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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**  **‘Battle of the Queens’**  **Democracy** | **Who is the greatest history maker?** | What is history and what does it mean for somebody to ‘make history’?  How do you become a queen?  What did/have each Queen (QEII and QV) achieved?  How do the achievements of Queen Elizabeth II compare with those of Queen Victoria?  What achievements and characteristics make the most successful female monarch? | **Key objective:**  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.  **Possible link to:** significant historical events, people and places in their own locality.  **Geographical links:** UK, capital city (London), British Empire. | **NC skills:**  Using evidence  Making connections  Drawing contrasts  Undertaking enquiry/posing questions  Constructing arguments and opinions  **Key LO vocab:**  Identifying, describing, recalling, comparing and contrasting, sequencing, reasoning. |
| **Autumn 2**  **‘Crazy Comparisons’**  **Interconnections** | **How does my local area compare and contrast with El Chino village?** | What is geography and where in the United Kingdom do I live?  What does the Geographical Information System (Google Earth) tell me about the geography of our local area and of El Chino village?  How does the natural environment around El Chino village compare with the natural environment around Launceston?  How does the weather in Peru compare with the UK?  How do homes and schools in El Chino village compare with ours? | **Key objective:**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place)  **Possible link to :**  Name and locate the world’s seven continents and five oceans. (Locational)  **Historical link:** changes within living memory. | **NC skills and fieldwork:**  Using world maps/atlases/globes/satellite/aerial tech to identify the UK and…  Devise a simple map and use compass points to locate/describe locations  Use basic observational skills to study the human and physical geography of school and surrounding environment.  **Key LO vocab:**  Recognising, describing, observing, comparing and contrasting, categorising, interpreting |