, or alone.
- **Stupa** - a burial mound built to house relics of the Buddha or another important Buddhist teacher. People often walk around them while chanting to aid concentration.



- **Meditation hall** - meditation is one of the most important aspects of Buddhism. It is essential for growing one's understanding and developing a calm, Buddha-like mind. Whether at a temple or vihara, Buddhists require large spaces dedicated to calm and concentration.
- **Buddha statues** may be found in any of these places of worship. Statues or images of the Buddha are called Buddharupas. They show the Buddha in various poses and states. Buddhists do not worship the Buddha as a god, but respect and honour him as a role model and teacher.

In Britain, it is more common to find Buddhist centres in buildings that resemble community halls than in temples and viharas with typical Buddhist features.

TASK

Using the information above about the three places of worship and their features, you are to create your own multifaith place of worship where Christians, Muslims and Buddhists can go. You need to ensure that the building contains all of the main features for each religion and that things that are significant for believers are met. For example, it is important for Muslims to pray east towards Mecca, so you would need to ensure they are able to do that. You could give each religion their own area or room or have it all in one open space. It is up to you. Ensure your work is labelled and annotated in detail.

Thank you for having a go at our booklet. Below are some extension activities you may to complete over the summer. You can do these together as a family or on your own and you do not need to complete in front of a screen.

Once again, have a nice summer and we look forward to meeting you at Abbey Park School.

Write	Draw	Make
... A time capsule diary entry to explain to the future the Lockdown.	... A passport stamp for visitors when they land in the UK.	... a photo collage of one of the following: How Swindon has lots of different cultures. Swindon's History Places of Swindon.
Read	Think	Watch (<i>Screen will be required here</i>)
Find an article with a History/Geography or Religious link to it.	... 10 uses for an umbrella besides protection from wind and rain.	... Planet Earth on BBC iPlayer