



History Progression of Knowledge and Skills

To enable all our children to lead physically and mentally healthy lives, ensuring every child THRIVES in their learning during their time at Broughton Community Schools.

Year group	Knowledge			Skills		Local History
	Cause and consequence	Time, change and chronology	Historical significance	Historical enquiry	Source reliability and interpretation	
Early Years		<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>Enjoys joining in with family customs and routines</p> <ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 		<p>Look at changes from birth until now- sequence their baby photos</p> <p>Look at their timeline each month</p>	<p>Look at changes in school/ toys/ clothing/ photographs</p>	<p>Walk around the local area and look at the changes of the school through photographs.</p>
Year 1	<ul style="list-style-type: none"> • The fire started in a bakery and it spread quickly because the houses were close together and made of wood. • Because the fire spread quickly, many people lost their homes. • Because of the fire, houses were rebuilt using brick. <p>→ Revisit toys past and present</p> <p>→ Revisit changes in Childhood Toys</p> <ul style="list-style-type: none"> • Because batteries were invented, toys can move and make sounds. • Toys are made from plastic rather than metal or wood so they are more colourful and there is more variety 	<p>→ Revisit simple language: past, present, then, now</p> <ul style="list-style-type: none"> • Use simple language; before, after, long ago • Order important events from the Great Fire of London in the correct order on a timeline (not using dates) e.g; fire starts, fire spreads - demonstrate that this was over a few days using a larger gap on the timeline- , fire stops • Houses were rebuilt using brick and the streets became wider • Identify toys that belong to the past and toys that belong to the present • Order toys from different times from past to present on a timeline (not using dates) • Use simple language, past, present, then, now • Recognise that toys from the past are different from today: what toys look like, the materials used, how toys move and make sounds 	<ul style="list-style-type: none"> • Homes were built more safely and changed how London was built. • We can understand the events clearly because of Samuel Pepys diary. • Talk about why toys from living memory matter, using examples from parents or grandparents. • Explain why certain toys changed the way children played. 	<p>Ask simple questions about the past.</p> <p>Explore the past through teacher-led activities using stories, pictures, or objects.</p> <p>Sequence 2–3 events or objects in chronological order (e.g., older to newer items).</p>	<p>Observe and describe what simple sources (e.g., photos, objects, or stories) show (e.g., “This picture has old clothes”).</p> <p>Recognise sources as ways to learn about the past.</p>	<p>How do our grandparents or parents play differently than how we play today?</p> <p>Why are houses in our area safer now than houses in London long ago?</p>

