



**Brookland Federation**  
Progression of skills - History

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding of events, people and changes in the past</b>	<p>Begin to make sense of their own life story and family history</p> <p>Recognise that some things happened before they were born or before <i>today</i>.</p> <p>Understand that people and objects can be from the past and are different from now.</p> <p>Begin to notice changes over time in familiar contexts.</p>	<p>Recall simple facts about people, events and objects from the past and present.</p> <p>Talk about similarities and differences between life then and now in familiar contexts.</p> <p>Understand that some things happened long ago and some things happen now.</p> <p>Recognise characters from traditional stories and compare them to real people today.</p> <p>Talk about <i>what</i> characters do, what they look like, how they</p>	<p>Know that toys have changed over time and give examples of old and new toys.</p> <p>Know that toys from the past may look different because of changes in materials and design</p> <p>Know that some toys are from within living memory (parents) and some are from beyond living memory (grandparents)</p> <p>Know that the Moon Landing happened in 1969.</p> <p>Know that Apollo 11 was the first mission to land people on the</p>	<p>Know that toys, buildings and places have changed over time.</p> <p>Describe similarities and differences between toys from the past and the present.</p> <p>Know that 1950, 1666, 1903 and 1969 are important dates in history.</p> <p>Know that the Great Fire of London happened in 1666 and changed how London was built.</p> <p>Know how the fire service has changed from 1666 to today.</p> <p>Understand how the High</p>	<p>Describe key features of prehistoric Britain, including:</p> <p>Stone Age, Bronze Age and Iron Age lifestyles</p> <p>How people lived, worked and changed over time</p> <p>Understand characteristics of ancient civilisations outside Britain, such as Sumer, the Indus Valley, Shang dynasty and Ancient Egypt</p> <p>Explain key developments and achievements of these periods and societies, including:</p>	<p>Describe key features of ancient and early historical societies studied, including:</p> <p>Ancient Greek civilisation</p> <p>Roman Britain</p> <p>Anglo-Saxon Britain</p> <p>Identify important characteristics of societies, such as:</p> <p>Greek city-states (Athens, Sparta)</p> <p>Roman expansion and rule</p> <p>Anglo-Saxon settlement and village life</p> <p>Explain reasons for</p>	<p>Describe key features of different historical societies studied, including:</p> <p>Viking raiders, traders and settlers</p> <p>Life in the Kingdom of Benin</p> <p>Women's roles before, during and after the World Wars</p> <p>Identify important people and groups:</p> <p>Vikings, Anglo-Saxons, Edo people, Obas of Benin, Suffragettes, women workers and servicewomen</p> <p>Explain how and why</p>	<p>Demonstrate secure knowledge of significant historical periods and themes, including</p> <p>The British Empire and its global impact</p> <p>Local history through the development of railways</p> <p>Migration and its role in shaping modern Britain</p> <p>Describe how power, empire and control affected different groups of people including</p> <p>Colonised peoples in India and Benin</p>



		<p>behave.</p> <p>Know that Bonfire Night is celebrated because of Guy Fawkes and talk about why people celebrate this event.</p> <p>Identify old and new ways of travelling (e.g. bikes/tandems/penny-farthings vs modern bikes; milk cart vs delivery van). Say how they are similar or different</p>	<p>Moon.</p> <p>Understand that past events, such as the Moon Landing, have had an impact on life today.</p> <p>Know that schools in the past were different from schools today</p>	<p>Street has changed from 1950 to the present day.</p> <p>Know that historical events can have a lasting impact on modern life.</p> <p>Recount a historical event (e.g. the Great Fire of London) in their own words and explain why it happened.