



# St John's CE Primary School

## History Concept Ladder

### MONARCHY

Y6

World War II  
The Mayan Civilisation

Y5

Victorians  
Ancient Greece

Y4

Anglo-Saxons  
Vikings  
Ancient Egypt; Indus Valley;  
Shang Dynasty

Y3

The Roman Empire

Y2

Local History Study: Crossens

Y1

Our Queen

EYFS

Castles



# St John's CE Primary School

## History Concept Ladder

### CIVILISATION (SOCIETY AND CULTURE)

Y6	World War II The Mayan Civilisation
Y5	Victorians Ancient Greece
Y4	Anglo-Saxons Vikings Ancient Egypt; Indus Valley; Shang Dynasty
Y3	Stone Age, Bronze Age and Iron Age The Roman Empire
Y2	History of Toys Local History Study: Crossens Transport: History of Flight
Y1	Our Queen Transport: History of the motorcar The Great Fire of London
EYFS	Family – past and present Important people Castles Transport



# St John's CE Primary School

## History Concept Ladder

### EMPIRE

Y6

Y5

Y4

Y3

Y2

Y1

EYFS

Victorians  
Ancient Greece

Ancient Egypt; Indus Valley;  
Shang Dynasty

The Roman Empire

Our Queen



# St John's CE Primary School

## History Concept Ladder

### POWER

Y6

World War II

Y5

Victorians  
Ancient Greece

Y4

Ancient Egypt; Indus Valley;  
Shang Dynasty

Y3

The Roman Empire

Y2

Y1

Our Queen

EYFS



# St John's CE Primary School

## History Concept Ladder

### INVENTION

Y6

The Mayan Civilisation

Y5

Victorians  
Ancient Greece

Y4

Y3

Stone Age, Bronze Age and Iron  
Age  
The Roman Empire

Y2

History of Toys  
Transport: History of Flight

Y1

Transport: History of the  
motorcar

EYFS

Transport



# St John's CE Primary School

## History Concept Ladder

### SETTLEMENT

Y6

The Mayan Civilisation

Y5

Ancient Greece

Y4

Anglo-Saxons  
Vikings  
Ancient Egypt; Indus Valley;  
Shang Dynasty

Y3

Stone Age, Bronze Age and Iron  
Age  
The Roman Empire

Y2

Y1

EYFS



# St John's CE Primary School

## Historical Concepts

### MONARCHY

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Titles of the monarchy (king, queen, prince, princess), kingdom.</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Queen Elizabeth II and the Royal Family.</li> <li>• Understand a monarch's responsibilities (including parliament).</li> <li>• Understand the concept of nation and how a nation's history is important.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Introduction to Queen Victoria and her relevance today.</li> <li>• Compare Queen Victoria to Queen Elizabeth I.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Explore the role of Boudicca – a contrasting monarch.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Understand the roles and impact of Alfred the Great and Edward the Confessor during Anglo-Saxon/Viking era.</li> <li>• Explore who Cleopatra was and her role as a monarch.</li> <li>• Know what a Pharaoh is and how their role differs to a King/Queen.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Queen Victoria and her influence on modern Britain.</li> <li>• Alexander the Great's impact on the world.</li> <li>• Identify the changes in how a country is run over time, including the concept of democracy and parliament.</li> <li>• Identify the advantages and disadvantages of a monarchy in comparison to other types of government (oligarchy and democracy).</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• King George VI's role during WW2 compared to Winston Churchill.</li> <li>• Explore what a dictatorship is.</li> </ul>

### CIVILISATION (SOCIETY AND CULTURE)

<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Show interest in the lives of other people who are familiar.</li> <li>• Talk about what they do with their family and places they have been.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about significant events from their own experiences.</li> <li>• Explore significant individuals: Guy Fawkes and Florence Nightingale.</li> <li>• Understand what transport we use today and in the past.</li> <li>• Look at castles from the past and present.</li> </ul>
-------------	--

Y1	<ul style="list-style-type: none"> <li>• Begin to understand British values by exploring the way our country is run.</li> <li>• Understand how transport – specifically cars – has changed over time.</li> <li>• Explore a significant event (the Great Fire of London) and discuss why it is remembered today. Discuss the impact on modern life.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Understand how toys have changed over time, considering what life was like using primary sources.</li> <li>• Use sources to decipher what life used to be like in our local area (school and Crossens).</li> <li>• Understand how transport – specifically flight – has changed over time and consider what may happen in the future.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• Think about what life was like in the Stone, Bronze and Iron Ages using different sources of evidence. Compare how these Ages were similar/different.</li> <li>• Understand what a Hunter-Gatherer is.</li> <li>• Explore the impact of religion, art and culture during the Stone, Bronze and Iron Ages.</li> <li>• Explore the lasting legacies of the Romans.</li> <li>• Experience what it was like to be a Roman soldier.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>• Understand what modes of transport the Anglo-Saxons used.</li> <li>• Understand what Anglo-Saxon/Viking crime and punishment looked like. Compare to modern day justice system.</li> <li>• Use primary sources to decipher what Viking life was like.</li> <li>• Understand what Danegeld was and how it affected people.</li> <li>• Understand what life was like in an ancient civilisation: Egypt, Indus Valley, Shang Dynasty.</li> <li>• Explore the importance of the River Nile.</li> <li>• Explain the significance legacies such as hieroglyphics and the pyramids during Ancient Egypt.</li> <li>• Consider the importance of the discovery of Tutankhamun.</li> <li>• Explore how Cleopatra’s reign and the social pyramid affected people in Ancient Egypt.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Enquire how our local area (Crossens and Southport) has changed over time. Know how to identify Victorian features.</li> <li>• Use primary and secondary sources to find out about Victorian Southport.</li> <li>• Explain why seaside holidays gained popularity during the Victorian era in relation to Southport and surrounding coastal towns (e.g. Blackpool). Compare with seaside holidays today.</li> <li>• Understand the significance of the Mexican Lifeboat Disaster, considering the local and national impact.</li> <li>• Explore whether the Industrial Revolution was a benefit or hindrance to Southport.</li> <li>• Understand what life was like for different people in Ancient Greece – focusing on slaves/peasants.</li> <li>• Consider the impact of the Olympics, making comparisons between the modern and ancient games.</li> <li>• Explore other lasting legacies of the Ancient Greeks on the western world: myths/legends, philosophy, and government.</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Understand what life was like during WW2: the Blitz, evacuation, rationing, VE Day.</li> <li>• Consider what life would have been like for the Jewish community in WW2.</li> </ul>