<p>Year 2</p>	<ul style="list-style-type: none"> • Neil Armstrong, Rosa Parks and Amelia Earhart are all significant figures in history because they were the first to achieve extraordinary historic firsts. • Amelia Earhart was the first woman to fly solo across the Atlantic. She became a significant person. As a consequence, she inspired people, more women wanted to become pilots. • Rosa Parks was one of the first black women to stand up for equal rights. As a consequence of her refusal to move from her bus seat, people boycotted the bus and the rules were made fairer for everyone. • Neil Armstrong was the first person to walk on the moon. As a consequence of the successful moon landing, people knew that space travel was possible and we learnt new things about space and other planets. <p>→ For the cohort 2025/26 - Revisit Queen Victoria and Victorian schooling.</p> <ul style="list-style-type: none"> • Henry VIII - Cause (why something happened): Henry wanted a son to be king after him. The Pope (head of the Catholic Church) said "no" to his divorce. Consequence (what happened next): Henry made himself head of the Church of England. • Elizabeth I made one main church for England so people stopped fighting as much about religion. Elizabeth I built up England's navy (ships) so England was better protected from enemies. Elizabeth I supported plays and writers so people enjoyed stories and plays, like Shakespeare's. • Charles III - Cause (why something happened): Charles became king because Queen Elizabeth II, his mother, died. People wanted a smooth transfer of power. Consequence (what happened next): Britain got a new monarch without any fighting. Charles leads royal events and continues the monarchy's work today. 	<ul style="list-style-type: none"> • Order the historic firsts for each of the significant figures on a timeline (not using dates) and use simple language to explain the order they happened (first, next, then, after) • Amelia Earhart lived first (early 1900s). • Rosa Parks lived after Amelia Earhart (mid 1900s). • Neil Armstrong lived later and went to the Moon in 1969. <p>→ Revisit chronology. Henry VIII lived over 500 years ago (he was king from 1509–1547). Henry VIII came a long time before Charles III. Elizabeth I was Henry VIII's daughter.</p> <ul style="list-style-type: none"> • Queen Elizabeth I and King Charles III are not directly related, but they are from the same royal family. Queen Elizabeth I had no children, so when she died, the crown passed to her cousin's family in Scotland. That family later became the kings and queens of England, and King Charles III comes from that same family line. So, even though they lived hundreds of years apart, they are connected through the royal family tree • Charles III is king today (he became king in 2022). 	<ul style="list-style-type: none"> • Talk about why these figures and what they did were significant in history. • Neil Armstrong was the first human to walk on the Moon in 1969. This showed major advances in science and technology and marked an important moment in space exploration during the Space Race. • Rosa Parks' actions helped challenge racial segregation in the United States. • Amelia Earhart changed attitudes towards women in aviation. She broke records as a pilot and showed that women could succeed in areas that were traditionally dominated by men, inspiring future generations. <ul style="list-style-type: none"> • Henry VIII changed the religion in England by creating the Church of England. He is famous for having six wives. Why this matters: His decisions affected everyone in England at the time. The Church of England still exists today. • Charles III is the current king of the United Kingdom. He represents the royal family and traditions that continue today. He works on causes and charities (like the environment) that affect people now. • Queen Elizabeth I is important today because she helped make England strong, supported the Church of England, loved plays like Shakespeare's, and showed that women can be great leaders. 	<p>Ask more targeted questions (e.g., "How was this used?" or "Why did this happen?").</p> <p>Use a broader range of sources (e.g. pictures, simple texts, or oral accounts) with guidance.</p> <p>Sequence events or objects on a basic timeline with support.</p>	<p>Identify basic differences between sources, e.g. sources may not be accurate and may be from someone's opinion.</p> <p>Understand that sources provide information about the past (e.g., "This letter tells us what someone did").</p>	<p>In 1529, King Henry VIII declared Aylesbury the county town of Buckinghamshire and local tradition holds that Henry VIII visited the historic King's Head Inn.</p>
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<p>Year 3</p>	<ul style="list-style-type: none"> • People from the Stone Age needed tools to survive—to hunt animals, cut wood, and prepare food. This meant they could catch food easily and protect themselves. • People from the Stone Age began farming because they wanted more control over their food source and they wanted to settle in communities. • People from the Stone Age built homes because they needed shelter. • People from the Bronze Age discovered how to make Bronze (mixing tin and copper) and used this to make tools or weapons because Bronze was stronger than stone. This meant that farming and hunting became easier and settlements were safer. • Significant monuments were built during the Bronze age, e.g. Stonehenge • People from the Iron Age made tools and weapons from iron because iron was stronger and more durable than bronze. This meant farming improved. • People from the Iron Age built hillforts because they wanted protection and power and strengthened communities. <ul style="list-style-type: none"> • The Romans invaded Britain because they wanted to conquer new lands and take valuable natural resources (tin, lead, gold and fertile land) • Battles happened between the Romans and the Celts because people resisted the Romans (Boudica). • The Romans stayed in Britain for a long time which meant their culture, buildings and laws influenced Britain today. • They Brought New Technology and Architecture. Built roads, towns, aqueducts, public baths, and underfloor heating. 	<p>→ Revisit simple language: past, present, then, now, before, after, long ago.</p> <ul style="list-style-type: none"> • Use simple language to describe time; chronological order, age • Know the chronological order of Stone Age, Bronze Age, Iron Age. • Know that Stonehenge was built in the early Bronze Age • Identify and describe the key changes in tools, farming and settlements from the Stone Age to the Iron Age. <ul style="list-style-type: none"> • Place key events in chronological order; Roman Emperor Julius Caesar (55BC and 54 BC) failed attempt of Britain, Emperor Claudius' successful invasion (43 AD) , Boudica's revolt (43 AD). • Describe how life in Britain changed because of the Romans, focus on roads, towns, democracy. 	<ul style="list-style-type: none"> • Explain why the period from Stone Age to Iron Age is important in British History, focussing on developments in tools, farming and communities. • Can talk about how developments in tools, farming and settlements changed how people lived <ul style="list-style-type: none"> • Julius Caesar, Emperor Claudius and Boudica are significant people. • Explain that Boudica's revolt was significant because it nearly drove the Romans out of Britain. • Explain why the Roman Invasion was significant for life in Britain today. 	<p>Pose questions to guide investigations (e.g., "What was life like back then?").</p> <p>Use primary and secondary sources (e.g., artifacts, illustrations, or texts).</p> <p>Create simple timelines to show the order of events or periods.</p>	<p>Compare sources to identify similarities and differences (e.g., "This artifact shows a tool, and this text explains its use").</p> <p>Make simple inferences about the past (e.g., "This picture suggests people worked hard").</p>	<p>The Roman Road - Aston Clinton</p> <p>Study the route of Watling Street and other Roman roads.</p>
<p>Year 4</p>	<p>→ Roman invasion of Britain for rich and fertile land</p> <ul style="list-style-type: none"> • The Anglo-Saxons came to Britain to escape conflict and for the rich and fertile land. • As a result England was divided into small kingdoms (Wessex and Mercia) which created strong local identities. Their rule shaped early English society (culture - music and art) and influenced place names • The Vikings came to Britain for fertile land, wealth and trade. They attacked monasteries and towns because these were rich and often undefended. • As a result, towns like York became important Viking settlements. They influenced English culture, laws, and language. They led to more fortified towns and castles in England to protect against raids. <ul style="list-style-type: none"> • Ancient civilisations were established along the equator and near water because they provided the essential resources necessary for early human survival (fertile soil, trade and transport). In Ancient Egypt they lived alongside the river Nile which flooded every year, leaving fertile soil. As a consequence, people could grow lots of crops, which led to food surplus and the growth of villages and towns. 	<ul style="list-style-type: none"> • Understand where the Anglo-Saxon and Viking rule is placed on the timeline in relation to Stone Age, Bronze Age, Iron Age and the Romans. • Place major events in chronological order; Invasion of Anglo-Saxons, Invasion of Vikings, Battle of Hastings (1066). <ul style="list-style-type: none"> • Understand where Ancient Egypt is placed on the timeline, in relation to Stone Age, Bronze Age, Iron Age, Anglo-Saxons and Romans. • Know that Ancient Egyptian civilisation began 3100 BC and lasted for 3,000 years. 	<ul style="list-style-type: none"> • Explain how the Anglo-Saxons shaped early England by creating kingdoms, villages, and farms. • Explain that they developed laws, language (Old English), and culture that influenced modern England. Many place names in England come from Anglo-Saxon words (e.g., "-ham" and "-ton"). They set the foundations for future English society, including the monarchy. • Explain how the Vikings changed life in Britain through raiding, trading, and settling. They helped grow towns and trade routes, e.g., York became a major Viking city. • Explain that they influenced laws, language, and culture in the areas they settled. <ul style="list-style-type: none"> • Explain why Ancient Egypt is an important period in history for their key achievements; building pyramids and tombs, developing writing (hieroglyphics), religion and beliefs. 	<p>Use a range of sources (e.g., artifacts, written records, or images) to answer questions.</p> <p>Construct timelines with key dates and events, showing some understanding of periods.</p>	<p>Analyse the purpose and audience of sources (e.g., "This was written to persuade people").</p> <p>Discuss reliability by considering context and motives (e.g., "This letter might be biased because it was written by a leader").</p>	<p>Map local place names ending in -ham, -ton, -bury, -wick (e.g., Buckingham, Aylesbury) and discuss their Anglo-Saxon or Viking origins.</p>

