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| **Term, title and concept** | **Key question** | **Ancillary questions/content focus** | **National Curriculum coverage** | **Key vocabulary and skills (used in learning outcomes)** |
| **Autumn 1**  **‘Black History’**  **Democracy** | **Are we equal?** | * What is equality and what does it mean for somebody to ‘be equal’? * What does it mean to be a slave; what are the key events on a timeline? * Who was Martin Luther King? * Why was Rosa Parks so significant to our history in Britain? * The law and ‘Black Lives Matter’: How has this impacted the current meaning of ‘racial equality’? * Does celebrating the achievement of black people show equality? | **Key objective:**  A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066  **Possible link to:** Local and world history; a significant turning point in British history, including present day  **Geographical links:** Countries across the globe, UK and America, British colonies | **NC skills:**   * Develop a chronologically secure knowledge * Establish clear narratives * Note connections, contrasts and trends over time * Develop appropriate use of historical terms * Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance   **Key LO vocab:**  Identifying, describing, recalling, comparing and contrasting, sequencing, reasoning and interpreting, understanding through explanation, developing conclusions, making substantiated judgements, evaluating, critiquing, empathising, hypothesising |
| **Autumn 2**  **‘India’**  **Interconnections** | **Why is India so ‘super’?** | * What does ‘super’ mean in relation to a country? * Where is India on the map/digital map in relation to our country, the UK? * What does Google Maps tell me about the geography of India? * How does the population of India compare to the population of the United Kingdom? * How does the economic activity, including trade links, in India compare with the UK? * Why is the distribution of natural resources key to having global ‘power/influence’ in India and the UK? | **Key objective:**  Human geography: To describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  **Possible link to :**  (Locational knowledge) Locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities  **Historical link:** changes within living memory. | **NC skills and fieldwork:**   * Develop contextual knowledge of the location of globally significant places * Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * Interpret a range of sources of geographical information * Communicate geographical information in a variety of ways   **Key LO vocab:**  Identifying, describing, recalling, comparing and contrasting, sequencing, reasoning and interpreting, understanding through explanation, developing conclusions, making substantiated judgements, evaluating, critiquing, empathising, hypothesising |