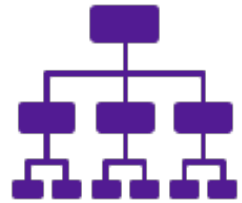


History Progression 2026-2027

History Big Ideas:



Legacy

Understanding what the past has left behind and how it continues to shape our lives today.



Society

Understanding how people lived and organised themselves, and how societies changed over time.



Invasion

Understanding how and why people entered other lands by force, and how invasions changed the people, places and societies involved.



Monarchy

Understanding how kings and queens have ruled countries, how they gained and used their power, and how the role of monarchy has changed over time.



Empire

Understanding how powerful states expanded their control over other lands and peoples, and how empires were built, governed and changed over time.

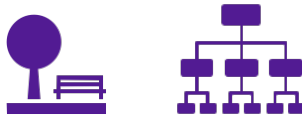
Geography Concepts:

 Chronology Putting events in the correct order to understand when they happened in history.	 Significance Understanding why something is important in history and how it impacts life today.	 Similarity and difference Comparing different things to find how they are the same and how they are different.	 Cause and consequence Knowing why events happened and what happened as a result.
 Historical enquiry Looking at different sources to find out more about the past.	 Change and continuity Understanding how some things change over time and some things stay the same.	 Interpretations Looking at different viewpoints about the same historical event to understand it in different ways.	

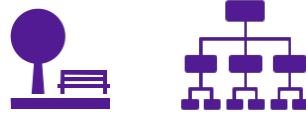
Year 1

	Topic 1	Topic 2	Topic 3
	How have toys changed over time? 	What was life like when important queens ruled? 	Why is Old Sarum an important place? 
Key knowledge	• To know that children have played with toys for thousands of years and that toys have changed over time. • To know that toys from the past were often made from materials such as wood, metal, cloth and clay, and were usually moved by hand. • To understand that changes in materials and technology have changed how toys are made and used. • To know that modern toys are often made from plastic and can include electronic features. • To understand that modern toys are often made using machines. • To understand that some toys have remained popular across generations, even though their designs and materials have changed, such as teddy bears and scooters.	• To know that Queen Elizabeth I and Queen Victoria ruled Britain at different times and to understand the order in which they reigned. • To know roughly when Elizabeth I and Queen Victoria reigned and how long ago this was. • To understand why Elizabeth I and Queen Victoria are remembered as important queens. • To know that life was very different for people during Elizabeth I's reign compared with Queen Victoria's, including differences in homes, transport, clothing, work and entertainment. • To know at least one significant change that took place during each queen's reign. • To understand that the power of the monarch changed over time and that Queen Elizabeth I had much greater power than Queen Victoria.	• To know that a castle was a protected home for an important person, such as a lord or king. • To understand that castles were built to protect people and important places from attack and invasion. • To know that castles used features such as moats, drawbridges, thick walls and high locations to make them easier to defend. • To know that William the Conqueror built a castle at Old Sarum. • To understand that Old Sarum is important because people lived there a long time ago and we can still see what is left of their castle and other buildings today. • To understand that castles are no longer needed for defence, but places such as Old Sarum are still important because they help us learn about the past.

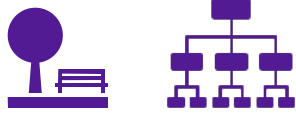
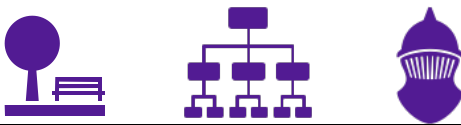
Year 2