</p>	<p>Movement from hunter-gatherer groups to settled farming life</p> <p>Metalworking and fortified hill forts</p> <p>Early inventions and technologies in world civilisations</p> <p>Use accurate terms for historical periods, such as:</p> <p><i>Palaeolithic, Mesolithic, Neolithic Stone Age, Bronze Age, Iron Age BC, AD</i></p> <p>Identify similarities and differences between periods, e.g.:</p> <p>Tools, homes and lifestyles across prehistoric times</p>	<p>historical events, including:</p> <p>Why the Romans invaded Britain</p> <p>Why the Anglo-Saxons came to Britain</p> <p>Describe change over time, for example:</p> <p>How life in Britain changed after the Romans left</p> <p>How Greek ideas still influence life today</p> <p>Begin to understand cause and consequence, such as:</p> <p>Roman withdrawal leading to Anglo-Saxon invasions</p> <p>Roman roads and towns shaping Britain</p>	<p>societies changed over time, including:</p> <p>Why Vikings raided and later settled</p> <p>How Benin became a powerful, organised kingdom</p> <p>How the World Wars changed women's lives and rights</p> <p>Understand cause and consequence, for example:</p> <p>Viking raids leading to fear, fighting and settlement</p> <p>Trade leading to wealth and cultural exchange</p> <p>Women taking on new roles leading to greater equality and voting rights</p> <p>Recognise similarities and differences</p>	<p>Local communities affected by industrial change</p> <p>Migrant communities in Britain</p> <p>Explain both positive and negative impacts of historical events such as:</p> <p>Infrastructure development versus loss of freedom under empires</p> <p>Economic growth versus environmental damage from railways</p> <p>Cultural enrichment alongside social tension caused by migration</p> <p>Understand and explain cause and consequence eg:</p> <p>Trade leading to empire</p>
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					<p>How early civilisations organised life and society</p>	<p>Identify similarities and differences between historical periods, including:</p> <p>Roman Britain and Anglo-Saxon Britain</p> <p>Life in Athens compared to Sparta</p>	<p>between:</p> <p>Life in Britain and other parts of the world (e.g. Benin)</p> <p>Life for women before, during and after the wars</p>	<p>building and exploitation</p> <p>Railway development leading to urban growth and environmental change</p> <p>War, poverty or discrimination leading to migration</p> <p>Recognise how historical events continue to affect the present day including:</p> <p>Borders, governance and cultural loss</p> <p>Transport networks still in use</p> <p>Britain's diverse population and communities</p>
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<p><b>Historical Enquiry</b></p>	<p>Notice and show curiosity about the past through images, stories and objects.</p> <p>Ask simple questions about things that happened a long time ago or before they were born (e.g. <i>“What was this bike like?”</i>, <i>“Who used this long ago?”</i>).</p> <p>Use talk to explore what they see in pictures and props.</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>Identify some similarities and differences between ways of life in different periods (comparing images of modes of transport)</p> <p>Recognise some similarities and differences between life in this country and others</p> <p>Look at pictures of old transport and talk about what they see.</p> <p>Ask questions about Bonfire Night (e.g. Who was Guy Fawkes? Why do we have fireworks?).</p>	<p>Ask and answer questions about: Toys in the past School in the past The Moon Landing</p> <p>Use artefacts, photographs and objects to find out about the past.</p> <p>Explore primary sources (e.g. photographs, video footage, objects) related to the Moon Landing.</p> <p>Explore secondary sources (e.g. books, videos, stories) about the Moon Landing.</p> <p>Explain what has been learnt from different sources of information.</p>	<p>Ask and answer questions about life in the past.</p> <p>Use secondary sources of evidence to find out about the past, including: Photographs Paintings Reports Books and videos</p> <p>Describe what the High Street was like in 1950 using secondary sources.</p> <p>Use evidence collected from a local walk to describe how the High Street has changed today.</p> <p>Explore secondary evidence about the Great Fire of London and explain how it helps us understand the event.</p>	<p>Ask relevant questions about the past, such as: <i>Why did people move from hunting to farming?</i> <i>What did early civilisations invent and why?</i></p> <p>Use a range of sources to investigate the past, including: Artefacts and objects (pictures, replicas, images) Maps and timelines Interactive reconstructions of sites (e.g. Skara Brae)</p> <p>Begin to identify what sources can tell us about everyday life in the past</p>	<p>Ask simple historical questions about the past, such as: <i>Why did the Romans invade Britain?