



## ATS Goals and Waypoints

Aspirational outcomes by the end of...	Knowledge	Skills	Vocabulary	
<b>EYFS</b>	<p>Past and Present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Significance</b> Talk about the lives of the people around them and their roles in society.</p> <p><b>Similarity &amp; Difference</b> 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>Past People Family Events Now Then Before</p>	
<b>Key Stage 1</b>	<p>To know and explain:</p> <ul style="list-style-type: none"> <li>- how shops and the high street have changed over time.</li> <li>- how their local area changed.</li> <li>- how, over time, technology had the power to change the way people lived their lives through shopping.</li> <li>- the lives of significant people and how they lived.</li> <li>- that knowledge shaped the way significant people thought and influenced what we know and do today.</li> </ul>	<p><b>Significance</b> Begin to make sense of their own life-story and family's history</p> <p><b>Significance</b> Comment on images of familiar situations in the past</p> <p><b>Similarity &amp; Difference</b></p>	<p>Timeline Present Compare Memory Community Legacy Inspire Revealed</p>	<p>Expedition Orbit Astronaut Bustling Raged Extinguished Merchant Engulfed</p>

	<ul style="list-style-type: none"> <li>- how significant people had the power and determination to change the way people thought and behaved.</li> <li>- the lives of significant people and how they lived, such as Samuel Pepys.</li> <li>- how events, such as the Great Fire of London, influenced the future of what people did and how places were built.</li> <li>- how significant people used what they knew to change the way we understand science or history.</li> <li>- how their local area was shaped by events and people.</li> <li>- how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways.</li> </ul>	<p>Compare and contrast characters from stories including figures from the past</p> <p><b>Consequence-</b> Understanding how events and people change the past. To understand the changes and consequences brought about by the past</p>	<p>Explore Similar Pioneer Documentary Significant Naturalist</p>	<p>Flammable Devoured Possessions Ineffective doused</p>
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**Lower  
Key  
Stage 2**

To know and explain:

- How communities change.
- how beliefs shaped the community.
- how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons.
- how knowledge of technology, maths and building helped shaped civilisations, such as Rome
- how the knowledge of rules and laws helped shape and control communities and civilisations
- how power, knowledge and technology helped leaders invade and forcibly take places and resources from others
- how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things
- the causes and effects that led to civilisations rising and falling, such as in Rome
- 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.
- the reasons why people exerted force and power over others,
- that communities can be made up from different people from a wide range of places through migration, invasion and settlement
- how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons
- how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places.
- how power, knowledge and technology helped leaders invade and forcibly take places and resources from others
- what caused leaders to invade other places

**Chronology-** To understand and be able to explain the chronological sequencing of ancient civilisations e.g bronze age, iron ages and ancient Rome

**Cause &**

**Consequence-** understand the changes and consequences brought about by the past and its impact on people at the time and beyond

**Change &**

**Continuity-** Understanding how past civilisations have changed

**Evidence-** Understanding the importance of using evidence to explain the past accurately

**Significance-** understanding what makes people and events in the past important

Ancient  
Community  
Dense  
Extinct  
Roaming  
Prehistory  
Domesticated  
Arid  
Gatherer  
Nomad  
Reared  
Submerged  
Previously  
Conquered  
Rebellion  
Luxurious  
Culture  
Settlement  
Amphitheatre  
Emperor  
Aqueducts  
Invasion  
Barbarian  
Forum  
Abandoned  
Defenceless  
Dominant  
Missionary  
Pagan  
Reliant

Heptarchy  
Laden  
Sporadic  
Vanquish  
Viewpoint  
Migration  
Repelled  
Tapestry  
Confessor  
Converted  
Legend  
Brutality  
Heathen  
Chronicle  
Chieftain  
Fjord  
Manuscript  
Ousted  
Colossal  
Stability  
Society  
Civilisation  
Irrigation  
Mysteriously  
Funerary  
Hieroglyphs  
Artefact  
Pillaged  
Obelisk  
Pharaoh

**Upper  
Key  
Stage 2**

To know and explain:  
 how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons  
 how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empire.  
 what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts.  
 that invasion required resources and knowledge, such as weapons, technology, armies and strategy.

How leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things.  
 the causes and effects that led to civilisations, kingdoms rising and falling  
 how leaders ruled civilisations through early democracy in Athens.

How the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms.

