



Curriculum Progression Map

Subject: History

At Avanti House Primary School, the History and Geography curriculum teaches pupils about the world in which they live and how it has changed over time by building on prior knowledge, introducing new vocabulary and developing historical and geographical skills following the National Curriculum. Opportunities for moral growth and spiritual insight are underpinned throughout this curriculum thus inspiring spiritually compassionate changemakers.

History Intent

Our aim is to help all pupils gain a deeper knowledge and understanding of Britain's past and that of the wider world and inspire pupils to learn more about the past. As pupils mature, we aim to equip them with the skills to ask perceptive questions, think critically, weigh evidence, justify opinions, compare and develop a sense of chronology. Pupils will be able comprehend the complexity of people's lives, the process of change, the diversity of societies and the relationship between different people relating this back to their own identity and challenges today. In addition to developing the range and depth of historical knowledge; key historical skills will be taught and built on throughout the key stages. These skills include sequencing events in chronological order, interpreting different sources of evidence, the significance, cause and effect of key historical events and figures and forming contrasts and comparisons. Wherever possible, History lessons have cross-curricular links reflecting the British and Avanti values and they are brought to life and made accessible for all pupils through the addition of visitors to the school, drama, debating topical issues, interpreting artefacts, archaeological excavations, day trips etc.



Substantive knowledge in each year level	Autumn Topics SUBSTANTIVE CONCEPTS Key vocabulary	Spring Topics SUBSTANTIVE CONCEPTS Key vocabulary	Summer Topics SUBSTANTIVE CONCEPTS Key vocabulary
EYFS	1. All about me 2. Festivals and celebrations; different faiths and beliefs	1. Traditional tales 2. Animals	1. People who help us 2. Changes
Year 1	Changes within living memory COMMUNITY, KNOWLEDGE Nationality, Rights, Society	The lives of significant people (Mary Anning and David Attenborough) KNOWLEDGE, COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake) KNOWLEDGE, COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer
Year 2	Events beyond living memory- Great Fire of London COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	Significant historical events, people, places in our locality COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement	Significant historical events, people, places in our locality Revisit – Events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion
Year 3	Stone Age – Iron Age KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes	Stone Age – Iron Age (cont.) Rome and the impact on Britain INVASION POWER CIVILISATION	Rome and the impact on Britain (cont.) INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion



		Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	
Year 4	Britain settlement by Anglo-Saxon and Scots INVASION POWER COMMUNITY Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King Viking and Anglo-Saxon struggle for England at time of Edward the Confessor	Viking and Anglo-Saxon struggle for England at time of Edward the Confessor (cont.) INVASION POWER COMMUNITY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion Ancient Civilisation - Egypt	Ancient Civilisation – Egypt (cont.) CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave
Year 5	Ancient Greece POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Ancient Greece (cont.) Comparison Study- Mayans and Anglo-Saxons CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	Comparison Study- Mayans and Anglo-Saxons (cont.) CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War
Year 6	Windrush Generation COMMUNITY DEMOCRACY POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	Local History Study- how did conflict change our locality in WW2- Bently Priory Museum POWER INVASION DEMOCRACY COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military,	5 Significant Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law



Parliament, Prime Minister, Rights, War,
Alley

Second
order
concepts

Ask these questions to encourage the development of these second order concepts.

Causation and consequence.

- What was the cause of...
- What was the most important cause of...
- Make a list of the results of...
- What was the impact of...
- What was the most important result of...

Change and continuity.

- How have ___ changed since...
- What are the similarities and differences between ___
- How did life change when...
- What was the turning point in...
- How do we still see the influence of...

Significance. Important and still important

- Who was most significant between ___ and ___
- How significant was... (i.e. GoF) Why was it important? What happened as a result?
- Was ___ a significant event?
- What picture should go on the front cover of a new school textbook on the ___ why?

Similarity and difference. How people's lives are different even if they are in the same period

- What was their society like?
- Why did...*Samuel Pepys leave London?*
- Who lived in...*castles?*
- Were all people *smelly in Anglo Saxon era?*

Reviewing evidence and sources UKS2

- Is this source of information reliable?
- Why are there two different sides of the same story?
- Does this piece of evidence change my perspective of...



EYFS -

Specific Area of Learning Understanding the World	Past and Present	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1
	<ul style="list-style-type: none"> Talk about the lives of 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. 	<ul style="list-style-type: none"> History Historian After Before New Old Now Past Present Time <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> Know about personal history – birthdays, celebrations. Celebrating cultural diversity of children in the class. Traditional festivals and celebrations. Routines - Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Life cycles and growing plants to introduce change over time. 	<ul style="list-style-type: none"> Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day. Black History week – Rosa Parks. Bonfire Night – Guy Fawkes. R.E themes taught through Discovery RE. Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers. London past and present – Link ‘The Naughty Bus,’ story. <ul style="list-style-type: none"> Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, last year. Child-led learning inspired from books – Tim Peake / Astronauts. 	<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.
	People, Culture and Communities	<p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			



Year 1 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes within living memory	<ul style="list-style-type: none"> knowing how shops and the high street have changed over time knowing and explaining the lives of significant people and how they lived 	<ul style="list-style-type: none"> knowing and explaining how knowledge and technology has changed our community and local area through a study of shops understanding that knowledge shaped the way significant people thought and influenced what we know and do today Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake 	<ul style="list-style-type: none"> knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better 	<ul style="list-style-type: none"> knowing and explaining that in the past, people in power were not always chosen by the people knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning knowing and explaining that sometimes people are not treated fairly
The lives of significant people (Mary Anning and David Attenborough)	<ul style="list-style-type: none"> knowing and explaining how their local area changed 			
More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)				