</i> <i>Was life better in Roman Britain or Anglo-Saxon Britain?</i> <i>What legacy did the Ancient Greeks leave behind?</i></p> <p>Use a range of sources to find out about the past, including: Artefacts Pictures and photographs Maps and timelines</p> <p>Make observations from sources, explaining: What artefacts tell us about daily life</p>	<p>Ask relevant historical questions about the past, such as: <i>Were the Vikings raiders, traders or settlers?</i> <i>What was life like in the Kingdom of Benin?</i> <i>How were women’s lives affected by the World Wars?</i></p> <p>Use a range of sources to find out about the past, including: Artefacts (Viking objects, Benin Bronzes, wartime items) Images, artwork and photographs Written sources, oral history and propaganda</p> <p>Make simple inferences from evidence, explaining:</p>	<p>Independently ask and refine historical questions, such as: <i>What impact did the British Empire have on its colonies?</i> <i>How did the railways change Cheshunt?</i> <i>What impact has migration had on life in the UK?</i></p> <p>Select and use a wider range of sources to investigate the past, including: Maps, photographs and timelines Artefacts and artwork (e.g. Benin Bronzes) Oral histories and community stories</p>
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<b>Historical Interpretation</b>	Look at pictures/ objects and say what they think they are.  Use simple words to talk about how an object or image might have been used in the past.	Use pictures, books and stories to learn about the past.  Say what they think life was like in the past based on images or objects.  Recognise simple differences between past	Recognise that we learn about the past from different types of sources.  Identify what a source can tell us about the past.  Compare toys from different time periods and say how they are the	Describe how the High Street has changed over time using evidence.  Describe differences between buildings in 1666 and buildings today.  Compare the fire service in	Understand that we learn about the past from different sources  Make simple interpretations about how people lived based on evidence, e.g.:  What tools or bones tell us	Understand that we learn about the past from different sources, such as:  Artefacts  Buildings and ruins  Written accounts	Understand that we learn about the past in different ways, including:  Archaeology Artwork and artefacts Written and oral accounts  Recognise that different sources can	Understand that historical accounts can be interpreted in different ways depending on:  Who recorded the information  When it was recorded



	<p>Begin to understand that objects and images give clues about what life used to be like.</p>	<p>and present.</p> <p>Look at pictures of different bikes and comment on how they are the same or different.</p> <p>Compare drawings/photos and explain changes they observe.</p> <p>Talk about lights and celebrations in different cultures using stories and images.</p>	<p>same and different.</p> <p>Explain why some features are no longer used today (e.g. blackboards, fewer displays, no computers).</p> <p>Discuss why toys have changed and developed over time.</p> <p>Understand that different sources may show the past in different ways.</p>	<p>1666 with the fire service today.</p> <p>Compare London in 1666 with London now.</p> <p>Explain why historical events, such as the Great Fire of London, had an impact on modern life.</p> <p>Understand that we learn about the past from different types of sources, which help us build a picture of what life was like</p>	<p>about food or work</p> <p>What houses or artefacts suggest about daily life</p> <p>Answer the key enquiry question using evidence from artefacts and sources</p> <p>Recognise that some interpretations are based on archaeological evidence or reconstructions</p>	<p>Myths and stories</p> <p>Recognise that sources can tell us different things about the same period</p> <p>Begin to understand that people in the past lived differently depending on:</p> <p>Where they lived</p> <p>When they lived</p> <p>Their role in society</p> <p>Offer simple opinions about the past, supported by evidence, for example:</p> <p>Whether life was better under Roman or Anglo-Saxon rule</p> <p>Whether Athens or Sparta offered a better life for</p>	<p>give different viewpoints, for example:</p> <p>Viking