



History / Geography **Year 5**

Term 1	Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 Victorians:	 Harold Moody:	 Blast Off - Space:	 Ancient Greeks:	 India:	 Raging Rivers:	 Nigeria:
<p>LI: To identify continuity and change in Victorian London.</p> <p>LI: To describe the characteristic features of the past including the attitudes and experiences of men, women and children.</p> <p>LI: To develop an understanding of international trade (Africa and Caribbean) within the Victorian period.</p> <p>LI: To identify the legacy of the Victorians in London today.</p> <p>LI: To describe and understand the impact of the railways.</p>	<p>LI: To chronologically order key events in Harold Moody's life.</p> <p>LI: To understand the social, educational, economic and political interests of black British people.</p> <p>LI: To recognise black people within our community and celebrate their contribution through portraits in the style of Kehinde Wiley.</p> <p>LI: To understand how attitudes and actions can improve race relations.</p> <p>LI: To identify British organisations that advocate for race equality.</p> <p>LI: To consider how economic security can affect change.</p>	<p>LI: To describe the main changes in the development of space.</p> <p>LI: To understand the concept of change over time in space development and represent it on a time line.</p> <p>LI: To use dates and terms accurately when describing events linking to space.</p> <p>LI: To give a broad overview of the first moon landing.</p> <p>LI: To describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>LI: To describe changes in the development of space by a range of scientists.</p>	<p>LI: To show change and continuity on a timeline of the Ancient Greek civilization.</p> <p>LI: To compare the Ancient Greeks to modern day Greeks and their political systems.</p> <p>LI: To use sources of evidence to deduce information about the past about the Greek Olympics.</p> <p>LI: To use dates and terms accurately in describing the events of the Battle of Marathon.</p> <p>LI: To describe the religious diversity of Ancient Greek society.</p>	<p>LI: To compare and contrast physical and human geographical features of the UK and India.</p> <p>LI: To describe and understand vegetation belts in India and the topography of each (climate, height above sea level, rainfall, vegetation – type of leaf, soil type, height of plant, root length).</p>	<p>LI: To identify and describe the different stages of the water cycle and understand their importance.</p> <p>LI: To understand the place of rivers in the water cycle.</p> <p>LI: To locate the key rivers in Europe on a map, the countries they are in and the oceans they flow into.</p> <p>LI: To label key physical features of a river.</p> <p>LI: To explain how rivers are used by nature and humans living around them.</p> <p>LI: To measure, record and present through the use of fieldwork key aspects of river flow. (Trip)</p> <p>LI: To describe the causes and effects of water pollution.</p>	<p>LI: To use a variety of maps to locate the countries of Africa.</p> <p>LI: To locate key cities, physical and human features on a map of Nigeria.</p> <p>LI: To research and describe the different biomes and their climates across the world.</p> <p>LI: To apply knowledge of biomes, vegetation and climates to Nigeria.</p> <p>LI: To identify land use patterns in different biomes and explain why the land is used in this way.</p> <p>LI: To describe and understand the key features of human geography in Nigeria, including Nigerian tribes.</p>