|  | EYFS  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| Settlements  | Where do we live? Where do we come from?  | What parts make up a castle?  | Why did the fire spread so quickly?  | How did the Iron Age change the way people built their communities?  | When so much of Maya society was in the jungle, how did they become so successful?  | How did the geography of Greece affect everyday life?  | Why was it necessary for children to be evacuated?  |
|  | Start to think about settlement at a local level and think about where they live. (Precursor to Y1 and Y2)  | Start to recognise a settlement is where someone lives and some of the features that could make up one. (Precursor to Y3)  | Build upon Y1 knowledge, start to recognise settlements. change and the consequence of an ill constructed settlement. (Precursor to Y4/5)  | Build upon Y2 and recognise that settlements change within a given period. Recognise how these changes lead to what makes a good settlement.  | Now equipped with knowledge of what makes a good settlement, recognise how societies were able to work around this, through trade links.  | Build upon the ideas they started to explore and start to come up with these answers with increased independence.  | Recognise that settlement change could happen rapidly and the impact of war on this (building upon intersectional nature first explored in Y4/5)  |
| Beliefs  | What is Diwali, Christmas and Chinese New Year?  |  |  | How did the Anglo-Saxons change Britain?  | How important was the afterlife to the Ancient Egyptians?  | What can we learn about the Ancient Greeks through a study of the Olympic games?  |  |
|  | Through R.E think about different belief systems throughout the world. (Precursor to KS2 work and looking at different religious systems).  |  |  | Recognise the importance of a King in influencing a belief (starting off with a religion that is familiar to them). | Start to explore a new religion and recognise some key beliefs and how this affects everyday life (e.g., burials and The Book of the Dead)  | Building on Y4 work start to see parallels between belief systems, and increased independence on their impact in everyday life (e.g. Sparta lifestyle, sports)  |  |
| Culture and Pastimes  |   |  | How has Ashton park changed throughout the years?  | Was the Stone Age Man just a hunter gatherer who wanted to survive?  | How similar was ancient Egyptian communication to other ancient civilisations?  | What legacy have the Ancient Greeks left in Western society?  | How did the people on the homefront defend themselves?  |
|  |  |  | Children start to recognise what life was like 50 years ago in their local area?  | Start to recognise what culture is (customs and social behaviour), recognise some customs pre-history past e.g. religious ceremonies and artwork (cave paintings) | Recognising culture existing even in the earliest of civilisations and recognise links to other civilisation of the same time (e.g. Maya)  | Build on Y4 work recognising the rich culture of early civilisations and then start to appreciate how this culture continues to influence modern society.  | Children recognise how cultures change quickly in times of war.  |
| Food and Farming  | What is the harvest festival? How can we eat healthily?  |   |  | How did life change when man learnt to farm?  | Why was the Nile so important in Egyptian civilization?  | How did the Geography of Greece affect everyday life?  | What was lifelike during the war in Britain?  |
|  | Start to recognise where our food comes from and an appreciation of what is needed to look after ourselves (precursor to Y3 and importance of food for survival)  |  |  | Start to build up an awareness of how people found food to sustain themselves (e.g., hunter-gatherers), development of farming during the Ages.  | Build upon Y3 work recognising that farming practises are affected by the geography of a place e.g., the Nile making fertile land/ slash and burn for the Mayans)  | Build upon Y4 work recognising how the geography of a place affects the food (e.g., olives etc). Start to recognise the role of trade in food practices.  | Build upon Y5 work of intersectional nature of food and farming (e.g., food linked to trade) and recognising the role of conflict)  |
| Travel and Exploration  | Where are different animals from? How would I get there?  | Who was Ibn Bututta and Amy Johnson? | Why did they risk their lives/ What did they do on the moon? | Why did the Anglo-Saxons settle in Britain?  | How can we know so much about a civilization that occurred 5,000 years ago?  | Why did the Roman invade Britain?  | Why did the Vikings leave Scandinavia?  |
|  | Explore different animals in the world and where they have come from, recognition that the world is large and need to travel to see different things.  | Start to recognise that people like to travel and move around the world.  | Recognise the Moon landings as a point of technological advancement. Start to recognise personal motives for why people explore.  | Build upon Y2 work, exploration is nothing new. Understanding both personal motives (e.g. Celts needing protection) but also start to see multi-causal aspects.  | Start to recognise that historians have travelled to find out about the past and learn about a famous archaeologist.  | Build upon Y3 work, children increasingly are able to understand multiple motives for invasion. Children can also see links to other societies.  | Children now have a solid recognition that there are multiple motives for settling in a new place, they now start to recognise that these could be due to unrest at home as well.  |
| Conflict  | Why do people have to leave? Paddington bear  | What methods of attack did people use of castles?  | Why did they risk their lives to go to the Moon?  | Why did Kingdoms change throughout the Anglo-Saxon period?  | Why did the Mayan empire fall so suddenly?  | Why did the Romans invade Britain?  | Why did Britain go to war? How was Britain able to defend itself?  |
|  | Start to think about the why people have to leave places e.g. refugees  | Start to recognise that people fought and how they protected themselves. (Link to Y3 Hillforts)  | Build upon Y1 work recognises conflict can be between countries and a way to demonstrate power. (Link to Y6)  | Build upon Y2 work recognising that conflict has been going on a long time. Start to recognise that internal conflict does happen, between nobility.  | Build upon understanding that conflict can happen internally but not just between powerful people. (e.g. Maya peasant unhappiness).  | Build upon Y3 work, recognising invasion to British society has happened continually, increasingly recognising the motives for invasion independently.  | Build upon Y1/3 work and recognise how tactics for warfare have changed, start to understand appeasement, and attempts to resolve conflicts in a non-violent manner.  |
| Society  | Our community  | What different roles do people have in a castle?  | How did people manage to live through the Great Fire?  | What can Sutton Hoo tell us about Angl-Saxon life? | How different was life for the rich and poor in Mayan society?  | Was life the same for all women in Ancient Greece?  | How did people on the home front defend themselves?  |
|  | Recognising society is made up of different people at a present level and the important roles people play in our society (e.g. firemen etc) (Precursor to Y1 work).  | Start to recognise that life was different for people within society. (Precursor to Y4)  | Start to recognise the role of social organisation (e.g. King Charles setting up tents) following national incidents. (Precursor to Y6)  | Understanding that while sources are useful for telling us about society and how it was built, start to gain an awareness that we have limited evidence. | Build upon Y1 work, recognising multiple roles within society and how this affected your life and the freedoms you were afforded.  | Build upon Y4 work, recognising the intersectional nature of wealth with gender) not all wealthy people and women’s experiences were the same.  | Build upon Y2 work and recognise the role of social organisation during the war, to protect people on the home front.  |