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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 1  *Crime and Punishment*  Democracy  History | How has democracy changed for British people? | What is democracy?  Is democracy the same as equality?  Was the Roman justice system democratic?  What did democracy look like in Anglo-Saxon times?  What did democracy look like in Tudor times?  What did democracy look like in Victorian times?  Did democracy help Dick Turpin?  Is our crime and punishment system today democratic? | **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:** Where is Rome? Key places in UK. | Identifying  Recognising  Describing  Observing  Recalling  Comparing and Contrasting  Sequencing  Categorising  Reasoning and Interpreting  Summarising  Explaining  Demonstrating Understanding |
| **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 China*  Interconnections  Geography | How does Beijing compare with Cornwall? | Where is China?  What are the main human and physical features of China?  How can I draw a map?  How does life in China compare to life in Cornwall?  How do schools in Beijing compare to schools in Cornwall?  What is Chinese culture?  What are the different types of farming and land use in China?  How does farming in China compare to farming in Cornwall? | **Key objectives:**  To 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.  To devise simple maps.  To ask geographical questions.  **Historical link:** Changes within living memory (farming). | Identifying  Recognising  Describing  Observing  Recalling  Comparing and Contrasting  Sequencing  Categorising  Reasoning and Interpreting  Summarising  Explaining  Demonstrating Understanding |