



Rowsley Church of England Primary School

History Progression and Long Term Plan

"Life in all its fullness." John 10:10

At Rowsley C of E Primary School, we aim to teach a high quality, ambitious History curriculum that encourages pupils to gain in-depth knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past, and how this may differ from the present. We encourage our children to ask perceptive questions about the past, analyse evidence, think critically, appreciate different perspectives and develop informed judgements.

We aim to inspire children to enjoy History by teaching them about a wide range of historical events and people. We aim to inspire children to become courageous advocates in their own right and thus understanding society and their place in it is a key aspect of the history curriculum. We aim to develop children's skills of enquiry, investigation, analysis, evaluation and presentation. It is important for children to gain a sense of chronology. Children are taught this as early as Reception as they are taught through key areas of the Development Matters document, such as 'Understanding the World'.

Intent

History at Rowsley C of E Primary School aims to ensure that our children will leave school with a secure understanding of the chronology of British history and that of the wider world. Through different historical topics such as the Greeks, Romans, WW2 etc, our children learn how historical strands such as settlements, trade, leadership, invention, empires and invasion, religion and childhood have developed and shaped our modern world. Through our topics, we aim to provide interesting and exciting historical experiences, which promote historical thinking; developing an appreciation of the past and ensuring children become analytic thinkers by evaluating a range of primary and secondary sources. A question-focused approach will encourage our children to ask questions, weigh evidence, scrutinise arguments and develop their own judgement of historical periods. Our curriculum has been carefully planned and structured so there is a clear progression of knowledge, skills and understanding. Our curriculum will allow our children to become curious learners, developing a deep understanding of the historical concepts taught and they will be able to build upon their prior knowledge

Implementation

A topics based approach has been implemented to ensure history is taught as part of a termly topic, focusing on the knowledge and skills stated in the National Curriculum.

Carefully planned topics ensure there is a **progression** of historical skills and knowledge across the school with teachers planning engaging lessons that follow our progression of knowledge and skills document. Our children's journey as historical thinkers starts in EYFS where children begin to think about special events in their own lives. As our children progress through KS1 and KS2 they build upon these foundations and are able to ask meaningful questions, think critically, understand chronology and gain historical perspective by making connections between the topics that they have learnt. We engage and enhance our children's opportunities through educational visits and visitors as these play a key role in helping children to understand history in the context of real life.

Impact

By the end of their primary education at Rowsley C of E Primary school, our children are able to articulate and demonstrate that they have developed the historical knowledge, language and skills to help them understand the history of the United Kingdom and the wider world. Our children demonstrate a good understanding of human attitudes and experiences, historical enquiry, and are able to make links between historical events and the world in which they now live. Children's knowledge and skills

develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to build on a deeper understanding to prepare them to become competent historians

Statutory Requirements: EYFS and National Curriculum

EYFS ELG:	KS1	KS2
<p>UW (Past and Present) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their locality 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from early Islamic civilization, including a study of Mayan civilization c.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Seasons	Fairy Tales	People Who Help Us	Animals (Farms)	Travel

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Infants						
Cycle 1	Enchanted Woodlands N/A	Rainforest N/A	Frozen Famous Explorers - <i>Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary</i>	Superheroes Hospitals and Healthcare - <i>Florence Nightingale and Edith Cavell</i>	Princesses and Knights Castles (<i>Bolsover Castle</i>)	India Mother Teresa
Cycle 2	Rainbows and Raindrops N/A	Space <i>How technology has changed over time</i>	Paws Claws and Whiskers N/A	The Golden Age of Piracy Famous Queens (trip to Haddon Hall)	Our Capital City The Great Fire of London	Rowsley Rambles/Minibeast s <i>How Rowsley has changed over time</i>

Year 3/4						
Cycle 1	Invasion! Anglo Saxons & Scots	Potion Commotion Vikings	Mountains N/A	Peak District N/A	Walk Like An Egyptian Ancient Egypt	Deep Blue Sea N/A
Cycle 2	Chomp, Chomp, Gurgle, Gurgle N/A	Romans Roman Empire and its impact on Britain	Star-Spangled Banner N/A	Stone Age to Iron Age Stone Age, Bronze Age and Iron Age (trip to Cresswell Crags)	It's All Greek to Me Ancient Greece	Predators and Prey N/A
Years 5/6						
Cycle 1	Ring a Ring 'o Roses Local history study - the plague	The Alchemist	Have a heart!	Dragon People Shang Dynasty	It crawled out from under a rock	Can you dig it? Trip to Manchester Museum of Science and Industry
Cycle 2	Survival of the Fittest Charles Darwin	Frozen Kingdom/Let it Snow!	Keep it under your hat Second World War	Space/One Small Step	La Cucaracha! Ancient Maya	Life is a Rollercoaster

