

# Horningsham Primary School: History, Geography, RE and Worldviews Overview

## History

We understand history as human's story: we value its importance in helping us to understand how the inventions, struggles, explorations, beliefs and stories of the past have shaped our present day. We aim to inspire awe and wonder in the achievements of people and a fascination with events and their impacts. We also understand that lessons continue to be learnt from people and events in the past, and aim to develop children's skills in thinking critically, evaluating evidence and appreciating different perspectives.

Our History curriculum is organised into programmes of study for each class, with three guiding enquiry questions each year. We aim for our children to have a well-rounded knowledge of people, places and events and gain a deep understanding of how they are connected chronologically. Each enquiry question is framed by key historical concepts: chronology, using sources and evidence and interpretation, and continuity and change, cause and consequence, similarities and differences and significance. Through this, we aim for our pupils to build knowledge of how historians have studied aspects of the past and develop confidence in a range of ways to communicate their understanding. We bring our History curriculum to life through opportunities to explore artefacts, meet experts, visit historical sites and see the relevance of history in their school, local area and home. Our local area is rich in history and we provide opportunities for children to explore changes and connections in our Victorian school site, Horningsham Village and Longleat House.

## Geography

We value the importance of Geography in being able to inspire us to marvel at the world around us, help us to broaden our horizons and instill a fascination with how people and places interact. We aim for our pupils learn to appreciate the wonder of our natural world and the impact humans can have on it. We also aim for our pupils to value the richness of cultural diversity within Britain and around the world, and appreciate how we are globally interconnected.

Our Geography curriculum is organised into programmes of study for each class, with three guiding enquiry questions each year. We ensure that locational and place knowledge, and understanding of physical and human processes, builds as children progress through the school. We bring our Geography curriculum to life through real-world enquiries, fieldwork experiences, trips and visitors, and creative opportunities to communicate their findings and discoveries. Our pupils learn the skills involved in being a geographer by incorporating opportunities to use and create maps, collect data through fieldwork, make observations and comparisons, look for patterns, interpret sources and ask questions about them and communicate information in a variety of ways.

## RE and Worldviews

We value the study of RE and Worldviews for developing a wide range of skills and attitudes that are at its heart: investigation, interpretation, reflection, empathy, analysis, evaluation, respect and appreciation and wonder. Our RE and Worldviews curriculum aims to develop deep thinkers who are open-minded and tolerant towards different religions and worldviews. We acknowledge the diverse make-up of modern-day Britain and our global interconnectedness by aiming to support our pupils to appreciate the perspectives, beliefs and viewpoints of others, even if they are different from their own. We aim for our pupils to be curious about people's lived experiences, value commonalities over differences and respect everyone's equal right to choose their own views and beliefs.

Throughout their learning journey, our pupils will secure a deep understanding of the core concepts that underpin religions and worldviews in line with the Wiltshire Agreed Syllabus for RE. We have chosen to follow the approach of using enquiry based questions that incorporate a variety of religious and non-religious viewpoints within units so that pupils are better able to make links and connections between ideas and beliefs, whilst providing opportunities for pupils to explore their own personal views. It has been designed in such a way so that pupils can be prepared for their next step in life where they are confident to interact with people they might meet from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. Through a wide range of activities, including debates, drama and art work, our pupils will develop the knowledge and skills to ask curious questions, make connections, be confident to explore their own views, and appreciate, evaluate and respond to religious, philosophical and ethical questions.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Robins Cycle A	History	How am I making history?		Why did the Great Fire of London cause so much destruction?		Who lived in Farleigh Hungerford castle?	
	Geography		What is it like here?		What is it like to live in Shanghai?		What is it like at Warminster Town Park?
	RE + Worldviews	How do different people show that new babies are special?	Why is Christmas celebrated?	Which times of year are special?		What do some people believe God looks like?	What is God's job?
Robins Cycle B	History	How have toys changed?		Why do we remember explorers?		Should we call Grace O'Malley a pirate?	
	Geography		Where is my school?		What is the weather like in the UK?		How do we encourage plant life at our school?
	RE + Worldviews	How did the world begin?	Why do people care for the world?	Why do people care for others?	Who is special to us and others?	Which buildings and places are special?	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Woodpeckers Cycle A	History	Why did the Romans invade and settle in Britain?		What impact did Brunel have on Wiltshire?		How was school different in the past?	
	Geography		Why do people live near volcanoes?		Are all settlements the same?		Why is our World Wonderful?
	RE + Worldviews	Why and how do people give thanks?	What do candles mean to people?	What is a prophet?	Why do some people have a special connection to God?	Where do some people talk to God?	Why do some people talk to God?
Woodpeckers Cycle B	History	How did Britain change during Prehistory?		Why do we still remember the Titanic today?		How did we learn to fly?	
	Geography		Would you prefer to live in a hot or cold place?		What are the features of the UK and my region?		How can we make our school environment more bee friendly?
	RE + Worldviews	What makes us human?	Why is water symbolic?	Is scripture central to religion?	Why are special times celebrated?	Where do morals come from?	What happens if people do wrong?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls Cycle A	History	How did Britain change between 410AD and 1066?				How did the Maya civilisation compare to the Anglo-Saxons?	
		How hard was it to settle in Britain?	Were the Vikings raiders, traders or settlers?				
	Geography			Why are rainforests important to us?	Where does our food come from?		How does my region compare to Northern Brazil?
Owls Cycle B	RE + Worldviews	Why doesn't Christianity always look the same?	Who should be in charge?	Why are some places in the world significant to believers?	Who was Jesus really?	Why does religion look different around the world?	
	History	What was the impact of WWII on the people of Britain?		Why are the Windrush Generation remembered?		What is the legacy of the ancient Greek civilisation?	
	Geography		Why does population change?		Why do oceans matter?		How does my region compare to the South Aegean?
Owls Cycle C	RE + Worldviews	What makes some text sacred?	What is the deeper meaning of festivals?	Why do people have to stand up for what they believe in?	Are all religions equal?	What do people believe God is like?	Why is it better to be there in person?
	History	What was important to the Ancient Egyptians?		What was life like in Tudor England?		How did Longleat change during WWI?	
	Geography		Would you like to live in the desert?		What are rivers and how are they used?		How does my region compare to West USA?
	RE + Worldviews	What do different people believe happens when we die?		What do people believe about suffering?		What place does religion have in our world today?	Just how important are our beliefs?