



## History Progression Map



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|---------------------------------|---|--|
| <b>Three and Four-Year-Olds</b> | <b>Understanding the World</b>                                | <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>  |
| <b>Reception</b>                | <b>Understanding the World</b>                                | <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>  |
| <b>ELG</b>                      | <b>Understanding the World</b><br><br><b>Past and Present</b> | <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |

| Autumn 1  |  |   |   |  |   |
|---|--|---|---|--|---|
| Year 1<br>How Have Toys Changed?  | Year 2<br>Who made the most significant contribution to nursing?   | Year 3<br>Ancient Egypt   | Year 4<br>The Roman Republic  | Year 5<br>The Round City: Baghdad  | Year 6<br>World War Two   |
| <p>History of toys. Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time.</p> <p><b>Disciplinary focus: Similarities and differences. What were toys like in the past?</b></p> | <p>Significant people- Nurses? Understand the difference between significant and famous. Understand why Florence Nightingale is so significant to nursing – cleanliness and nutrition. Understand the challenges that Mary Seacole faced- racism, sexism. Understand Why Kitty Wilkinson was considered a local hero- cholera epidemic, hygiene. Was it right that Edith cared for ALL soldiers no matter who they fought for?</p> <p><b>Disciplinary focus: Evidential thinking- Who made the greatest contribution to nursing?</b></p> | <p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> | <p>The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths &amp; legends Roman roads Roman politics and government during the Republic</p> <p><b>Disciplinary focus: causation How did Rome become so powerful?</b></p> | <p>Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars</p> | <p>WW2- Why Britain entered a war with Germany in 1939. The importance of the war, key turning points and events and understanding the impact on our people, country and the world. The relevance of WW2 leaders. Countries that were allies of Britain Propaganda, Holocaust, Evacuation, home front The significance of Oscar Schindler How and why did Britain defeated Nazi Germany in the battle justifying their views The significance of this victory in terms of the final outcome of WW2.</p> |



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|  |  | <p>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</p> |  | <p>preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.<br/>Disciplinary focus: change/continuity. How was Baghdad connected with the rest of the world?</p> | <p>Disciplinary Focus- Causation: Why was it so important to win the Battle of Britain?</p> |
|--|--|---|--|--|---|

### Autumn 2

|  |  | Cradles of Civilisation  | The Roman Empire  | Anglo-Saxon struggle for the kingdom   |  |
|--|--|--|---|--|--|
|  |  | <p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were &amp; geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats<br/>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p> | <p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)<br/>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</p> | <p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo<br/>Disciplinary focus: change / continuity. How did Angles, Saxons and Jutes change Britain?</p> |  |



## History Progression Map



| Spring 1  |  |  |  |   |  |
|---|--|--|--|---|--|
| The Sinking of the Titanic  | Stone Age  | Indus Valley   | Roman Britain  | Vikings struggle for the kingdom  |  |
| <p>The Titanic. What do we already know about the Titanic and what can we work out from a picture?</p> <p>What was so special about the Titanic and what was life on board like?</p> <p>Why and how did the 'unsinkable' Titanic sink?</p> <p>How should we show the sinking of the Titanic?</p> <p>Why weren't more people saved from the Titanic?</p> <p>How did they stop a disaster like the Titanic happening again?</p> <p style="color: green;">Disciplinary focus: Evidential thinking. Why did the titanic sink?</p> | <p>Stone Age. Doggereland- how our ancestors came to Great Britain. Hunter gatherers- how Stone Age people lived. Pre-history – Tools, paintings- what this tells us about our ancestors. Skara Brae- how Stone Age people lived- houses, tools. Stonehenge- how it was built, craftsmen.</p> <p style="color: green;">Disciplinary focus: Evidential thinking? What was life like in the Stone Age?</p> | <p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)</p> <p>Craftsmanship, trade, barter</p> <p>Puzzles for historians, including rulers and religion</p> <p style="color: green;">Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p> | <p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture.</p> <p>Rebellions: Caractacus, Boudicca.</p> <p>Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p style="color: green;">Disciplinary focus: change/continuity What changed in Roman Britain?</p>   | <p>Vikings in Britain (1) Different 'English' kingdoms King Alfred of the Kingdom of Wessex – forerunners of English identity</p> <p>Viking navigation Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures.</p> <p style="color: green;">Disciplinary focus: change/continuity How did the Vikings change England?</p>                      |  |
| Spring 2  |  |  |  |   |  |
|   |  | Persia and Greece  | Christianity in three empires  | Norse Culture   |  |
|   |  | <p>Persia and Greece Start with ancient Persia and its empire to set geographical &amp; political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?</p> <p>Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p style="color: green;">Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>   | <p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.</p> | <p>Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history)</p> <p style="color: green;">Disciplinary focus: similarities What connections* and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, eg. trading and exploring, and</p> |  |



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|---|--|---|--|--|--|
|   |  |   | <p>2. Constantine and founding of Constantinople. 3. Fall of Rome in 5th century. 4. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture. 5. The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6. Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity.</p> <p>Disciplinary focus: similarity/difference How did rulers change Christianity</p> | <p>similarities with other cultures, e.g. sagas and ancient epics)</p>   |  |
| <b>Summer 1</b>   |  |   |  |  |  |
| <b>The history of flight. How did we learn to fly?</b>  | <b>Iron Age to Bronze Age</b>  | <b>Ancient Greece</b>   | <b>Arabia and Early Islam</b>  | <b>Vikings in Britain: Changing Rulers, Changing Worlds</b>  |  |
| <p>History of flight. Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order events on a timeline.</p> <p>Disciplinary focus: Change/ continuity. How did we learn to fly?</p> | <p>Iron Age- How much did life really change during the Iron Age and how can we possibly know?</p> | <p>Ancient Greece Athenian democracy and empire Art, culture &amp; learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc. Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</p> | <p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: causation Why did Islam spread so far and so fast?</p>   | <p>Vikings in Britain (2) Vikings and Christianity Guthrith Second Viking Age Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain’s ‘Second Viking Age’ up to 1066.</p> <p>Disciplinary focus: change/continuity How did Christianity change as it travelled?</p> |  |



# History Progression Map



| Summer 2 |  |  |   |  |  |
|----------|--|--|---|--|--|
|          |  | Alexander the Great  | Cordoba – The City of Light   | The Maya   | Slavery  |
|          |  | <p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation How did Alexander the Great conquer so much land?</i></p> | <p>Islamic civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference How did worlds come together in Cordoba?</i></p> | <p>This will use geography learned so far: how land and climate shape cultures; how cultures shape the land It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique.</p> <p><i>Disciplinary focus: evidential thinking How do we know about the ancient civilisations of central America?</i></p> | <p>Slavery/Justice<br/>What is freedom?<br/>Key trade routes that link Liverpool to the slave trade.<br/>Narrative of the Life of Olaudah Equiano.<br/>Transportation of slaves.<br/>Plantation life.<br/>Abolition.<br/>Controversy of slave trader influence on Liverpool.</p> <p><i>Disciplinary focus: change/continuity How did the slave trade change Liverpool?</i></p> |