	<ul style="list-style-type: none"> In Ancient Egypt, Pharaohs (Tutankhamun, Khufu) wanted grand tombs to show their power and protect them in the afterlife. As a consequence, the Egyptians became skilled builders and engineers, leaving famous monuments like the Great Pyramid of Giza. The Ancient Egyptians believed in many gods (Ra, Anubis) and an afterlife so they created temples, rituals, and mummification, which shaped their daily life and culture. 					
Year 5	<ul style="list-style-type: none"> Ancient civilisations were established along the equator and near water because they provided the essential resources necessary for early human survival (fertile soil, trade and transport) The Shang lived alongside the Yellow River because it provided fertile soil for growing crops. The Shang were skilled in making Bronze weapons and tools which gave them an advantage when fighting enemies. As a result there was advancement in daily life and warfare. The Shang had a clear social structure with kings, nobles, warriors, farmers, and slaves. One significant figure was Queen Fu Hao who is known for leading armies, serving as a high priestess and holding significant political power The Shang believed in ancestor worship and used rituals to speak to spirits. The Shang invented early writing using symbols on bones and turtle shells (called oracle bones). The geography of Greece (mountains, islands and seas) separated people into city-states (like Athens and Sparta) and encouraged trade and travel. The people in Athens wanted a say in how their city was run. As a consequence, citizens could vote and take part in decision-making and the first form of democracy in the world. The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today. The Greeks built structures like the Parthenon. Their styles of architecture (Doric, Ionic, Corinthian) influenced buildings all over the world, including in the UK. Hippocrates was a doctor in ancient Greece and taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today. Ancient Greece developed theatre – with tragedies and comedies still performed today. They built amazing amphitheatres and created art that celebrated the human body and storytelling. The ancient Greeks had a strong belief system and used the gods to explain key events and behaviours (Zeus - thunder and lightning, Poseidon - the seas, Aphrodite - love). This influences the way the Ancient Greeks lived their lives and stories and myths were written 	<ul style="list-style-type: none"> Understand where Shang Dynasty is on a timeline, alongside other periods they have studied (e.g. Stone Age, Ancient Egypt, Romans, etc.). The Shang Dynasty lasted from around 1600 BCE to 1046 BCE. Understand where Ancient Greece is on a timeline, alongside other periods they have studied (e.g. Shang Dynasty, Ancient Egypt and Romans, etc.). The Olympic Games were first held in 776 BC. 	<ul style="list-style-type: none"> Explain why the Shang Dynasty is an important period in Chinese history, focussing on their key achievements, such as; early writing system, bronze tools and weapons, development of farming, religious beliefs and rituals. Explain why Ancient Greece is an important period in world history, focussing on their key achievements, such as; Olympic games, democracy, medicine, architecture, theatre and beliefs. 	<p>Begin to ask their own historically valid questions, such as: <i>What changed and what stayed the same? Why did this event happen? What was important about this person/place?</i></p> <p>Select and combine multiple sources to build evidence-based answers.</p> <p>Use timelines to show relationships between events or periods with greater precision.</p>	<p>Analyse sources for detailed insights, identifying bias and perspective (e.g., "This text favors one group, showing their viewpoint").</p> <p>Synthesise information from different source types (e.g., written, visual, archaeological) to form interpretations.</p> <p>Evaluate reliability by considering context, purpose, and limitations (e.g., "This source is reliable for facts but not opinions because it's official").</p> <p>Cross-reference sources to assess accuracy (e.g., "This artifact supports what this text says").</p>	<p>Paralympics started in Stoke Mandeville, Aylesbury.</p>