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/KS1 Cycle 1	Enchanted Woodland N/A	Rainforests N/A	Frozen Famous Explorers Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary (exploration)	Superheroes Healthcare/Hospitals Industry & Empire Changes within living memory. The lives of significant individuals in the past who have contributed to national	Princess & Knights - Castles (visit to Bolsover Castle Monarchy, Civilisation Understand lives of significant individuals in the past who have contributed to national	India Learn about significant historical events, people and places in their own locality (Mother Teresa)

			<p>Migration/Trade Learn about significant historical events, people and places in their own locality</p> <p>How can we find out about the past? Why do people explore? Who are the important explorers from the past? What are the famous explorations of the past? Can we compare different explorations? How have explorations changed over time?</p> <p>Teacher made assessment</p> <p>explore explorer exploration astronaut oceanographer mountaineer monument significant before after past present same different change continuity then now</p>	<p>and international achievements</p> <p>Who was Florence Nightingale, and why was she important? Who was Edith Cavell, and why was she important? When did Florence and Edith become significant? Why did Florence and Edith act the way they did? How has the past been represented? How did Florence and Edith change our hospitals? .</p> <p>Teacher made assessment</p> <p>after, before, century, compare, decade, different, discrimination, modern, new, now, old, past, pioneer, present, same, similar, then, timeline, today</p>	<p>and international achievements.</p> <p>Significant historical events, people and places in their own locality Some should be used to compare aspects of life in different periods. Some should be used to compare aspects of life in different periods</p> <p>Where and why were castles built? The Normans built the first castles in the UK. The first type of castle they built was made from wood and quick to build - the development of castles. This was a motte and bailey castle - to name parts of a castle Stronger castles were built using stone - these were called stone keep castles. The feudal system began in the Norman era. Peasants worked the land for their lords in exchange for a place to live and protection.</p> <p>Teacher made assessment</p> <p>Time order era development King Queen Knight monarch bailey moat battlements Battle</p>	<p>Why is Mother Teresa famous? Where did she go to help people? Why did she help people? To know that Mother Teresa lived in the not too distant past.</p> <p>Teacher made assessment</p> <p>Past important significant Mother Teresa nun India missionary</p>
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					of Hastings Bayeux Tapestry Battle of Hastings keep moat battlements drawbridge portcullis	
KS1 Cycle 2	Rainbows and Raindrops N/A	Space - How technology has changed over time <i>Trade and industry</i> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about significant historical events, people and places in their own locality (Tim Berners-Lee) How can we find out about the past? How has technology changed how we write? How has technology changed how we talk? How has technology changed the way we are entertained? Who are the important inventors in the history of technology? How has technology changed our lives over the last 60 years? Teacher made assessment	Paws, claws and whiskers N/A	Golden Age of Piracy Famous Queens (trip to Haddon Hall) <i>Trade, Industry, Empire, Monarchy</i> Learn about current monarchy and famous Britons and how they have made change in national life Learn about events beyond and within living memory that are significant nationally or globally. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality To know about three famous queens. To find out about Queen Elizabeth II and her reign To find out about Queen Victoria and her reign To find out about the changes of the Victorian period.	Our Capital City The Great Fire of London <i>Conflict and Disaster, Monarchy and Civilisation</i> Changes beyond and within living memory that are significant nationally or globally. Aspects of change in national life Learn about significant historical events, people and places in their own locality What was London like in 1666? What happened on 2nd September 1666? How did the fire spread, and how do we know? What was left of London? How was London rebuilt? How did the fire impact the future? To know why the Great Fire of London happened To know what happened during the Great Fire of London Teacher made assessment Era decade past century	Rowsley Ramblers/Minibeasts Learn about significant historical events, people and places in their own locality (Chatsworth, Haddon Hall - visit during Spring 2) To know how Rowsley has changed over time To understand key historical places/buildings in Rowsley To understand what Caudwell's Mill was - what it does Teacher made assessment Era decade past future difference Haddon Hall Chatsworth settlements change

