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| **Term, Title, Concept & Subject** | **Key question** | **Ancillary questions/content focus** | **National Curriculum coverage** | **Key vocabulary and skills (used in learning outcomes)** |
| Autumn 1DemocracyHistory | How has democracy changed the lives of British people from Queen Elizabeth I to Queen Elizabeth II? | What is democracy?Is democracy the same as equality?What impact did the death of Queen Elizabeth I have on democracy in Britain?*Union of the Crowns-formation of United Kingdom*How did James I/VI’s religious beliefs influence democracy in Britain*James I Bible/Persecution of Witches/Quakers and Voyage of the Mayflower.*How did Charles I’s beliefs about the role of the monarch lead to the Civil War?*Divine Right of Kings/Role of Parliament/Gunpowder Plot/Oliver Cromwell*What does the Restoration of Charles II tell us about the change in the role of Parliament in Stuart times?Did the Union of Parliaments in 1707 change democracy in Britain?Which Queen Elizabeth would you rather have had as monarch as an ordinary person living in Britain?*Constitutional Monarchy* | **Key objectives:**To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils’ chronological knowledge beyond 1066, such as changes in an aspect of social history.Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.Be able to address historically valid questions about change, cause, similarity and difference and significance.Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.Note connections, contrasts and trends over time and develop the appropriate use of historical terms.**Geographical links:** Key places in UK. Voyage of the Mayflower – identify oceans and continents | IdentifyingRecognisingDescribingObservingRecallingSequencingCategorisingReasoning and InterpretingSummarisingExplainingDemonstrating UnderstandingComparing and Contrasting |
| **Term, Title, Concept & Subject** | **Key question** | **Ancillary questions/content focus** | **National Curriculum coverage** | **Key vocabulary and skills (used in learning outcomes)** |
| Autumn 2*Let’s Go to India*InterconnectionsGeography | How does Britain connect with other superpowers like India? | Where is India?What are the main human and physical features of India?*Use maps, photographs, film*Can I identify key physical features on a map?*Use keys, symbols and features such as contours/boundaries*What is it like to live in India?*Family, school, jobs, celebrations [culture]**rural vs urban*What are the different types of land use in India? *farming, mining, tourism*How are Britain and India connected?*trade, tourism, immigration,* *language, food, arts*Where would you prefer to live India or Britain. | **Key objectives:**Locate the Worlds Countries, using maps to focus on non-UK countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.Describe, understand and compare key aspects of physical [climate zones, biomes and vegetation belts, rivers and mountains] and human [land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water] geography.Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedTo draw maps to a simple scaleTo ask geographical questions.**Historical link:** India in the British Empire, Colonialism and IndependenceKey People: Ghandi, Neru, Lord Mountbatten. | IdentifyingRecognisingDescribingObservingRecallingSequencingCategorisingDemonstrating UnderstandingComparing and ContrastingReasoning and InterpretingSummarisingExplaining |