










## Fernhill Primary Academy History Progression of skills and knowledge




EYFS	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
<b>Skills</b>	Talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc. Opportunities to role-play lifestyles e.g. in role-play area, through dressing up, appropriate resources Talk about important people in my life and those of people I know.	Talk about and share experiences of the past and present modelling and encouraging appropriate tenses Talk about and describe artefacts from the past and present. Talk about or record memories of special events, talking, drawing and writing.	Introduce people/creatures beyond living memory through stories e.g. dinosaurs, pre-historic animals/people, astronauts Use stories and books to encourage children to start to understand about fact and fiction.	Talk about events in my life and the lives of people I know-spoken and written recount of experiences. Linking past events with current news-e.g. moon landing celebrations	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc. Talk about own life and those of people I know. Sequence objects and every day events within experience, in time order e.g. school day Talk about events in their life e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. Reminding of and revisiting past learning/events in their school life
Vocabulary					Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago old, new
<b>Knowledge</b>	<b>Chronology</b>			<b>Changes</b>	
	<b>All about me!</b> How have I changed since I was a baby? - What is a timeline? - How have I changed since I was a baby?	<b>Why do we wear different clothes at different times of year?</b> - What do we wear in spring and summer? - What do we wear in Autumn and Winter? - What do we wear at different times of day?	<b>What are our favourite celebrations each year?</b> - Which celebrations do we enjoy in our setting? - Which festivals do we enjoy celebrating with our families at home? - What do we do last term?	<b>Toys and games</b> - How did people use puppets to tell a story? - What playground games did children used to play? - What was my favourite toy when I was a baby? - How is my teddy different from the very first teddy bears? How is it the same? - What can we learn from a picture? - What were toys made from in the past? - Different wheels: How can we use a time line to show how we change as we grow? - What toys and games did my parents and grandparents used to play? (questions linked to areas of the curriculum.  Links – Literacy – Toys in space. Traction man	
Vocabulary					




Year 1 Cycle A	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
Skills	Communicate their knowledge through Discussion Drawing pictures Drama and role play Making models Writing Using ICT	Find answers to simple questions about the past from sources of information. E.g. artefacts,	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories.	Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. March objects to people of different ages.
Vocabulary					Year, decade, century, ancient, modern, long ago, timeline, date order
Knowledge	<b>Change Term 1</b>	<b>Cause and consequence Term 2</b>		<b>Innovation</b>	<b>Term 3</b>
	<p>Going to the seaside.</p> <ul style="list-style-type: none"> <li>- What was going to the seaside like 100 years ago?</li> <li>- What did people do at the seaside 100 Years ago?</li> <li>- How do we know what holidays were like 100 years ago?</li> <li>- Do we go on seaside holidays for the same reason people went 100 years ago?</li> <li>- How have seaside holidays changed over time?</li> <li>- How have seaside holidays changed – What can our grandparents tell us?</li> </ul> <p>Links – Literacy – The lighthouse keepers’ lunch, The owl and the pussycat. Links – Geography – coasts and continents.</p>	<p>Events beyond living memory that are significant. The Great Fire of London.</p> <p>What happened to London during the fire of 1666?</p> <ul style="list-style-type: none"> <li>- What was Stuart London Like?</li> <li>- Could anyone have stopped what happened on 2<sup>nd</sup> September 1666?</li> <li>- What did people do first?</li> <li>- What was it like at the height of the fire?</li> <li>- What was left of London?</li> <li>- What did the king do to make things better?</li> </ul> <p>Links – Literacy – The Great fire of London, A walk through London Links – History – Britain at war. Links – STEM – properties of materials and structures.</p>		<p>Local history study. Flight and Samuel Cody. The wright brothers.</p> <ul style="list-style-type: none"> <li>- Who was Samuel Cody?</li> <li>- Where did he come from and what was his life like?</li> <li>- What was his involvement in flight innovation?</li> <li>- How can we find out about him?</li> <li>- How do we remember him?</li> </ul> <p>Links – Literacy – Rose Revere Engineer. Ocean meets sky. Links – History – World war – messages using kites (y6) Links – STEM – Properties of materials – kite investigations.</p> 	
Vocabulary	Grandparent’s time, remembers, houses, memories,	celebrate, events.			