		<p>after, before, different, evidence, modern, new, now, old, past, present, same, technology, then, today, timeline.</p>		<p>To find out about Queen Elizabeth I and her reign To compare and contrast three major time periods To compare and contrast three famous queens.</p> <p>Teacher made assessment</p> <p>Monarch, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, reign, heir, power, role, achievements, duties, Buckingham Palace, Whitehall Palace, Windsor Castle, Tudor, Victorian, modern, time period, timeline, past, present, long ago, today, chronological order, century, decade, change, development, law, trade, exploration, technology, invention, impact, Golden Age, British Empire, Jubilee, coronation, birth, marriage, death, children, similarities, differences, sources, artefacts, crown, sceptre, robes, paintings, photographs, diaries, film, news</p> <p>Literature/Songs (Can be left out for next half term) The King's Pants/The</p>	<p>decade The Great Fire of London evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline</p> <p>Literature/Songs London's Burning</p> <p>Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham</p> <p>Toby and The Great Fire Of London Margaret Nash & Jane Cope</p> <p>Who Was: Samuel Pepys? Paul Harrison</p>	
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				<p>Queen's Knickers Nicholas Allan</p> <p>Paddington at the Palace by Michael Bond</p> <p>The Queen's Hat Steve Antony</p> <p>The Corgi and the Queen Caroline L. Perry</p> <p>George and the Dragon Christopher Wormell</p> <p>The Knight Who Wouldn't Fight Helen Docherty</p> <p>The Paperbag Princess Robert Munsch</p>		
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Y3/4 Cycle 1	<p>Invasion (Anglo Saxons and Scots) Learn about Britain's settlement by Anglo-Saxons and Scots:</p> <p>Know where Scots and Anglo-Saxons came from and why they invaded Britain. Know when Scots and Anglo-Saxons first came to Britain. Name some ways Anglo-Saxons impacted Britain e.g. place names</p> <p>Assessment: Teacher made assessment .</p> <p>invaded, impacted, Scots, Anglo-Saxons,</p>	<p>Invasion (Anglo-Saxons and Vikings) Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Know where Vikings came from. Know when Vikings first invaded Britain. Explain some aspects of Viking life e.g. food, housing. Know that Vikings left Britain after defeat in 1066.</p> <p>Assessment: Teacher made assessment</p>			<p>Ancient Egypt Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Know pharaohs ruled Ancient Egypt. Explain why the Rosetta Stone and Tutenkamun's tomb are of historical significance..</p>	
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	<p>Angles, Jutes, Saxons, monk, artefact, trade</p> <p><u>Literature/Songs:</u> Smashing Saxons (Horrible Histories)</p>	<p>Vikings, defeat, invaded, Anglo-Saxons, longboat, Scandinavia</p> <p><u>Literature/Songs:</u> Smashing Saxons (Horrible Histories) The Vikings - History Hunters (Louise Spilsbury) Gross Facts about Vikings - Mira Vonne The Viking Facts of Life (Jacqueline Morley) The Gruesome Truth About the Vikings (Jillian Powell and Matt Buckingham) The Viking Codex (Fiona McDonald) All About Viking Beliefs (Tristan Boyer Binns) Vikings (Jane Bingham) The Vikings in Britain (Moria Butterfield) Viking - Eyewitness Guide Raiding and Trading (Scoular Anderson) Vikings (Alice Harman)</p>			<p>Explain why the Nile was important to Ancient Egyptians</p> <p>Assessment: Teacher made assessment</p> <p>significant pharaoh irrigation mummification translate hieroglyph artefact sarcophagus afterlife</p> <p>Literature/songs The Egyptians - Spotlights Egyptians - Usborne Beginners The Usborne Book of World History Ancient Egypt - DK Eyewitness Egyptians - Interfacts Indiana Jones Explores... Ancient Egypt Step into the World of Ancient Egypt Mummy - DK Eyewitness Guides Ancient Egypt - DK Eyewitness Guides</p>	
Y3/4 Cycle 2		<p>Romans Learn about how life in Britain changed</p>		<p>Stone Age to Iron Age (trip to Cresswell Craggs)</p>	<p>It's all Greek to Me Learn about Ancient Greece - a study of</p>	