raids seen differently by monks and Vikings</p> <p>European records compared to Edo oral history</p> <p>Propaganda versus real experiences of women in wartime</p> <p>Offer simple explanations about why interpretations may differ</p> <p>Use evidence to justify opinions, such as:</p> <p>Whether suffragettes were heroes or villains</p> <p>Whether Vikings should be</p>	<p>Why it was recorded</p> <p>Explain why the British Empire may be viewed differently by:</p> <p>British rulers</p> <p>Colonised people in India and Benin</p> <p>Recognise bias in sources such as:</p> <p>Imperial records Propaganda Photographs or written reports</p> <p>Begin to challenge dominant narratives by considering:</p> <p>Voices that were ignored or silenced</p> <p>Cultural loss and resistance</p> <p>Use evidence to justify personal viewpoints, showing</p>
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						women	remembered mainly as raiders or settlers	awareness that interpretations may differ
<b>Chronological Understanding</b>	<p>Use simple time words related to their own experiences, such as: <i>now, before, after, long ago, then</i></p> <p>Recognise that some things happen every day, and some happened a long time before.</p>	<p>Understand that some things happen before others (basic sequencing).</p> <p>Begin to use terms such as <i>old, new, before, after, long ago, now</i> when talking about familiar situations.</p> <p>Sequence simple transport changes: <i>old bike</i> → <i>new bike</i>.</p> <p>Sequence events in a story or lifecycle (e.g. egg → caterpillar → cocoon → butterfly).</p> <p>Order simple classroom timeline events (e.g. my birthday →</p>	<p>Recognise the difference between 'old' and 'new'.</p> <p>Sort toys into old and new.</p> <p>Place people, objects and events on a timeline, including: Themselves, parents, grandparents, within living memory, 100 years ago, 1969</p> <p>Sequence the key events of the Space Race.</p> <p>Use time-related vocabulary such as: <i>before, after, a long time ago, recent, within living memory, beyond living memory</i></p>	<p>Place key dates on a timeline, including: 1666 – Great Fire of London 1903 – Wright Brothers' first flight 1950 – Life on the High Street 1969 – Moon Landing 1954 – Cheshunt Street 100 years ago – Teddy bear</p> <p>Use timeline sections: Themselves Parents Grandparents Within living memory Beyond living memory</p> <p>Describe events in relation to each other using time language such as: <i>before</i> and</p>	<p>Place Stone Age, Bronze Age and Iron Age on a timeline and understand which periods came before others</p> <p>Use chronological vocabulary such as:</p> <p><i>BC, AD, prehistoric, ancient, era, timeline</i></p> <p>Sequence artefacts, periods or events in order</p> <p>Make links between British prehistoric history and world history by placing ancient civilisations alongside UK periods on a</p>	<p>Place periods studied on a timeline, including:</p> <p>Ancient Greece (c. 1200 BCE – 323 BCE)</p> <p>Roman Britain (43 AD – c. 410 AD)</p> <p>Anglo-Saxon Britain (after 410 AD)</p> <p>Use basic chronological vocabulary accurately, such as:</p> <p><i>BC/BCE, AD, ancient, before, after</i></p> <p>Understand that different civilisations existed at different times</p> <p>Begin to link new learning to previously</p>	<p>Place periods studied on a timeline, including:</p> <p>Viking Age (from AD 793)</p> <p>Kingdom of Benin (over 1,000 years ago, peak 14th–17th centuries)</p> <p>World War I (1914–1918) and World War II (1939–1945)</p> <p>Use historical vocabulary accurately, such as:</p> <p><i>AD, century, invasion, settlement, empire, war, propaganda</i></p> <p>Understand what was happening in different parts of the world at</p>	<p>Confidently place and connect historical periods on a long-term timeline, including:</p> <p>Ancient civilisations (Indus Valley, Egypt) Roman Britain Vikings and Anglo-Saxons Kingdom of Benin British Empire World Wars Modern migration</p> <p>Understand overlapping timelines across different parts of the world</p> <p>Use accurate chronological vocabulary, including:</p> <p><i>empire, colonisation,</i></p>