Year 2 Cycle B	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
Skills	Communicate their knowledge through Discussion Drawing pictures Drama and role play Making models Writing Using ICT	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Compare 2 versions of a past even. Compare pictures or photographs of people or events in the past. Discuss reliability of photos, accounts and stories.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Sequence artefacts closer together in time – check with reference book. Sequence photographs etc., from different periods of their life. Describe memories of key events in lives.
					Chronological order, time period,
Knowledge	Innovation Term 3	The first moon landing Term 2		Exploration Term 1	
	<p>The lives of significant individuals. – Isambard Kingdom Brunel and changes to the transport system.</p> <p>Who was Isambard Kingdom Brunel?  <ul style="list-style-type: none"> <li>- What is a biography?</li> <li>- What is an autobiography?</li> <li>- What does famous mean?</li> <li>- Who was Isambard Kingdom Brunel?</li> </ul>           What did Brunel Achieve?  <ul style="list-style-type: none"> <li>- What was significant about Brunel’s ships?</li> <li>- What was significant about Brunel’s railways?</li> <li>- What was significant about Brunel’s bridges?</li> </ul>           Why do we study Brunel? - What will he be remembered for?  <ul style="list-style-type: none"> <li>- Why do we research famous people?</li> <li>- How do we remember famous people?</li> <li>- What was Brunel’s life like?</li> </ul>           Links – Literacy – Iggy Peck architect. The Polar Express.            Links – History - Victorians and the industrial revolution.            Links – STEM – Properties of materials – building structures.</p>	<ul style="list-style-type: none"> <li>- Has Man ever been to the moon? How can we be sure?</li> <li>- Why did the astronauts risk their lives to travel to the moon?</li> <li>- What did they do on the moon?</li> <li>- Would you take the Golden Ticker to travel to the moon?</li> <li>- How do you think we should remember the first man on the moon?</li> <li>- Who else has travelled into space?</li> </ul> <p>Links – Literacy – Astro Girl, Man on the moon(A day in the life of Bob), Beegu, Sydnee, Stella and the moon.            Links – History – the development of flight. And transport. Explores.</p>		<p>Lives of significant individuals Scott of the Antarctic.</p> <ul style="list-style-type: none"> <li>- Who was Scott?</li> <li>- How did Scott get to the south pole and what happened then?</li> <li>- Why did Scott risk his life going to the south pole?</li> <li>- How do we know what happened in Scott’s last journey?</li> <li>- Why did he want to go to the south Pole?</li> <li>- Why do people go to the South Pole today?</li> <li>- How should Scott be remembered</li> </ul> <p>Links – Literacy – Lost and found. The journey home.            Links – Geography – oceans, continents, hot and cold climates.            Links – STEM – Weather. Building weather stations.</p>	
Vocabulary	Biography, autobiography, transport, achievements	Risk, travel, achievement.		Journey, explore, challenge.	

Year 3 Cycle A	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
<b>Skills</b>	Communicate their knowledge through Discussion Drawing pictures Drama and role play Making models Writing Using ICT	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons, artefacts.	Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people’s actions. Understand why people may have wanted to do something	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.
Vocabulary					Chronological order, BCE (before the common era) CE (The common Era) millenium, thousands of years.
<b>Knowledge</b>	<b>Innovation Term 1</b>		<b>Civilization Term 2</b>		<b>Empire and Invasion Term 3</b>
	Aviation – A local history study - Link to KS1 Study of Samuel Cody)  - Frank Whittle Who was he? Why is he an important figure in aviation? - Farnborough Airport When was it built? What is it used for? How has it changed the town? - Blackbushe Airport – (Link to Year 6 WW11 – How Blackbushe was used in the war? What is Blackbushe Airport used for?	From the stone Age to the Iron Age.  What was ‘new’ about the stone age? - Who live in Britain in the ‘old stone age? How did they survive? How do we know? - Does Fred Flintstone help us understand life 8,000 years ago? - If we met an old stone age family what questions would we want to ask them? - In what ways did things change around 4000BC? - Who were the first farmers? - How big a change was it from Hunter -gatherer to farming? - How are our ideas about life in stone Age changing? Which was better, bronze or iron? - Is bronze better than stone? - How is iron made? What was it used for? - What was the impact of bronze and iron tools on the way people in Britain lived? Did it make farming easier? Did it make farming easier? - Did it make life easier for craftsmen? - Did it make it more secure? If you were Julius Caesar, would you have invaded Britain in 55BC? - How do we know what Britain was like in 55BC - How did the Romans know what Britain was like in 55BC? When do you think it was better to live – Stone age, Bronze age or Iron age?  Links – Literacy – Stone Age Boy, The first drawing (the literacy tree) Links – History – Romans Links – Stem – Rocks and soils.	The Roman Empire and its impact on Britain.  When did Romans invade and why? - Why did the romans invade Britain? - What kind of men could join the Roman Army? - How do we know about life on Hadrian’s Wall? (some Roman site nearer to Farnborough?)  Did the native Britons welcome or resist the Romans, and why? - Who was Boudicca and why do we remember her? - What did Boudicca really look like?  How did the Romans influence the culture of the people already here? - How did Celtic people live? - Why did the romans build Hadrian’s wall in the north of England? - What evidence do artists use to paint pictures of Hadrian’s wall?  Links – Literacy – The conquerors.		
Vocabulary	Aviation, purpose.	Era, stone age, bronze age, hunter-gatherer, farmer, tools.	Romans, invade, natives, resistance, influence, culture.		

