

Connecting Concepts	Social Differences	Technology and Inventions	Earth and Environment	Powerful People	Invasion and Settlement
Definition	People of different faiths orientation, genders, social and ethnic backgrounds	Development of new technology or an invention to improve society and result in widespread change	The planet in which we live - the world, and the surroundings or conditions in which a person, animal, or plant lives	Individuals who have changed our world significantly or are important in our daily lives	An unwelcomed intrusion, usually forcefully The movement from one place to another
<i>Forest School (Whole School)</i>	Celebrating each child as an individual; we are each unique; child-centred inspirational learning process; cultural art; team building; social values.	Fire safety and use; forest tools and safety; exploring building techniques; comparing traditional methods with modern (e.g. flint and steel vs. blow torch).	Habitats; plants and foraging; appreciating our environment and surroundings; conservation; sustaining eco-systems; transferring these skills to the wider world and being stewards of our environment.	Self-empowerment; appreciating our forest leaders and school staff; environmentalists.	Building dens; highlighting the motion of invasion, when claiming resources from each other; actions to support natural disasters (resettlement); pitching tents; resource management; forest furniture; the upkeep of the forest school environment to ensure it is habitable for the sessions; surviving in the wild.
<i>Reception</i>	Children listen to each other and know we are all special in our own ways and respect each other. They will begin to explore different beliefs and celebrations, e.g., Diwali, Bonfire Night, Chinese New Year, Christmas.	Children use technology to support their learning and will begin to explore the history of technology, and what used to be. Children will appreciate traditional resources.	Children explore their surroundings and are able to discuss it with their peers and teachers. They will know the importance of looking after living things.	Children can talk about important people to them, in school and at home. They will begin to know some important people, e.g. the King, Prime Minister, Biblical people.	Children will talk about their home and where it is and what surrounds it. They will know they live in England and will talk about travelling to different places, e.g. seaside, holidays abroad.
<i>Year 1</i>	Children understand that people have different views and preferences.	Children understand the importance of technology and appreciate there hasn't always been the technology there is now.	Children develop an understanding of the environment around them.	Children understand that England has a monarch and some key figures from Britain.	Children develop an understanding of belonging to a place in the world and England is part of the UK.
<i>Year 2</i>	Children develop understanding of different aspects of culture.	Children gain an understanding of how technology has shaped our world.	Children extend their learning by considering the impact they have on their local environment.	Children can name influential worldwide figures who are or were pioneers.	Children understand their place in the world and their country and, how their home (local/regional/national) is important.
<i>Year 3</i>	Children learn about different backgrounds and lifestyles. Children learn to appreciate that different cultures contribute to a community.	Children understand how new technologies are used for the benefit of our society.	Children learn about different types of positive and negative impacts on the local and wider environment.	Children learn about significant times where people changed societies.	Children learn that early settlements were crucial to history and caused people to move around.
<i>Year 4</i>	Children understand their own personal and cultural identities and show understanding and empathy to those different to themselves	Children understand how technology has impacted our lives, including our social habits	Children develop knowledge of how land use can impact an environment	Children recognise that individuals and groups of people have changed the world we live in through their rule, invention, beliefs and culture.	Children learn that people move due to conflict and power.
<i>Year 5</i>	Children explore issues of fairness, justice, rights and responsibilities and appreciate the feelings of others. They can challenge negative views and attitudes.	Children explore technological innovation and changes which have led to scientific advancements.	Children explore the impact of environmental changes from earthquakes and volcanoes.	Children can discuss how the modern UK government can trace its origins all the way back to powerful people and governments from the 8 th to 11 th centuries.	Children extend their knowledge for how conflicts and power cause movement and how it has shaped the UK (Romans/Vikings).
<i>Year 6</i>	Children's understanding of different cultures is shown in their work across the curriculum. They can articulate what it means to be culturally diverse and challenge stereotypes, prejudice and discrimination.	Children fully understand the future of further technological advancements and how innovation has changed the world at different points.	Children learn about how the environment affects the economy of a place and how the land is used impacts our world.	Children can articulate the powerful people who have positively or negatively impacted the world.	Children understand that settlement and invasion has shaped our world today and the history of the British Empire.