to explain their significance and teach lessons.

lessons.

- The Oba provided strong and organized leadership, which helped the kingdom grow and become wealthy.
- Benin's location near rivers allowed them to trade goods like ivory, pepper, and later with Portuguese, which made the kingdom rich.
- The people of Benin were skilled bronze craftsmen, which increased their fame and wealth.
- Many people from Benin were captured and sold as part of the transatlantic slave trade which caused population loss and weakened local communities. It is also caused Benin to establish trade networks as the kingdom was involved in the slave trade.
- Britain wanted control of trade and resources. This meant that Benin lost its independence and the kingdom was looted by the British.
- Explain why the war began: The Treaty of Versailles left Germany humiliated and in debt which caused resentment and Hitler to rise to power. The Great Depression after World War I caused resentment and Hitler to rise in power. The rise of Hitler and the Nazi Party meant Germany began to invade countries. Failure of the appeasement meant Hitler gained confidence to invade countries, including Poland. Germany invaded Poland which caused Britain to declare war.
- Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

- The Ancient Kingdom of Benin existed in what is now southern Nigeria. It began at the same time as the end of the Vikings. It ended in 1897.
- Explain the chronological order of how the Ancient Kingdom of Benin began.
- The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.
- The Battle of Britain was a major air campaign fought over southern Britain in 1940.
- D-Day was 6th June 1944.
- People in Britain celebrated VE day on 8th May 1945.
- Countries like Germany, Poland, and Japan were affected by occupation or loss of territory.
- The United Nations was formed after the war to promote peace.

- Benin was ruled by the Oba (king). The Oba controlled trade, the army, and religion, showing how well organised the kingdom was.
- In 1897, the British invaded Benin, destroyed the city, and looted many treasures. Today, the Benin Bronzes are in museums around the world and help us understand Benin's culture.
- World War 2 (1939–1945) was one of the most important events of the 20th century. Its significance can be understood in terms of its impact on people, countries and the world today.
- The Axis Powers were led by Germany's Adolf Hitler. The Allied Powers were led by Great Britain's prime ministers Neville Chamberlain and then Winston Churchill.
- The Battle of Britain was a turning point in World War II because the RAF's victory prevented a German invasion.

Frame historically valid questions such as: *Why did this happen? What were the consequences? What was it like for different people at the time? How do we know about it today?*

Create detailed timelines showing connections between events or themes across time.

Interpret complex sources to uncover deeper meanings, analysing bias, purpose, and perspective (e.g., "This propaganda shows how people were influenced").

Use multiple sources to build a cohesive understanding, identifying discrepancies (e.g., "This source contradicts others").

Critically evaluate reliability by cross-referencing and assessing context (e.g., "This account is less reliable because it contradicts official records").

Make reasoned judgments about trustworthiness, considering motives and limitations (e.g., "This emotional diary might exaggerate but provides personal insight").

Bletchley Park Evacuees in Aylesbury