		<p>under the Roman Empire</p> <p>Know when Britain was under the control of the Roman Empire. Explain some aspects of life in Roman Britain e.g. housing and the lasting impact the Roman Empire had on Britain. Explain why archaeological sites can help us understand life in Roman Britain. Know that there were revolts against the Romans e.g. Boudica.</p> <p>Assessment: Teacher made assessment</p> <p>Significant, development, change, contrast, compare, Roman Empire, invade, invasion, army, tribe, artefact, archaeological, revolt, retreat.</p> <p>Literature/Songs Romans - DK Eyewitness Guides Romans - Anita Ganeri Romans - Katie Daynes Life in a Roman Town - Jane Shuter</p>		<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know the Stone Age was split into 3 periods and explain some differences between these periods. Explain why the use of bronze and then iron brought about changes. Explain why Skara Brae is an important historical site.</p> <p>Assessment: Teacher made assessment</p> <p>Stone Age, Bronze Age, Iron Age, paleolithic, mesolithic, neolithic, changed, settlement, chronological, hunter-gatherer, hillfort, artefact</p> <p>Literature/songs The Genius of the Stone, Bronze and Iron Ages - Izzi Howell Stone Age to Iron Age - Izzi Howell</p> <p>Explore! Stone, Bronze and Iron Ages - Jane Bingham</p>	<p>Greek life and achievements and their influence on the western world.</p> <p>Know that Ancient Greece was a collection of city states. Know that Ancient Greece was partially concurrent with Ancient Rome. Explain some aspects of life for men and women in Ancient Greece e.g. schooling. Name ideas or inventions from Ancient Greece still present today e.g. democracy, Olympics.</p> <p>Assessment: Teacher made assessment</p> <p>Ancient, inventions, democracy, change, city state</p>	
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		<p>On the Trail of the Romans in Britain - Richard Wood</p> <p>Meet the Ancient Romans - James Davies</p> <p>A Day in the Life of a Roman Centurion - Richard Wood</p> <p>Family Life in Roman Britain - Peter Chrisp</p> <p>The Romans (comic strip style) - Marcia Williams</p>		<p>Changes in Britain from the Stone Age to the Iron Age - Claire Throp</p> <p>Britain in the past - The Stone Age - Moria Butterfield</p> <p>Britain in the past - The Bronze Age - Moria Butterfield</p> <p>Britain in the past - The Iron Age - Moria Butterfield</p> <p>Stone Age Boy - Satoshi Kitamura</p> <p>The Stone Age - Jerome Martin</p> <p>Bronze Age - Moira Butterfield</p> <p>Iron Age - Emily Bone</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5/6 Cycle 1	<p>Ring a Ring o' Roses (Trip to Eyam)</p> <p>Conduct a local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.</p> <p>To discover the Roman attitude towards health and medicine and how this was influenced by</p>			<p>Dragon People</p> <p>Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>To find out about the Shang Dynasty of China and explore how we know about</p>		<p>Trip to Manchester Science and Industry Museum</p>