- Understand the concept of propaganda.
- Understand the impact of WW2 and how Britain was rebuilt.
- Use primary and secondary sources to find out how the Ancient Mayan civilisation lived.

## EMPIRE

- Y1**
- Begin to understand what the British Empire is and what it means.

- Y3**
- Understand what the Roman Empire was and
  - Identify the key reasons for the growth of the Roman Empire by AD 55.
  - Explain why the Roman Empire was successful.
  - Understand the fall of the Roman Empire.

- Y4**
- Compare a dynasty to an empire. (A dynasty is ruled by a series of rulers from the same family. On the other hand, an empire is ruled by an emperor or empress).

- Y5**
- Identify the British Empire in the Victorian era and the reason for its growth.
  - Discuss how the British Empire has changed and why.
  - Understand how the British Empire impacted trade (ie. Queen Victoria was also Empress of India, which meant products such as spices were transported to the UK).
  - Use knowledge of the Roman Empire from Y3 to explain why the Ancient Greeks were overthrown by the Roman Empire.

## POWER

- Y1**
- Understand individuals who hold power in our country and what this means for us.
  - Understand the role of the monarchy and parliament and how this affects decision-making.

- Y3**
- Explore Julius Caesar's role in leading the Roman Empire.
  - Understand why he was successful as a leader.
  - Begin to understand what a dictator is.

- Y4**
- Explore powerful individuals in Ancient Egypt, Indus Valley and Shang Dynasty.
  - Understand the social pyramid of the Egyptians with the Pharaoh at the top and slaves/peasants at the bottom.

- Y5**
- Consider the reasons why the Roman Empire was more successful/powerful than the Ancient Greeks.
  - Explore Queen Victoria's reign in Britain and the impact she had.
  - Further explore social pyramid in relation to governance during Ancient Greeks – men were more powerful than women, slaves and foreigners. Compare with today.

- Y6**
- Understand why wars happen and how we can use this to understand and prevent future wars.
  - Understand the causes of WW2 and who the allies and axis powers were.
  - Compare Adolf Hitler and Winston Churchill as leaders.

## INVENTION

<b>EYFS</b>	<ul style="list-style-type: none"> <li>Identify types of transport from the past and present.</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>Explore the invention of the motor car and how it has developed over time.</li> <li>Identify similarities and differences in transport over time.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>Understand how inventions have changed toys in living memory.</li> <li>Place inventions in order, providing reasons for their choices.</li> <li>Explore the Wright brothers' invention of the aeroplane.</li> <li>Compare Flyer II to a modern day aeroplane.</li> <li>Discuss the advantages and disadvantages of modern day air travel.</li> <li>Discuss progress in space travel and consider how this may change in the future.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>Explore inventions by the Romans through primary sources and consider their impact on modern life.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>Explore Victorian inventions using primary and secondary source.</li> <li>Consider the impact of the Industrial Revolution.</li> <li>Consider which Victorian invention they believe has had the most influence, providing reasons.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>Consider how WW2 impacted the production of inventions and the reasons behind this.</li> <li>Understand how ancient civilisation inventions continue to have an impact on modern life.</li> </ul>

## SETTLEMENT AND INVASION

<b>Y3</b>	<ul style="list-style-type: none"> <li>Explain that invaders are an army or country that uses force to enter and take control of another country.</li> <li>Explain that settlers are a person or group of people who arrive, especially from another country, in a new place in order to live there and use the land.</li> <li>Invasion and settlement of the Roman Empire – including successful and unsuccessful invasions.</li> <li>Understand why settlers choose to settle in a particular area.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>Begin to understand how historians have found evidence of ancient civilisation settlement.</li> <li>Explore settlements of ancient civilisations: Egyptians, Indus Valley, Shang Dynasty.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>Identify where the Ancient Greeks settled and why.</li> <li>Use this knowledge to consider why the Ancient Greeks succeeded for a long period of time.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>Understand how we know the Mayan civilisation existed and how they lived.</li> <li>Analyse sources related to settlement to make conclusions on how the Mayans lived.</li> </ul>