Year 2 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Changes in Britain from the Stone Age – Iron Age	<ul style="list-style-type: none"> knowing and explaining how communities change through studying the Stone Age – Iron Age knowing and explaining how technology and knowledge changed the way prehistoric people lived knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain knowing and explaining what caused leaders to invade other places, such as wanting to get better resources knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations knowing and explaining about hierarchies within communities, kingdoms and civilisations
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple knowing and explaining the importance of burials within a community 	<ul style="list-style-type: none"> knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations 	<ul style="list-style-type: none"> knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 			



Year 3 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities knowing and explaining the importance of burials within a community 	<ul style="list-style-type: none"> knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain knowing and explaining how knowledge of metalwork also inspired jewellery and personal items 	<ul style="list-style-type: none"> knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation 	<ul style="list-style-type: none"> knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such as the three declines during the ancient Egyptian civilisation 	<ul style="list-style-type: none"> Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence 	<ul style="list-style-type: none"> knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations
Ancient civilisation - Egypt or Shang Dynasty		<ul style="list-style-type: none"> knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful 	<ul style="list-style-type: none"> knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	<ul style="list-style-type: none"> knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation 	<ul style="list-style-type: none"> knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England 	<ul style="list-style-type: none"> knowing and explaining about hierarchies within communities, kingdoms and civilisations



Year 4 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled communities, kingdoms and civilisations
Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities knowing and explaining the importance of burials within a community 	<ul style="list-style-type: none"> knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain knowing and explaining how knowledge of metalwork also inspired jewellery and personal items 	<ul style="list-style-type: none"> knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation 	<ul style="list-style-type: none"> knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation 	<ul style="list-style-type: none"> Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence 	<ul style="list-style-type: none"> knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations
Ancient civilisation - Egypt or Shang Dynasty		<ul style="list-style-type: none"> knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful 	<ul style="list-style-type: none"> knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe 	<ul style="list-style-type: none"> knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation 	<ul style="list-style-type: none"> knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England 	<ul style="list-style-type: none"> knowing and explaining about hierarchies within communities, kingdoms and civilisations



Year 5 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
Ancient Greece	<ul style="list-style-type: none"> knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement knowing and explaining that beliefs, buildings and places create communities, such as the temples, pyramids and cities of the Maya or Benin 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Maya, Benin or Ancient Greece 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persians 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empire knowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Benin 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city-states or civilisations stable and better places to live, such as writing and number systems invented by the Maya knowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared belief 	<ul style="list-style-type: none"> knowing and explaining how leaders ruled civilisations through early democracy in Athens knowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Sparta
Maya or Benin comparison with Anglo-Saxon Britain	<ul style="list-style-type: none"> knowing and explaining the importance of beliefs, rituals and burials within a community, such as the Maya's polytheism or Anglo-Saxon's Christianity 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Maya, Benin 	<ul style="list-style-type: none"> knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis 	<ul style="list-style-type: none"> knowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece 	<ul style="list-style-type: none"> Knowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence 	<ul style="list-style-type: none"> knowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people, such as in Maya city-states knowing and explaining about hierarchies within communities, kingdoms and civilisations



Year 6 - DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN

	Community	Knowledge	Invasion	Civilisation	Power	Democracy
	Pupils develop an understanding of the concept of COMMUNITY through: 	Pupils develop an understanding of the concept of KNOWLEDGE through: 	Pupils develop an understanding of the concept of INVASION through: 	Pupils develop an understanding of the concept of CIVILISATION through: 	Pupils develop an understanding of the concept of POWER through: 	Pupils develop an understanding of the concept of DEMOCRACY through:
How did conflict change the locality in WW2?	<ul style="list-style-type: none"> knowing and explaining how communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation 	<ul style="list-style-type: none"> knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britain 	<ul style="list-style-type: none"> knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler's Nazi Germany 	<ul style="list-style-type: none"> knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things, such as William the Conqueror or Henry VIII 	<ul style="list-style-type: none"> knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negatively 	<ul style="list-style-type: none"> knowing and explaining how different kings and queens ruled and controlled power
The Windrush generation	<ul style="list-style-type: none"> knowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrived knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2 	<ul style="list-style-type: none"> knowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britain knowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain 	<ul style="list-style-type: none"> knowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain. 	<ul style="list-style-type: none"> knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations or kingdoms, such as in Tudor times 	<ul style="list-style-type: none"> knowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happened knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War 	<ul style="list-style-type: none"> knowing how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms, such as William the Conqueror in 1066
Battle of Britain or Five Significant Monarchs	<ul style="list-style-type: none"> knowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2 knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration 		<ul style="list-style-type: none"> knowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as the Battle of Britain (Y5/6) 	<ul style="list-style-type: none"> knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany 	<ul style="list-style-type: none"> knowing and explaining the reasons why people exerted force and power over others, such as Henry VIII's decision to create the Church of England and dissolve the monasteries 	<ul style="list-style-type: none"> knowing and explaining about hierarchies within communities and kingdoms knowing and explaining how the Windrush generation fought for their democratic rights to live in the UK