	Topic 1	Topic 2	Topic 3
	What was the Great Fire of London? 	Why is Rosa Parks famous? 	What's so important about the moon landing? 
Key knowledge	• To know that the Great Fire of London began on 2 September 1666 in Thomas Farriner's bakery on Pudding Lane and is believed to have started when a spark from the oven set fire to the building. • To understand that the fire spread quickly because many buildings in London were made from wood and the buildings were built close together. • To know that people tried to put the fire out but were initially unsuccessful. • To know that King Charles II ordered buildings to be pulled down to stop the fire from spreading. • To understand that the Great Fire destroyed a large part of London, including thousands of homes, many churches and important buildings. • To know that the fire lasted for four days before it was finally brought under control. • To understand that the Great Fire changed London, including the way buildings were designed and how the city was rebuilt.	• To know that Rosa Parks refused to give up her seat to a white passenger on a bus in Montgomery, Alabama, in 1955. • To understand that Black people faced racial discrimination and unfair treatment in many parts of the USA at this time. • To know that Rosa Parks was arrested after refusing to give up her seat and that news of her arrest helped bring attention to the unfair treatment of Black people. • To understand that Rosa Parks had already been working to challenge racial discrimination before the bus incident. • To know that many other people were also working for equal rights, including members of the NAACP and people involved in the Montgomery Bus Boycott. • To understand that the Montgomery Bus Boycott showed how people could work together to challenge unfair treatment. • To understand that Rosa Parks became famous because her actions became an important part of the fight for equal rights.	• To know that in 1969, three astronauts — Neil Armstrong, Buzz Aldrin and Michael Collins — travelled to the Moon as part of the Apollo 11 mission. • To know that the astronauts carried out experiments and collected samples of rocks and dust from the Moon's surface. • To know that the astronauts left an American flag and a plaque on the Moon. • To understand that travelling to the Moon was a dangerous and difficult achievement that required new technology, careful planning and teamwork. • To understand that the Moon landing was important because it showed that humans could travel to another world and explore it. • To understand that people have continued to explore space since the Moon landing, discovering more about the Moon, our solar system and beyond.

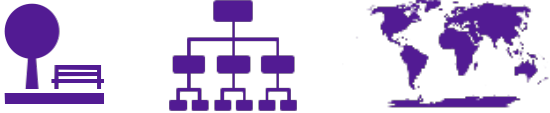
Year 3

	Topic 1	Topic 2	Topic 3
	How much did life change from the Stone age to the Iron age? 	What did the Ancient Egyptians achieve? 	How did the Roman invasion impact Britain? 
Key knowledge	- To know that early humans used simple stone tools to survive and were hunter-gatherers who travelled around to find food. - To know that farming began around 4,000BC, which led to the first permanent human settlements. - To understand that Stonehenge was built during this time, using large stones which were moved from Wales to Wiltshire using logs. This would have been a huge effort for people at the time. - To understand that historians are not certain about why Stonehenge was built but many speculate that it was for religious purposes or for tracking the seasons. - To know that the Bronze Age signified a shift from using stone tools and weapons to bronze. People also began to trade bronze and other goods. - To know that eventually, humans transitioned to using Iron tools because they were stronger and easier to make. - To know that during the Iron Age, tribes lived in settlements and had leaders. Many tribes lived on hill forts, which were built for protection.	- To know that Ancient Egypt was a civilisation that lasted for thousands of years, from around 3100 BC until it became part of the Roman Empire in 30 BC. - To understand how the River Nile supported the development of Ancient Egyptian civilisation. Its annual flooding created fertile soil for farming, while the river provided water, food and a route for travel and trade. - To know that the Ancient Egyptians built the pyramids as tombs for pharaohs and understand that their construction demonstrates their advanced knowledge of engineering, mathematics and organisation. - To know that the Ancient Egyptians developed hieroglyphic writing and used papyrus to record information. - To understand that the Ancient Egyptians developed calendars and methods of measuring time, helping them organise farming and religious activities. - To know that Ancient Egyptians used mummification to preserve the bodies of the dead because they believed the body was needed in the afterlife.	- To know that the Romans were from Italy and that they attempted to invade Britain before successfully invading under Emperor Claudius in AD 43. - To understand that the Roman army was highly organised, disciplined and well trained, which helped the Romans establish control over much of Britain. - To know that many Britons resisted the Roman invasion and occupation, including Boudica, who led a major rebellion against Roman rule. - To understand that the Roman invasion and occupation changed the way people lived in Britain, including the development of towns, roads and new systems of trade and transport. - To know that the Romans were skilled engineers and built roads, bridges, aqueducts and drainage systems across Britain. - To understand that Roman rule influenced Britain's government, laws, language, culture and religion, including the spread of Christianity towards the end of the Roman period.

