




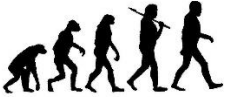


History			Year 6		
Term 1	Term 1: Black History Month	Term 2/ 3	Term 3/4	Term 5	Term 6
 <p>Stockwell:</p>	 <p>Sam King:</p>	 <p>World War II:</p>	 <p>Amazonian adventure:</p>	 <p>Mayan Mayhem:</p>	 <p>Humans over time:</p>
<p>Start of term learning: LI: To order significant eras, events and individuals on a timeline linked to previous learning.</p> <p>Early Morning Work: During this term, the children focus their early morning work (EMW) on the core historical knowledge below: LI: To explain the significant events in the space race. LI: To select and describe a monarch from history and evaluate their impact (e.g. King Henry VIII, Alfred the Great, Queen Victoria, Queen Elizabeth II, Roman emperors, Egyptian pharaohs, Charles II). LI: To identify and describe a key feature of Ancient Egyptian society (e.g. mummification, pharaohs, religion). LI: To explain how different people are treated in history (e.g. slaves, emperors, clergy, labourers).</p>	<p>LI: To familiarise ourselves with Sam King and the timeline of events in his life. LI: To develop an understanding of the Empire Windrush. LI: To understand what life was like for the Windrush Generation in England. LI: To use a range of writing techniques to write a non-chronological report about Sam King's contributions.</p>	<p>LI: To describe the main political changes in a period of history. LI: To evaluate historical sources to develop an understanding of evacuation LI: To name and locate counties and cities of the UK and how evacuation is linked to this. LI: To understand how propaganda was used by the government during WW2. LI: To answer historical questions (linked to persecution of Jews) LI: To investigate how the Blitz affected London.</p>	<p>LI: To describe and understand that the Amazon is changing over time and explain some of the reasons for change.</p> <p>Early Morning Work: During this term, the children focus their early morning work (EMW) on the core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To explain the impact of the Roman and Victorian legacies on today's society. LI: To explore how life has changed over time (e.g. use 2/3 periods in history from what they have previously learnt). LI: To describe the main changes during WW2.</p>	<p>LI: To develop a chronologically secure knowledge of world history and Mayan history. LI: To compare and contrast the Mayan civilisation with British civilisation (same time period). LI: To devise historically valid questions. LI: To understand religion and morality in the Mayan civilisation. LI: To understand the social diversity of Mayan city-states. LI: To understand why the Mayan civilisation declined.</p>	<p>LI: To plot key eras on a timeline with clear dates from across the curriculum. LI: To add onto a timeline key leaders and events within eras with clear dates. LI: To research and write explanations of key eras, leaders and events across the time period studied.</p>