

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power (monarchy, government, empire) 			▪ To know that a Monarch in the UK is a king or queen. ▪ To begin to understand that power is exercised in different ways in different cultures, times and groups e.g. monarchy ▪ To know that Britain was organised into kingdoms and these were governed by monarchs.	▪ To understand the development of groups, kingdoms and monarchy in Britain ▪ To know who became the first ruler of the whole of England. ▪ To understand the expansion of empires and how they were controlled across a large empire. ▪ To understand that societal hierarchies and structures existed including aristocracy and peasantry. ▪ To understand some reasons why empires fall/collapse.		▪ To understand how the monarchy exercised absolute power. ▪ To understand the process of democracy and parliament in Britain. ▪ To understand that different empires have different reasons for their expansion. ▪ To understand that there are changes in the nature of society. ▪ To know that there are different reasons for the decline of different empires.	
Achievement and follies of mankind 	▪ To know that in fairytales kings/queens are usually important, powerful people who rule over others. ▪ To recognise some interests and achievements from their own lives and the lives of their families and friends.	▪ To know some inventions that still influence their own lives today. ▪ To know some achievements and discoveries of significant individuals.	▪ To begin to identify achievements and inventions that still influence their own lives today. ▪ To know the legacy and contribution to some inventions. ▪ To be aware of the achievement of significant individuals.	▪ To be able to identify achievements and inventions that still influence our lives today from Roman times. ▪ To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. ▪ To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.		▪ To understand that people in the past were as inventive and sophisticated in thinking as people today. ▪ To know that new and sophisticated technologies were advanced which allowed cities to develop. ▪ To understand the impact of war on local communities. ▪ To know some of the impacts of war on daily lives. ▪ To be able to identify the achievements of civilisations and explain why these achievements were so important. ▪ To be able to compare the achievements of different civilisations and groups.	
Invasion, settlement and migration 				▪ To know that there were different reasons for invading Britain. ▪ To understand that there are varied reasons for coming to Britain. ▪ To know that there are different reasons for migration. ▪ To know that settlement created tension and problems. ▪ To understand the impact of settlers on the existing population. ▪ To understand the earliest settlements in Britain. ▪ To know that settlements changed over time.		▪ To understand there are increasingly complex reasons for migrants coming to Britain. ▪ To understand that migrants come from different parts of the world. ▪ To know about the diverse experiences of the different groups coming to Britain over times.	

Civilisation (social and cultural) 		- To understand how invaders and settlers influence the culture of the existing population. - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups.	- To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To be able to compare development and role of education in societies. - To be able to compare education in different cultures, times and groups. - To understand the changing role of women and men in Britain. - To understand that there are differences between early and later civilisations.
Trade 		- To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trade develops in different times and ways in different civilisations. - To understand that the traders were the rich members of society.	- To know that trade routes from Britain expanded across the world. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). - To understand that the expansion of trade routes increased the variety of goods available. - To understand that the methods of trading developed from in person to boats, trains and planes. - To understand the development of global trade.
Beliefs 		- To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare beliefs in different cultures, times and groups.	- To be aware of the different beliefs that different cultures, times and groups hold. - To understand the changing nature of religion in Britain and its impact. - To be aware of how different societies practice and demonstrate their beliefs. - To be able to identify the impact of beliefs on society.