Year 4 Cycle B	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
Skills	Recall, select and organise historical information. (ANGLO-SAXONS, TRADERS OR RAIDERS? – ORDERING EVENTS) Communicate their knowledge and understanding.	Use evidence to build up a picture of past events. (ANGLO-SAXONS, TRADERS OR RAIDERS? –SUTTON HOO, COPPERGATE)  Choose relevant material to present a picture of one aspect of life in time past. (ANGLO-SAXONS, TRADERS OR RAIDERS? –SUTTON HOO, COPPERGATE, BAYEUX TAPESTRY)  Ask a variety of questions (ANGLO-SAXONS, TRADERS OR RAIDERS? - INTRO)  Use the library and internet for research.	Look at the evidence available. (ANGLO-SAXONS, TRADERS OR RAIDERS? –SUTTON HOO, COPPERGATE)  Begin to evaluate the usefulness of different sources. (TRADERS OR RAIDERS?) Use text books and historical knowledge. (internet) (TRADERS OR RAIDERS?)	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.  ANGLO-SAXONS, TRADERS OR RAIDERS?	Place events from period studied on time line. ANGLO-SAXONS, TRADERS OR RAIDERS? Use rems related to the period and begin to date events. Understand more complex terms. E.G> BC/AD
Vocabulary					Chorological order, millennium, thousands of years.
Knowledge	Civilization Term 1		Empire and Invasion Term 2		Civilization and Innovation Term 3
	Britain's settlement by Anglo Saxons and Scotts. <ol style="list-style-type: none"> <li>Who were the Anglo-Saxons and where did they come from?</li> <li>Why did they invade and settle in Britain?</li> <li>What was life really like in Anglo-Saxon Britain?</li> <li>Where did they live and what did they wear?</li> <li>What did the Anglo-Saxons eat?</li> <li>What jobs did they do?</li> <li>What did the Anglo-Saxons leave behind? (Sutton Hoo mystery)</li> <li>Who was Alfred the Great?</li> </ol> 	Empire and Invasion The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the confessor 1066 <ol style="list-style-type: none"> <li>Who were the Vikings where did they come from?</li> <li>Why and how did they invade and settle in Britain? Lindisfarne</li> <li>What was life really like in Anglo-Saxon and Viking Britain? Who were the Vikings? Were they all warriors? Vikings as farmers?</li> <li>What did they believe in?</li> <li>What did the Vikings leave behind? (Coppergate)</li> <li>How well did the Anglo-Saxons and Vikings get on with each other?</li> <li>Who was Edward the Confessor?</li> <li>The battle of Hastings 1066</li> </ol> 	Ancient Egypt.  <p>How did the cavitation of Egypt wax and wane?</p> <ul style="list-style-type: none"> <li>Who built the Great Pyramid in Giza?</li> <li>Why did Harsheput send an expedition to Punt? (water transport)</li> <li>What did Akhenaten do that made him so hated?</li> <li>What happened to Akhenaten's successors?</li> <li>Why do we remember Ramesses 11?</li> <li>How did Ptolemy ii contribute to trade?</li> <li>How did the civilization of Egypt end?</li> </ul> (history unit from the Historical association focusing on Egyptian civilization)  Link – Literacy – Cinderella of the Nile, The story of Tutankhamun (both from the literacy tree) Link – History – other civilization at KS2		
Vocabulary	Anglo-Saxons, settlers, invaders, settlements.	Vikings, warriors, battles, conquer.		Egyptians, pyramids, expedition, trade, civilization, excavate, archaeologist.	

