








History			Year 5			
Term 1	Term 1: Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Victorians:</b></p>	 <p><b>Harold Moody:</b></p>	 <p><b>Blast Off - Space:</b></p>	 <p><b>Consolidating and Connecting previous learning:</b></p>	 <p><b>Consolidating and Connecting previous learning:</b></p>	 <p><b>Ancient Greeks:</b></p>	 <p><b>Consolidating and Connecting previous learning:</b></p>
<p>LI: To identify continuity and change in Victorian London. LI: To describe and understand the impact of the railways (Industrial Revolution). LI: To explore colonisation and the impact of the British Empire. LI: To develop an understanding of international trade (Africa and Caribbean) within the Victorian period. LI: To identify the legacy of the Victorians in London today.</p>	<p>LI: To chronologically order key events in Harold Moody's life. LI: To understand the social, educational, economic and political interests of black British people. LI: To understand how attitudes and actions can improve race relations. LI: To consider how economic security can affect change. LI: To use a range of writing techniques to write a letter about what still needs to be changed about racism today.</p>	<p>LI: To describe the main changes in the development of space. LI: To understand the concept of change over time in space development and represent it on a time line. LI: To use dates and terms accurately when describing events linking to space. LI: To give a broad overview of the first moon landing. LI: To describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. LI: To describe changes in the development of space by a range of scientists.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To describe the changes that happened during the Victorian era. LI: To evaluate whether King Henry VIII as a monarch. LI: To explain the impact of the Viking raids on Anglo-Saxon people.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To consider invasions across time (e.g. Romans, Vikings, Victorians). LI: To explain how life changed from the Stone Age to the Romans. LI: To explain how life changed from the Romans to the Tudors.</p>	<p>LI: To show change and continuity on a timeline of the Ancient Greek civilization. LI: To compare the Ancient Greeks to modern day Greeks and their political systems. LI: To use sources of evidence to deduce information about the past about the Greek Olympics. LI: To use dates and terms accurately in describing the events of the Battle of Marathon. LI: To describe the religious diversity of Ancient Greek society.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order significant eras, events and individuals on a timeline. LI: To recall knowledge about Ancient Greek society. LI: To explain how the Great Fire of London began, spread and ended. LI: To compare and contrast the Victorian era to other historical eras (e.g. Ancient Egyptians, Space Race, Anglo-Saxons).</p>