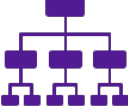
Year 4

	Topic 1	Topic 2	Topic 3
	What is the legacy of Ancient Greece? 	How did the Anglo-Saxon invasion impact Britain? 	Were the Vikings raiders or settlers? 
Key knowledge	- To know that the ancient Greeks developed theatre, including different types of plays and many features that are still used in theatre today. - To understand that Athens developed an early form of democracy in which some citizens could take part in making decisions about their city. - To know that the ancient Greeks held the first Olympic Games and that the modern Olympic Games were inspired by them. - To know that Athens and Sparta were two important city-states in Ancient Greece with different ways of life and systems of government. - To understand that Athens developed an early form of democracy, while Sparta was ruled in a very different way, with a strong focus on military life. - To compare life in Athens and Sparta and identify how their different ideas about society and government influenced Ancient Greece have influenced the world we live in today.	- To understand that the Anglo-Saxons came to Britain for a mixture of reasons, including push and pull factors, and gradually settled in different parts of the country. - To know that the Anglo-Saxons established several kingdoms in Britain, each ruled by its own king and royal family. - To understand that Anglo-Saxon settlement changed the language and place names of Britain, with many modern English words and the names of towns and villages having Anglo-Saxon origins. - To know that Old English, the language spoken by the Anglo-Saxons, became the foundation of the English language spoken today. - To understand that Anglo-Saxon kingdoms developed their own laws, systems of government and ways of life, which influenced the development of England. - To know that Christianity became increasingly established in Anglo-Saxon England, following the arrival of Augustine in AD 597 and the work of missionaries. - To understand that Anglo-Saxon kingdoms faced Viking invasions, and that King Alfred of Wessex successfully defended his kingdom and helped shape the future of England.	- To know that the Vikings travelled across the sea in longships, which allowed them to raid, trade and settle in different places. - To understand that Vikings left Scandinavia for a mixture of reasons, including seeking better farmland, wealth and opportunities to trade. - To know that Vikings raided places across Europe, including Britain, and that their first recorded raid in England was at Lindisfarne in AD 793. - To understand that Viking raids involved taking valuable goods and enslaving people, and that Viking attacks had a significant impact on communities in Britain. - To know that many Vikings also settled in Britain, establishing farms, communities and towns. Jorvik (York) became an important Viking settlement and centre of trade. - To understand that Vikings traded goods across a wide network stretching across Europe and beyond, showing that they were not only raiders. - To know that in AD 878, Alfred the Great defeated the Viking leader Guthrum at the Battle of Edington. The resulting agreement established areas of Viking control known as the Danelaw.

