

History / Geography **Year 6**

Term 1	Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Stockwell:</p>	 <p>Sam King:</p>	 <p>World War II:</p>	 <p>Amazonian adventure:</p>	 <p>Mayan Mayhem:</p>	 <p>Identity:</p>	 <p>Humans over time:</p>
<p>LI: To identify and describe how human activity and geographical features of Stockwell have changed over time.</p> <p>LI: To analyse the effectiveness of different maps and images of London.</p> <p>LI: To identify and describe how human activity and geographical features of Stockwell have changed over time.</p> <p>LI: To observe and record the human and physical features of Stockwell by drawing a map of the local area.</p> <p>LI: To observe, measure and record human features on the King's Road and compare this to</p>	<p>LI: To familiarise ourselves with Sam King and the timeline of events in his life.</p> <p>LI: To create an RAF aircraft to celebrate King's contribution.</p> <p>LI: To make comparisons between Jamaica and England.</p> <p>LI: To develop an understanding of the Empire Windrush.</p> <p>LI: To understand what life was like for the Windrush Generation in England.</p> <p>LI: To make Jamaican gingerbread and create a carnival kit.</p>	<p>LI: To describe the main political changes in a period of history.</p> <p>LI: To understand how propaganda was used by the government during WW2.</p> <p>LI: To name and locate countries and cities in Europe and identify their physical characteristics.</p> <p>LI: To name and locate counties and cities of the UK and how evacuation is linked to this.</p>	<p>LI: To name and locate the countries of South America.</p> <p>LI: To identify and describe the geographical significance of lines of latitude and longitude, tropics, hemispheres, time zones.</p> <p>LI: To describe and understand the physical and human geographical features found in South America.</p> <p>LI: To compare and contrast the Amazon with London.</p> <p>LI: To describe and understand that the Amazon is changing and explain some of the reasons for change.</p> <p>LI: To understand the effects of the rubber plant industry on the</p>	<p>LI: To develop a chronologically secure knowledge of world history and Mayan history.</p> <p>LI: To devise historically valid questions.</p> <p>LI: To develop an understanding of the religious, social and moral diversity of the Mayan civilisation.</p> <p>LI: To use four and six figure grid references to locate key Mayan geographical point</p>	<p>PSHE focus</p>	<p>LI: To plot key eras on a timeline with clear dates from across the curriculum.</p> <p>LI: To add onto a timeline key leaders and events within eras with clear dates.</p> <p>LI: To research and write explanations of key eras, leaders and events across the time period studied.</p>



Individually Strong, Collectively Stronger!



History



Geography

<p>Clapham High Street (Stockwell). LI: To develop an understanding of different political parties and why people vote for them.</p>			<p>indigenous people of South America.</p>			
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