



Faithful. Ambitious. Empowered.
HISTORY | CONCEPT PROGRESSION MAP

Year / Theme	Key	Theme 1	Theme 2	Theme 3	Theme 4
Year 1	Gateway				
	Mastery	<p>The Monarchy:</p> <p>To know what is meant by a Monarch (with little constitutional power.)</p> <p>To know Elizabeth II was a powerful woman, not in terms of political power but in terms of influence.</p> <p>To understand that things (titles) can be inherited</p> <p>Can confidently recall/talk about all of the key concepts (Monarchy, constitutional power, influence and inheritance).</p>	<p>Toy: A local study:</p> <p>To understand how human innovation (materials) has changed toys over time</p> <p>To know that play is linked to creativity</p> <p>Can confidently recall/talk about key concepts (innovation, play and creativity)</p>		
Year 2	Gateway				
	Mastery	<p>Gunpowder, fire and wildfires:</p> <p>To know is meant by Autocratic leadership</p> <p>To know that some Monarchs had or desired absolute power (Divine rights to rule from God)</p> <p>To understand the concept of privilege</p>	<p>Explores: Why do humans need to explore?</p> <p>To understand the importance of exploration to humans</p> <p>To understand the importance of exploration to governments, Monarch</p>		

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		<p>Can confidently recall/talk about all of the key concepts (Monarchy, autocratic leadership, political power, constitution, privilege and absolute power).</p>	<p>and rulers throughout History, e.g. glory, influence, wealth</p> <p>To understand how the economic power of Europe impacted of indigenous peoples</p> <p>Can confidently recall/talk about all of the key concepts (Monarchy, economic power, glory, influence, travel, migration, invasion).</p>		
Year 3	Gateway				
	Mastery	<p>Stone Age to Iron Age: How did humans move from surviving to thriving?</p> <p>To understand how people arrived in Britain through migration</p> <p>To understand basics needs for human survival</p> <p>To be able to explain how human innovation allowed human kind to thrive - housing, farming and organisational structure of society</p> <p>To understand the impact of invasion from people of other settlements and countries</p> <p>To begin to understand how trade influenced the</p>	<p>Ancient Egyptians: How and why do civilisations rise and fall?</p> <p>Can identify through ancient civilisations the power of rivers and how they are integral to life</p> <p>To understand what is meant by a class system and hierarchy</p> <p>To understand the power rulers/pharaoh's had over their kingdoms</p> <p>To understand that civilisations are complex systems which can easily unravel</p> <p>To understand how trade helped civilisations flourish.</p>	<p>Industry: Local History - Port Sunlight:</p> <p>To explain how innovation helped humankind live a more hygienic and healthier lifestyle</p> <p>To understand how industry and the prospect of jobs attract people to resettle in difference places.</p> <p>To understand how sanitation and food supply are impacted by a growth in population.</p> <p>To understand that human endeavour can significantly improve theirs, and others lifestyle.</p> <p>To understand how</p>	

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		<p>behaviour of human kind</p> <p>Can confidently recall/talk about all of the key concepts (Survival, society, invasion, trade, innovation, migration).</p>	<p>To talk about the impact of invasion of other civilisations (Greeks and Romans)</p> <p>Can confidently recall/talk about all of the key concepts (civilisations, class systems, power, kingdoms, society, invasion, trade, innovation).</p>	<p>human endeavour can be distorted by greed and wealth.</p> <p>To understand the pros and cons of trade on society</p> <p>Can confidently recall/talk about all of the key concepts (Innovation, growth, human endeavour, society, trade).</p>	
Year 4	Gateway				
	Mastery	<p>Ancient Greece: Minoan, Mycenaean, Athenian: How did humans move from story to history?</p> <p>To understand and identify Autocratic leadership (Auto; self, cracy; power) To recall knowledge of previous studied autocrats - Kings and pharaohs</p> <p>To understand and identify Democratic leadership (Demo: Common people, cracy; power) To recall knowledge of democratic leadership studied - Uk Parliament</p> <p>To begin to give reasons for Athens' growth in power and how this impacted on neighbouring regions, especially Sparta</p>	<p>Romans (43, 60, 79, 209, 41AD)</p> <p>To understand that an Emperor is an autocrat who have absolute power. To build upon the knowledge of Pharaohs, Old kings and how this is the opposite to democracy in Ancient Greece.</p> <p>To build upon the concept of hierarchy (Ancient Egyptians)</p> <p>To understand what is meant by Empire and how this was different from the Ancient Greek civilisation.</p> <p>To build upon and deepen their understanding of Invasion and migration</p> <p>To understand the Romans brought human innovation to Britain, e.g.</p>		