		Christmas → today).		<p><i>after</i> e.g. “1950 was after my grandparent was born but before the Moon Landing.”</p> <p>Sequence dates and events correctly.</p>	<p>timeline</p> <p>Understand that these periods took place thousands of years ago and are very different from today’s society</p>	<p>studied periods</p> <p>Recognise that some changes happened gradually and others suddenly (e.g. Roman withdrawal)</p>	<p>the same time:</p> <p>Vikings in Britain</p> <p>Benin in West Africa</p> <p>Other previously studied civilisations (e.g. Ancient Egypt)</p> <p>Describe changes over time within a period, such as Women’s roles before, during and after the wars</p>	<p><i>industrialisation, migration, independence</i></p> <p>Describe how historical change happens at different speeds:</p> <p>Rapid change (war, invasion, partition) Gradual change (urbanisation, migration patterns)</p> <p>Make links between local, national and global history</p>
<p><b>Organisation and Communication</b></p>	<p>Share what they notice about the past using words, gestures, photos and drawings.</p> <p>Use familiar vocabulary when talking about people and objects from different times.</p>	<p>Communicate their understanding of the past using talk, drawings, photos, drama or simple writing.</p> <p>Share observations and explanations with peers and adults.</p> <p>Use simple</p>	<p>Talk about the past using appropriate historical vocabulary.</p> <p>Describe similarities and differences between toys from the past and present.</p> <p>Share ideas clearly when discussing historical objects and</p>	<p>Talk about the past using appropriate historical vocabulary.</p> <p>Share ideas clearly when discussing historical objects and events.</p> <p>Communicate what has been learnt about the past using:</p>	<p>Use appropriate historical vocabulary, including: <i>prehistoric, hunter-gatherer, settlement, artefact, metalworking, conflict, hill fort</i></p> <p>Communicate historical understanding through: Oral</p>	<p>Communicate historical learning through:</p> <p>Simple written explanations</p> <p>Oral discussion</p> <p>Timelines, drawings and labelled diagrams</p> <p>Use some historical</p>	<p>Communicate historical understanding clearly through:</p> <p>Spoken discussion Written explanations</p> <p>Diagrams, timelines and labelled drawings</p> <p>Organise information to</p>	<p>Communicate historical understanding clearly and confidently through:</p> <p>Extended written explanations</p> <p>Structured discussions and debates</p> <p>Presentations, timelines and</p>



	<p>Engage in conversations about images, stories, experiences and routines.</p>	<p>historical vocabulary appropriately.</p> <p>Describe what happened at Bonfire Night using key words: fireworks, Guy Fawkes, remember.</p> <p>Draw or label pictures showing old and new things in transport.</p> <p>Use story language to describe characters from fables and tales ("Once upon a time...", "Long ago...").</p> <p>Retell sequences of events in a minibeast lifecycle or world celebration.</p>	<p>events.</p> <p>Present learning through: Oral discussion Sorting activities Simple timelines Drawings and labelling</p> <p>Communicate what has been learnt about the past in simple sentences.</p>	<p>Oral discussion Sorting activities Simple timelines Drawings and labelling</p> <p>Write and say simple sentences to explain learning about the past.</p> <p>Present historical knowledge clearly and confidently to others.</p>	<p>discussion Timelines Diagrams and labelled drawings Written explanations</p> <p>Compare time periods clearly, explaining similarities and differences.</p> <p>Present conclusions using evidence to support opinions.</p> <p>Explain answers to enquiry questions in structured sentences</p>	<p>vocabulary when speaking and writing</p> <p>Organise ideas to answer an enquiry question in a simple, structured way</p> <p>Compare two periods or societies using basic language</p> <p>Share conclusions based on evidence from sources</p>	<p>answer enquiry questions logically</p> <p>Use historical vocabulary appropriately in speech and writing</p> <p>Compare and contrast periods, places and experiences using simple structure</p> <p>Present conclusions based on evidence, for example:</p> <p>A reasoned answer to whether Vikings were raiders, traders or settlers</p> <p>An explanation of how women's lives changed because of war</p>	<p>reports</p> <p>Organise ideas logically to answer complex enquiry questions</p> <p>Use subject-specific vocabulary accurately and appropriately</p> <p>Compare and contrast historical experiences across: Different countries, communities and time periods</p> <p>Present balanced conclusions that acknowledge different perspectives</p>
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