Roose Primary School History and Geography overview. 2025-26

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| YR | **All about me**Where we liveOur houseFamilyLocal Heritage- ppt Barrow session 1 slide 19 for key questions  | **Festivals**Where festivals take placeGuy Fawkes | **Traditional Stories**Pirate book- mapworkPirate stories  | **Growth /** **Let’s get cooking**Patterns and changes in the environmentDescribe and draw changes over time | **Oceans and Sea Creatures**Map work, where oceans are. Habitats | **Super Heroes and People Who help us.**How roles in society have changed- uniforms, vehicles etcSimilarities and differences in how clothes and equipment in different jobs around the world. Local Heritage- Pride of Barrow Statue. Shipyard workers through time and a female worker  |
| Year 1 | **Roose Village**Walk around the village looking at what buildings there are and how they are used. Local Heritage. Look at old maps and see if there and / or whether use has changed?**Journey to school**Draw their journey to school and what they see as they travelLocal Heritage Could link Aut 2 with Aut 1 by asking them to recall their journey to school, then look at an old map and see whether what they would see on journey/ how they get there etc has changed? | **Then and Now**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toy timeline, matching toys to a time period, DT design a toy. The history of Christmas and gift giving. Local HeritageWhat was Roose School like when it was built? Who came here? How did they learn? What did they learn? Links to Victorian Britain. Have a Victorian Day Barrow session 1 ppt slide 58 and 59- a history of Barrow timeline  | **Great Fire of London**events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)Local HeritageFire at Vickers in 1910- how did it happen? What might that have meant? Think about jobs, lives etc. What was it right before? (WWI) What do and did Vickers make? How might that impact on the war? Ppt Barrow session 1 slides 38-43  |  **England’s Queens- Elizabeth 1 and Queen Victoria**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 (e.g. Elizabeth I and Queen Victoria) **London**Name and locate capital cities and 4 countries of the UK | **The Seaside**Use basic vocabulary to refer to;Beach, cliff, coast, sea, ocean, vegetation, harbour, port |
| Year 2 | **The Arctic and Antarctic** Introduced through stories. What we would wear. How have people interacted with them. Globe and world maps | **Travel through the Ages- Neil Armstrong, Ibn Battutu, Matthew Henson, Felicity Aston**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 (e.g. Christopher Columbus and Neil Armstrong) |  **Leaders of Social Change- Florence Nightingale** 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 (e.g. Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell) Local HeritageJames Rasmden (see ppt) how did he change the town? Can you see any of his changes around us?  | **Australia**Study and compare to local area and Australia and comparing to Arctic and Antarctic for hot and cold places. Look at wildlife as well as cities and industry in Africa  | **Local Study- Furness Abbey** significant historical events, people and places in their own locality. Henry VIII and the dissolution of the monasteries. HeritageAbbotswood- the house where James Ramsden lived. Visit site when visiting Abbey.  | **England, Wales, Scotland and Northern Ireland. 7 Continents and 5 oceans.** Capital cities and postcards- locate where a letter has come from. Locations of USA and Florida? **The Lake District**Looking at significant places near to us. Making leaflets  |
| Year 3 | **Stone Age to Iron Age**changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Local HeritageSee ppt. Local sites- visit Holbeck Park Ave and draw what would have been there in Neolithic times. Scaleby Moss Bog Body inquiry Local evidence of Neolithic and Palaeolithic- what do these tell us? See Barrow session 1 ppt- slides 68-102  | **Regions of the UK**South Lakeland and Glasgow. Look at differences between city and town. Pros and cons to both. Do a leaflet for both to attract tourists.  |  **Water Cycle**How we use water. Field study of Mill Back **Coasts and rivers**Cumbrian Coasts. Coastal erosion and solutions. How coasts are used for industry What is a river? Locate rivers in the Lake District. Make river systems. Flooding during Storm Desmond. Use of flood defences  | **Local Environmental Issues**Plastic in our oceans. How does it get there? What damage does it do? How can we change things? | **Roman Empire and its impact on Britain** This will cover Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army The successful invasion by Claudius and conquest,including Hadrian’s Wall.British resistance, e.g.Boudica. The “Romanisation” ofBritain: sites such asCaerwent and the impact oftechnology, culture andbeliefs, including earlyChristianity.Local heritageSee ppt from slide 100. Enquiry- Where and why did the Romans build forts in Cumbria from AD90? [Why is Hadrian’s Wall in Cumbria a significant Roman site?](https://historicengland.org.uk/services-skills/education/teaching-activities/hadrians-wall-cumbria/) |