	<p>the Greeks.</p> <p>To investigate Medieval medicine and the events during the Black Plague.</p> <p>To know what the Black Death was.</p> <p>To be able to identify how medieval people thought the black death was spread.</p> <p>To investigate what actions were taken to stop the spread of the disease and how successful these actions were.</p> <p>To create a chronological timeline of the black death – from start of symptoms to death.</p> <p>To explore the medical practices of the Tudor period</p> <p>To research the medical advancements and significant people during the Victorian period.</p> <p>To recall information about the history of disease and medicine.</p> <p>Assessment: Teacher made assessment</p> <p>continuity, diagnosing infection, remedy,</p>			<p>it.</p> <p>To explore the evidence surrounding the Shang kings.</p> <p>To find out about Shang royal burials.</p> <p>To find out what ordinary life was like for people during the Shang Dynasty.</p> <p>To find out about the writing and calendar created during the Shang Dynasty.</p> <p>To find out why the Shang Dynasty ended.</p> <p>To consider how this period laid the foundations for other Chinese dynasties in subsequent years.</p> <p>To evaluate how we can know about periods of history from which there are limited primary sources.</p> <p>Assessment: Teacher made assessment</p> <p>Zhou Dynasty, Shang Dynasty, burial, settlement, prosperity, decline, sources, Yellow</p>		
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	antibiotic, medicine, medieval, plague, primary source secondary source advancement, scientific achievement, Tudor, chronology, antiseptic, anesthetic, Victorian, shaman, monasteries, civilisations, remedy			River, script, dynasty, social hierarchy, archaeologist, irrigation, animism, ancestors, peasant, sacrifice, ideograms	
Y5/6 Cycle 2	<p>Survival of the Fittest A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To know about the life of Charles Darwin and his impact on today's thinking. To know why Charles Darwin is a significant figure in history. (short block)</p> <p>Assessment: Teacher made assessment</p> <p>Charles Darwin, Theory of Evolution, survival of the fittest, naturalist, botanist, The Beagle, Galapagos Island adaptation, inheritance, offspring, species</p>		<p>Keep it Under Your Hat/WW2 Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To understand what events led to the outbreak of World War 2.</p> <p>To know who Winston Churchill was and why we remember him.</p> <p>To examine pictorial and written sources in order to learn about Operation Dynamo and consider how the events at Dunkirk were reported back to the public.</p> <p>To learn about the Battle of Britain and the reasons behind Britain's success.</p> <p>To learn about the</p>	.	<p>La Cucaracha! Learn about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>To learn about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.</p> <p>To be able to explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</p> <p>To understand how the Maya number</p>

			<p>Blitz and which cities were targeted by the Luftwaffe.</p> <p>To be able to examine primary and secondary sources</p> <p>To learn about the evacuation of children during WW2 and find how life changed for children once war broke out</p> <p>To understand about the use of propaganda and its impact in both UK and Germany</p> <p>To learn about the various roles played by women and men during WW2</p> <p>To be able to consider the effect that WW2 had on food production and availability and what this meant for people's diets</p> <p>To learn about the events leading up to D-Day and the Normandy Landings.</p> <p>To be able summarise key events that led to</p>		<p>system works</p> <p>To be able to identify and use a range of evidence sources to help me understand more about the Maya civilisation</p> <p>To be able to explain what the Mayan writing system consists of, how words are constructed and what codices are</p> <p>To be able to describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant</p> <p>Assessment: Teacher made assessment</p> <p>historian, region, archaeologist, trade, artefacts, drought, irrigate, crops, hostile, porous, limestone, jadeite, settlement, ravine, ajar, port, invade, comparing, kingdom, abandoned, hostile, obsidian, annex</p>	
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			<p>the end of the war</p> <p>Assessment: Teacher made assessment</p> <p>Appeasement, Dunkirk, Luftwaffe, blackout, anderson shelter, D-Day, rations, propaganda, Jewish, Star of David, overthrow, dictator/ship, occupation, anti-semitism, evacuee, Churchill, Chamberlain, blackout, codebreaker, neutral, zeppelin, allotments, coupons, morse code, conscription, blitz, Anne Frank</p>			
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Strands of History

	KS1	LKS2	UKS2
Empire and Invasions	Golden Age of Piracy	<p>Vikings</p> <p>Romans</p> <p>Ancient Greece</p>	<p>WWII</p> <p>Ancient Maya</p> <p>Shang Dynasty</p>

	KS1	LKS2	UKS2
Childhood	<p>Rowsley Ramblers</p> <p>India – Mother Teresa (Link to school)</p>	<p>Ancient Greece</p> <p>Stone age to Iron age</p> <p>Ancient Egypt</p>	<p>WWII</p> <p>Ring-a-Roses (Tudor times & plague)</p>
Religion & Spirituality	<p>India – Mother Teresa</p> <p>Golden Age of Piracy</p>	<p>Vikings</p> <p>Romans</p> <p>Ancient Egypt</p> <p>Anglo Saxons & Scots</p>	<p>WWII</p> <p>Ancient Maya</p> <p>Shang Dynasty</p> <p>Tudors</p>
Settlements and trade	<p>Rowsley Ramblers</p> <p>Princesses and Knights</p>	<p>Egyptians</p> <p>Romans</p> <p>Anglo Saxons & Scots</p> <p>Vikings</p> <p>Stone age to Iron age</p>	<p>Ancient Maya</p> <p>Shang Dynasty</p>
Leadership	<p>Golden Age of Piracy</p> <p>Our Capital City</p>	<p>Ancient Egypt</p> <p>Anglo Saxons & Scots</p>	<p>Shang Dynasty</p> <p>WWII</p> <p>Tudors</p>