Year 5 Cycle A	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
Skills	Recall, select and organise historical information. Communicate their knowledge and understanding.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use library and internet for research with increasing confidence.	Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.	Study different aspects of different people – difference between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.
Vocabulary					
Knowledge	<b>Empire and Invasion Term 1</b>	<b>Innovation Term 2</b>	<b>Civilization Term 3</b>		
	<p>How did the Tudors come to power? How did the British empire evolve?</p>  <p>What was England like in 1500? How did the Tudors come to power? Who were the Tudor kings and queens? Who were the Tudor nobility? – ... How did the Tudor Rose come about? How Was Tudor Society Structured? How did the Tudors celebrate Christmas? What were the main events of the Tudor period?</p>	<p><b>Space Exploration</b></p>  <p>What was the sequence of events or the Space Race? Timeline Who was Neil Armstrong? Fact file Why did people wanted to go into space? What were the key events for the moon landing of Apollo 11? How would it have felt to land on the moon? How do we know about events of the past?</p> <p>Links - Literacy – Hidden figures.</p>	<p><b>Mayans</b></p>  <ul style="list-style-type: none"> <li>- Where and when did the Maya live?</li> <li>- What was Maya writing like?</li> <li>- How did the Maya tell the time?</li> <li>- What numbers did the Maya se in Maths?</li> <li>- Did the Maya play football like us?</li> <li>- How do we know about the Maya?</li> </ul> <p>Links - Literacy – The Maya Project</p>		
Vocabulary	Reign, monarchy, nobility, empire, power.	Records, reports, logs, opinions, facts, conspiracy theories.		Mayans, innovations, culture, lifestyle, influence.	

Year 6 Cycle B	Organisation and communication	Historical enquiry	Interpretations of history	Range and depth of historical knowledge	Chronological understanding
Skills	Select and organise information to produce structured work, making appropriate use of dates and terms.	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time in the past. Suggest omissions and means of finding out. Bring knowledge gathered from several sources together in a fluent account.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations of fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same vies and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanations. Know key dates, characters and events of time studied.	Place current study on a time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Vocabulary		Primary, secondary sources.	Evidence, conclusions.	Cause ad effect.	Timeline.
Knowledge	Empire and Invasion Term 1		Innovation Term 2		Civilization Term 3
	<p>The Blitz and World War 11. </p> <ul style="list-style-type: none"> <li>- How significant was the Blitz?</li> <li>- World War ii: whose war was it?</li> <li>- What was the impact of WWII on people in our locality?</li> <li>- How well does a fictional story tell us what is was like to be an evacuee?</li> <li>- Evacuee experiences in Britain: is this all we need to know about children in WWII?</li> <li>- New opportunities? How significant was the impact of WWII on women?</li> <li>- What did men do in WWII. Did all men have to fight?</li> <li>- When was the most dangerous time to live? How different was the Blitz?</li> </ul> <p>Links – Literacy – The journey, Carries War, Goodnight Mr Tom. Ethel and Ernest.</p>	<p>Why is the Victorian era significant to British history? </p> <p>Why was it called the Victorian era? Why was Britain so powerful during the Victorian era? What was the industrial revolution and how did it change Britain? What inventions were of importance during the Victorian era? Who was Isambard Brunel and what impact did he have on Victorian engineering? What medical discoveries changed medicine in the Victorian era? How has Victorian art influenced 21st century art?</p> <p>Links - Literacy - Suffragette: the Battle for Equality</p>	<p>Ancient Greece </p> <p>How can we find out about the civilization of Ancient Greece?</p> <ul style="list-style-type: none"> <li>- Who were the Ancient Greeks?</li> <li>- What do artefacts tell us about what life was like in Ancient Greece?</li> <li>- What do archaeological sites tell us about what life was like in Ancient Greece?</li> <li>- Can we learn anything from Greek myths and Legends?</li> <li>- What do we know about the achievements of Alexander the Great?</li> </ul> <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <ul style="list-style-type: none"> <li>- What are the similarities between our schools and schools in Ancient Greece?</li> <li>- What can we learn from our language about Ancient Greece?</li> <li>- What do some of our building tell us about how we view Ancient Greece today?</li> <li>- How were the Ancient Greeks governed and are there any similarities with how we are governed today?</li> <li>- How have the Olympic games changed since they were first held in Ancient Greece?</li> <li>-</li> </ul> <p>Links - Literacy – Percy Jackson and the lightning thief.</p>		
Vocabulary	Blitz, evacuation, rationing, Europe, allies, invade, shelters, home guard, propaganda.	Victorians Drill Leisure British Empire Power Industrial Revolution Parliament Population Reform Workhouse Responsibility Resilience	Artefacts, archeology, beliefs, myths, architecture, government, democracy, Olympics.		