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		<p>To understand and reasons how, through Ancient Greek innovation and endeavour, philosophy, science and medicine advanced.</p> <p>To understand how women were re-written out of the history of Ancient Greece</p> <p>Can confidently recall/talk about all of the key concepts (Autocratic leadership, democratic leadership, power, innovation and human endeavour, powerful women.</p>	<p>concrete, roads, sanitation, public health</p> <p>To build upon and deepen their understanding of trade, and how it helped the Roman Empire flourish.</p> <p>Can confidently recall/talk about all of the key concepts (civilisations, class systems and hierarchy, autocrats, Empires, invasion, migration, trade, innovation).</p>		
Year 5/6	Gateway				
	Mastery	<p>Anglo Saxons/ Vikings: Were the English ever really English?</p> <p>To understand reasons behind migration</p> <p>To understand that England has a diverse history of migration</p> <p>To to be able to explain the impact of different beliefs and religions on the rule of the land</p> <p>To understand how a belief or worship of</p>	<p>Mayans (& Central American): Will we ever be an Ancient civilisation?</p> <p>To understand that the Mayans had autocratic Kings or “kuhul ajaw” (holy lords), who claimed to be related to gods and followed a hereditary succession, and acted as mediators to the people.</p> <p>To build upon the concept of hierarchy and note similarities and difference between previous empires/civilisations</p>		

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		<p>monotheism compared to polytheism led to conflict and a difference in laws</p> <p>To understand that an autocrat has absolute power and many thousands of people died in battles in the pursuit of power.</p> <p>Can confidently recall/talk about all of the key concepts (migration, religion and beliefs, nationality, power, autocrat and monarchs)</p>	<p>studied (Ancient Egyptians, Roman Empire)</p> <p>Give reasons why the Mayan civilisations grew in power, (trade, architecture, hierarchy, innovation, science)</p> <p>To understand the impact of Western exploration and colonisation of the Mayan civilisation, building upon the knowledge of invasion in Y4 (Greeks and Romans)</p> <p>To understand the similarities and differences between an invader and a coloniser.</p> <p>To analyse and debate why the Mayans were more sophisticated or advanced in terms of inventions, lifestyle, law, than Anglo-Saxons</p> <p>To understand the importance of rituals and sacrifice in Mayan civilisation.</p> <p>Can confidently recall/talk about all of the key concepts (civilisations, class systems and hierarchy, autocrats, gods, innovation, invasion, colonisation, trade, innovation).</p>		
Year B	Gateway				
	Mastery	WW2: Is war ever	Early Islamic	From Mississippi to	

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		<p>justified and is there an alternative to war?</p> <p>To understand how and reasons why, societies can shift from democratic leadership to autocratic leaderships.</p> <p>To understand that forming Allies can provide both peace and war.</p> <p>To understand that power can be used for good and bad</p> <p>To understand how human innovation helped cause the mass deaths across the world, and potential saved millions more.</p> <p>To understand how imperialism impacts on other countries and human rights.</p> <p>Can confidently recall/talk about all of the key concepts (democratic and autocratic leadership, Allies, power, human innovation, imperialism)</p>	<p>Civilisation: What impact did Islam have on the modern world?</p> <p>To understand how trade and power became the catalyst for the growth of early Islamic civilisation</p> <p>To understand how migration helped advance people's understanding of maths, science, arts and culture across a vast empire.</p> <p>To understand how our 'western and religious bias' can influence our interpretation of Islamic culture</p> <p>To understand the importance of identify, including religion and culture.</p> <p>To understand the importance of human innovation that came out of early Islamic civilisation, including University, optics, algebra and surgery.</p> <p>Can confidently recall/talk about all of the key concepts (power, trade, bias, migration, identity, culture and human innovation).</p>	<p>the Mersey: How can a river tell us the story of humankind?</p> <p>To understand how migration has shaped culture and diversity in America and the UK</p> <p>To understand how looking through the lens of History, we can discover how our values and identity has been shaped.</p> <p>Can recall events in history where power has been used a force for good and evil</p> <p>To understand how strong leadership can help overcome prejudice, racism and inequality</p> <p>To understand how significant moments of history have changed humankind for the better</p>	
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