	KS1	LKS2	UKS2
Invention and change	<p>Rowsley Ramblers</p> <p>Rainbows & Raindrops - Sir Francis Beaufort</p> <p>Frozen – Ernest Shackleton</p> <p>Space – Neil Armstrong</p>	<p>Stone Age to Iron Age</p> <p>Ancient Greece</p>	<p>Shang Dynasty</p> <p>Ancient Maya</p> <p>Ring-a-Roses</p>

Christian Values in History

Love	Compassion	Respect	Faith	Belonging
				

<p>Creating – Using geography skills without fear of right or wrong- We aim for our pupils to LOVE their geography and enjoy geography and understand the world around us</p>	<p>Inspiration - Looking to others to help us improve and help others.</p>	<p>Respect – Respecting and celebrating both our work and that of our peers. Respecting the community that we live in.</p>	<p>Persevering – Keep trying and practicing to perfect skills in all areas of geography and design. No skill is achievable instantly.</p>	<p>Teamwork – Working together to develop geography skills.</p>
<p>Imagination – look at things in unusual ways.</p>	<p>Generalisation - Spotting patterns and adapting them to develop geography skills.</p>	<p>Open mindedness – Being open to appreciating the work of others and the similarities and differences in techniques.</p>	<p>Making mistakes – Enjoy things that go wrong and learn from them.</p>	<p>Community links – participate in local events to support and showcase geography projects.</p>
<p>Cross curricular links – using geography to support learning in other curriculum areas.</p>	<p>Compassion – Understanding that we all have our own experiences, talents and opinions when it comes to geography.</p>	<p>Tolerance – Understanding and respect for others.</p>	<p>Self -confidence – Mastering and celebrating a geography skill, by showcasing work increases your self-belief and growth mind-set.</p>	<p>Expanding horizons – developing appreciation and understanding of other cultures.</p>

<p>Spiritual Development</p>	<p>Children: Demonstrate they are reflecting on their experiences and learning from reflection. They express their opinions about their own and their peer's work. Pupils understand that geography can require endurance. Show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment, feelings of 'awe' and 'wonder' in their own and other's artwork. Develop geography appreciation – through theme, style and resources Respect others e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in geography often by making mistakes that learning begins. Accommodate differences and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project. Ask questions, offer ideas and make connections Display creativity and imagination in developing a design – our pupils are encouraged to take risks and use their imagination when creating their art. Review what they and others have done and say what they might change in their current work or develop in their future work.</p>
<p>Moral Development</p>	<p>Children: They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self-belief. Show an interest in investigating and offering reasoned views about moral and ethical issues.</p>
<p>Social Development</p>	<p>Children: Work cooperatively with partners and in a structured and unstructured groups to produce meaningful pieces of fieldwork. Participate in geography experiences such as a visit from Chatsworth Estate. Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence Demonstrate leadership skills by acting as an "geography expert" in class Investigate the possibilities of a range of materials and processes</p>

**Cultural
Development**

Children: Engage with a range of images and artifacts from different contexts, e.g. religious artifacts, sculptures, images and art from different cultures i.e. China, Romans, Greeks and to recognise the varied characteristics of different cultures and using them to inform their creating and making. –such as Rangoli patterns and Mendi from the Hindu religion, African art, Aboriginal art patterns

Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

Will investigate visual, tactile and other sensory qualities of their own and others work., e.g.

Students will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed.

British Values

At the Peak Tor Federation we recognise that our Geography curriculum plays an important role in promoting British Values. We have planned our curriculum to ensure that through Geography our pupils can learn about their community and extended community. Children will therefore leave Rowsley C of E Primary School ready to become a good citizen in society.

Tolerance is promoted through listening to each other's ideas, creative responses and understanding of different cultures and styles within geography. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.

We teach **democracy** by being aware and considering the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.

Rule of law- We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following this rules.

Mutual respect & tolerance – Pupils are taught to show respect for other opinions and works of art.

Individual Liberty - Pupils are given a chance to show their individuality through our projects.

Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources.

Peer-assessment is embedded in our Geography curriculum which encourages pupils to support each other.

