



CUSP History Mixed Year Group Progression Map

SUBSTANTIVE CONCEPTS							
COMMUNITY		KNOWLEDGE		INVASION	CIVILISATION	POWER	DEMOCRACY
Year 1/2 Cycle A		Year 1/2 Cycle B		Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
AUTUMN	Events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	Changes within living memory COMMUNITY KNOWLEDGE Nationality, Rights, Society	Britain's settlement by Anglo-Saxons and Scots INVASION POWER COMMUNITY Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King	Stone Age Bronze Age Iron Age KNOWLEDGE COMMUNITY POWER Settlement, Belief, Conflict, Trade, Trade routes	How did conflict change our local area in WW2 Local history study POWER INVASION DEMOCRACY COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley	Ancient Greece (Myths, Legends, Culture) POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	
SPRING	Significant historical events, people and places in our locality COMMUNITY KNOWLEDGE POWER Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement	Lives of significant people KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor INVASION POWER COMMUNITY Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	Rome and its impact on Britain INVASION POWER CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	Windrush Generation COMMUNITY DEMOCRACY POWER Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	Compare non-European society with Anglo-Saxons (Maya or Benin) CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	
SUMMER	Revisit events beyond living memory COMMUNITY POWER KNOWLEDGE DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	More lives of significant people KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	Achievements of an ancient civilisation Egypt or Shang Dynasty CIVILISATION KNOWLEDGE POWER INVASION Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave		Ancient Greece (Place in time) POWER DEMOCRACY KNOWLEDGE CIVILISATION Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	Five Significant Monarchs POWER INVASION DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law or Battle of Britain POWER INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom Laws, Military, Parliament, Prime Minister, Rights, War	
DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN							
Historical enquiry							
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance		



CUSP History Mixed Year Group Progression Map

Examples of Cumulative End Goals – By the end KS1 Cycle 1 (Year 2 content)

	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:
Events beyond living memory (Great Fire of London)	<ul style="list-style-type: none"> knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury 	<ul style="list-style-type: none"> knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways 	<ul style="list-style-type: none"> knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary 	<ul style="list-style-type: none"> knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> knowing and explaining how their local area was shaped by events and people knowing and explaining what life was like in the community of London over 300 years ago 		<ul style="list-style-type: none"> knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire 	<ul style="list-style-type: none"> knowing that in the past, people in power were not always chosen by the people knowing that the way people ruled has changed over time
Significant historical events, people, places in our locality	<ul style="list-style-type: none"> knowing and explaining how the community and place they live has been shaped by significant past events and people 			<ul style="list-style-type: none"> explaining that democracy is a fair way of deciding who should be in charge



CUSP History Mixed Year Group Progression Map

Examples of Cumulative End Goals – By the end of KS1 Cycle 2 (Year 1 content)

	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 	<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 	<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
The lives of significant people (Mary Anning and David Attenborough)	<ul style="list-style-type: none"> knowing and explaining how their local area changed 	 Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake	<ul style="list-style-type: none"> 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 sometimes people are not treated fairly
More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)				



CUSP History Mixed Year Group Progression Map

Examples of Cumulative End Goals – By the end of LKS2 Cycle 1 (Year 4 content)

	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 	<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 technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt 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 	<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 knowledge of metalwork also inspired jewellery and personal items 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 Ramses 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



CUSP History Mixed Year Group Progression Map

Examples of Cumulative End Goals – By the end of LKS2 Cycle 2 (Year 3 content)

	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 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 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 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 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 					



CUSP History Mixed Year Group Progression Map

Examples of Cumulative End Goals – By the end of UKS2 Cycle 1 (Year 6 content)

	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 the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Benin 	<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 and Ancient Greece 	<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, such as early democracy in Athens
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 	<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 what caused leaders to invade other places, including to defeat and control enemies, such as Queen Elizabeth I's war with Spain or Ancient Greek conflict with the Persians 	<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 	<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 or Sparta
Ancient Greece Place and time	<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 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 knowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece 	<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 or Battle of Marathon or Salamis 	<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 or Ancient Greeks 	<ul style="list-style-type: none"> knowing and explaining that the power to change things doesn't guarantee success – Hitler's decision to start the Second World War 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



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Examples of Cumulative End Goals – By the end of UKS2 Cycle 2 (Year 5 content)

	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 Myths, Legends and Culture	<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
Battle of Britain or Five Significant Monarchs						<ul style="list-style-type: none"> knowing and explaining about hierarchies within communities, kingdoms and civilisations