Year 5

	Topic 1	Topic 2	Topic 3
	Why is the Islamic Empire referred to as the 'Golden Age of Islam'? 	How did the Tudors change the Monarchy? 	What role have Black Britons played in shaping Britain's history? 
Key knowledge	- To know that Islam was founded by the Prophet Muhammad in the 7th century and that the Islamic world developed during the same period as the Anglo-Saxon kingdoms and Viking period in Britain. - To know that Muslim rulers expanded their territories, creating a large empire that stretched across parts of Asia, Africa and Europe. - To understand that the Islamic Empire grew rapidly because Muslim rulers conquered new territories, expanded trade routes and had a well-organised and effective army. - To know that Baghdad became a wealthy and important city and a major centre of trade, learning and culture. - To understand that trade helped Baghdad become wealthy, as traders brought goods, ideas and knowledge from different parts of the world. - To know that people in the Islamic world made important advances in mathematics, medicine, astronomy, geography and engineering. - To compare what life was like in Baghdad and Britain at the same time and identify some similarities and differences.	- To know that the Tudor dynasty began when Henry VII became king in 1485, after defeating Richard III at the Battle of Bosworth Field, bringing the Wars of the Roses to an end. - To understand that the Tudor monarchs strengthened the power of the monarchy and worked to maintain control over the country. - To understand that Henry VIII broke away from the Catholic Church in Rome because the Pope would not allow him to annul his marriage to Catherine of Aragon. Henry became Supreme Head of the Church of England, increasing the monarch's control over the Church. - To know that Elizabeth I faced threats to her rule, including conflict with Spain and the Spanish Armada in 1588. - To understand that Elizabeth I used exploration, trade and the navy to increase England's influence and strengthen her position as monarch. - To know that Elizabeth I died in 1603 without children, bringing the Tudor dynasty to an end.	- To know that Black people have lived in Britain for almost 2,000 years, including during the Roman period. - To understand that Black people came to Britain at different times and for different reasons, including through trade, military service, migration and the transatlantic slave trade. - To know that Britain became heavily involved in the transatlantic slave trade, in which millions of African people were forcibly transported and enslaved. - To understand that Black servicemen and women played an important role in the First and Second World Wars, and that many people from the Caribbean and other parts of the Commonwealth later came to Britain to help rebuild the country. - To understand that Black people in Britain have faced racism and discrimination and have campaigned for greater equality and equal rights, including through changes to the law. - To understand that Black Britons have helped shape Britain's history and continue to influence British society and culture through their contributions to work, business, the arts, sport, science and public life.

Year 6

	Topic 1	Topic 2	Topic 3
	What caused the rise and fall of Benin's kingdom?  	How did Salisbury contribute to World War I? 	How has crime and punishment changed throughout history?  
Key knowledge	- To know that the Kingdom of Benin developed in West Africa over 1,000 years ago in what is now Nigeria. - To understand that Benin was a wealthy and powerful kingdom with a highly organised society, supported by farming, trade and skilled craftspeople. - To know that the Oba was the ruler of Benin and lived in a large palace within the capital city. - To know that the people of Benin were highly skilled artists and craftspeople, creating intricate bronze and brass artworks known as the Benin Bronzes. - To understand that the Benin Bronzes provide important evidence about the people, beliefs, rulers and daily life of the Kingdom of Benin. - To know that, as the British Empire expanded in West Africa, British forces invaded Benin City in 1897, bringing the Kingdom of Benin under British control and taking thousands of artworks, including many of the Benin Bronzes. - To understand that historical sources can give us different perspectives on the Kingdom of Benin and its relationship with Britain.	- To know that the First World War began in 1914 following the assassination of Archduke Franz Ferdinand and ended in 1918. - To know that Salisbury and the surrounding area played an important role in supporting Britain during the First World War. - To understand that Salisbury Plain became a major training area where thousands of soldiers trained before being sent to fight overseas. - To know that Stonehenge and the surrounding area were part of the military training grounds and that an aerodrome was established at Stonehenge during the war. - To understand that Salisbury Infirmary supported the war effort by treating wounded soldiers, including those returning from France and those injured during training. - To know that many men from Salisbury and the surrounding area served in the armed forces during the First World War, with many losing their lives.	- To understand that ideas about crime and punishment have changed significantly throughout British history. - To know that in medieval England, local communities played an important role in dealing with crime and that punishments could include fines, corporal punishment and execution. - To understand that crime and punishment were often influenced by a person's wealth and social position, with poorer people often treated more harshly. - To know that between the 16th and 18th centuries, new laws were introduced that made more actions into crimes and led to an increase in the number of offences punishable by death. - To understand that the Bloody Code introduced the death penalty for many different crimes, partly because the government hoped that harsh punishments would deter people from committing crimes. - To know that during the 19th century, changes such as population growth, poverty and unemployment contributed to rising crime. - To understand that the development of professional police forces and changes to the prison system helped to change the way crime was dealt with during the 19th century. - To compare crime and punishment in the past with crime and punishment today, including changes in policing, prisons, fines and corporal punishment.