| Year 4 |  **Ancient Greece**Ancient Greece – a study of Greek life and achievements and their influence on the western world. Legacy ofculture on British History.**Greece-** done in EnglishLocate Greece on a globe and map. What would you see in Greece?  | **Ancient Egypt**Ancient Egypt- the achievements of the earliest civilisations. An overview of where and when the first civilisations appeared and a depth study.  | **Europe**What is it and which places are in Europe? Locate on a map.**South America**Locate countries on map. Discuss climateCompare the lives of children to those in Furness.  | **Victorian Britain**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: The changing power of monarchs using case studies such as John, Anne and Victoria Local HeritageUse maps to explore how the town changed and grew over time. Why did this happen? How did things change? Visit Dock Museum. Why was Barrow one of the first planned towns in Britain? Roose School in Victorian times. Victorian day? Link with year 1.  | **Rainforests**What is a rainforest? Climate zones, biomes, vegetation belts. Environmental issues. |
| Year 5 | **Local History- Becoming local Historians.** a local history study For example: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.Local heritageStudy of our local area. Using census records to explore streets and the town. World War 1 and the impact on Barrow and the people. Do a Condition Survey of a local WW1 memorial <https://historicengland.org.uk/education/schools-resources/teaching-activities/doing-a-condition-survey-with-your-class-guidance-for-teachers/>Research a WWI soldier using 1911 census. Link to Year 6 research of a soldier in WWII | **British settlement by Anglo Saxons****and the Scots**The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.The Scots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions,settlements and kingdoms this will cover place names and Village life.Anglo-Saxon art and culture.Christian conversion – Canterbury, Iona andLindisfarne.Anglo Saxon law and justice. |  **Asia/China** Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their environmental regions, key physical and humancharacteristics, countries, and major citiesUse maps, atlases, globes and digital/computer mapping to locate countries and describe featuresstudied.Locate world countries,focusing on the Asia’skey physical and humanfeatures. | **Viking and Anglo -Saxons** This will include Viking raids and invasion. The resistance by Alfred the Great and Athelstan, first king of England.Further Viking invasions and DanegeldThe Anglo-Saxon laws and justice.Finally Edward the Confessor and his death in 1066. |  Mountains and VolcanoesLakeland mountains- walk to Coppermines. Look at Coniston and Coniston Water. Grid references 4 and 6 pointsStudy on Volcanoes, how they are formed. Case Study of Pompeii |
| Year 6 | **Mayan Civilisation** A non-European society that provides contrasts with British history 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  |  AfricaStudy a chosen place and create a tourist guide leaflet.Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Describe and understand key aspects of physical geography, including:biomes and vegetation belts. Look at cities in Africa and trade. A non European society that provides contrasts with British history  | **WWII and the Blitz**a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 For example: The changing power of monarchs using case studies such as John, Anne and Victoria Local HeritageWas Dunkirk Barrow’s finest hour? Session 3 ppt. Exploring the role of Barrow and its people in the Second World War. Use ariel maps to locate bomb sites, airports etc. Session 4 ppt- research a local soldier.  |  Counties and cities. Compare and contrast Cumbria and Yorkshire. Food local to these areas. Manchester- what is a city like compared to a town or village?York before Residential |  Trade LinksExplain and investigate issues about buying local and importing. Look at food miles and environmental impacts. |