

How this scheme of work links to school vision and values (wellbeing, independence, communication, achievement):

In this topic students will be asked to complete research and a power point presentation about China and will then be sharing this in class. This will increase student's skills in independent working and communication. Students will have the chance to compare their own culture to another culture and will be able to show achievement by recalling key facts about the two countries studied.

Link Priorities that will be explored in this scheme of work are: **Transfer and generalise skills – able to apply knowledge and skills they learn at school to different activities and environments.** **13. Emotional Development – Theory of Mind – able to see a situation from another person's perspective and adjust their behaviour to support others.** **16. Problem solving – able to find solutions to different sized problems.**

	Topic	Learning Objectives	Tasks	Assessed LO
W1	Where is China?	I understand where China is located in the world.	<ul style="list-style-type: none"> <li>Label China on a map of the world</li> <li>Label key cities in China</li> </ul>	I can: <ul style="list-style-type: none"> <li>Label China on a map of the world</li> <li>Locate the capital city of China</li> </ul>
W2	Exploring China	I can name key facts about China.	<ul style="list-style-type: none"> <li>Power point presentation about the key features of China</li> <li>Describe pictures of major Chinese landmarks</li> </ul>	I can: <ul style="list-style-type: none"> <li>Explain a range of human and physical features of China e.g. major landmarks</li> </ul>
W3	China and the UK comparison	I can make comparisons between China and the UK.	<ul style="list-style-type: none"> <li>Fact files about Beijing and London</li> <li>Create a poster displaying the differences in Chinese and UK schools</li> </ul>	I can: <ul style="list-style-type: none"> <li>Compare key features of the capital city, Beijing with another capital city, London</li> <li>Describe the similarities and differences between schools in China and the UK</li> </ul>

W4	The Qing Dynasty	I can explain one or more facts about a dynasty	<ul style="list-style-type: none"> <li>• Use activity sheet to make glossary of the key players.</li> <li>• Create a photo/still image of the great wall.</li> <li>• Complete clicker</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Locate Beijing on a map</li> <li>• I can explain one or more reasons why the Great Wall of China was built.</li> </ul>
W5	The Last Emperor	I can say one or more facts about the Chinese Revolution	<ul style="list-style-type: none"> <li>• Explore the Diamond Cards and place them in order of the most important.</li> <li>• Use hot seating and role-play to explore why the Chinese people wanted to change the ruling system</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Say one or more reasons why the Chinese people wanted a republic.</li> <li>• I can describe one or more reasons why the Chinese people rebelled against the emperor.</li> </ul>
W6	Puyi the Gardener	I can make comparisons between the role of an emperor and the role of a gardener.	<ul style="list-style-type: none"> <li>• Complete the last emperor activity sheet. Exploring consequences of giving power to someone very young.</li> <li>• Brainstorm skills needed for gardener/emperor.</li> <li>• List different responsibilities – advantages disadvantages.</li> <li>• Present ideas to group</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Talk about the responsibility of power and why it should be used intelligently.</li> <li>• I can explore the differences and similarities of different roles.</li> </ul>