How communities and localities change through studying the 'friendly invasion' when USAF bases were built across Britain and the Windrush generation.

How communities experienced segregation, racism and unfair treatment.

That communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration.

**Chronology-** To understand and be able to explain the chronological sequencing of ancient civilisations e.g .ancient Greece  
**Cause & Consequence-** understand the changes and consequences brought about by the past and its impact on people at the time and beyond  
**Change & Continuity-** Understanding how past civilisations have changed  
**Evidence-** Understanding the importance of using evidence to explain the past accurately  
**Significance-** understanding what makes people and events in the past important

Democracy  
 Honour  
 Phenomenal  
 Deteriorated  
 Armoured  
 Oppressive  
 City-statem  
 Tyrant  
 Sanctuary  
 Tactical  
 Valiantly  
 Unified  
 Population  
 Famine  
 Descendant  
 Declining  
 Citizen  
 Native  
 Deforestation  
 Codex  
 Sacrifice  
 Astronomy  
 Warrior  
 Polytheistic  
 Altitude  
 Boisterous  
 Cemetery  
 Penetrate  
 Strategic

Supremacy  
 Airbase  
 Axis  
 Bombardment  
 Incendiary  
 Memorial  
 Segregation  
 Intolerance  
 Immigrate  
 Prejudice  
 Colony  
 Emigrate  
 Discrimination  
 Racism  
 Segregation  
 Diversity  
 Disembarked  
 Demobilised  
 Iniquitous  
 Prosperity  
 Republic  
 Plundered  
 Duplicitous  
 Aristocracy  
 Monastery  
 Dissolution  
 Privateers  
 Industrialization  
 Annulment

	<p>How power is connected to knowledge, technology and trade – it can be used positively or negatively.</p> <p>How different kings and queens ruled and controlled power.</p>			
<p><b>Key Stage 3</b></p>	<p>Further understand Britain’s changing past focusing on how the Norman conquest changed Britain.</p> <p>Understand how the monarchy ruled and governed Britain from 1066 through the present day.</p> <p>Understand how people and society was structured.</p> <p>Explore and understand the impact that warfare has from the Crusades, imperial wars and world wars.</p> <p>Explore how monarchy and different groups of people have shaped the lives of this nation and how Britain has influenced and been influenced by the wider world through the study of the Crusades, empire building, revolution and warfare. Students will focus on the chronological changes within Britain and the wider world from 1066 until the middle of the 20th century.</p> <p>Have opportunities to explore the black migration of people to Britain and their wider role and contribution to British history.</p> <p>Racism, prejudice and discrimination will be taught through key topics such as the Holocaust.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Century Periods Conquest feudal Lords Peasants Villeins Plague Crusades Monarchy Power Protest Parliament Absolute Revolt Reformation Dissolution</p>	<p>Execution Social Economic Empire Slavery Resistance Abolition racism Discrimination Warfare Anti-semitism Holocaust</p>

		Key historical skills are focused on throughout every lesson and unit such as enquiry, using evidence, asking questions, significance.		
<b>Key Stage 4</b>  <b>Using A01-A04 for Edexcel</b>	<p>Demonstrate in depth knowledge and understanding of the key features and characteristics of the periods studied:</p> <ul style="list-style-type: none"> <li>- Medicine 1250 to Present</li> <li>- Changes and developments in understanding of medicine from the Ancient world to the present day Understanding and treatment of disease in the Ancient world</li> </ul> <p>Understanding and treatment of disease in the Dark Ages  Understanding and treatment of disease in the Middle ages  Understanding and treatment of disease in the Renaissance period  Understanding and treatment of disease in the 18th and 19th century  Understanding and treatment of disease in the 20th century</p> <p>American West 1835-95  Changes in the development of the West  1835-1895- early migration West- Oregon trail- Gold Rush- American Civil war 1861-5 settlement and development of the plains-changes-growth and decline of the cattle industry - law and order in the west  Indian conflicts - destruction of the Indian way of life by 1895</p> <p>Demonstrate in depth knowledge and understanding of the key features and</p>	<p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To be able to undertake critical evaluation of a source's utility/ reliability etc.</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical eAnalyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. To be able to undertake critical</p>	<p>Humours  Supernatural  Natural  Dark Ages  Change  Continuity  Physician  Renaissance  Plague  Alchemy  Spiritual  Culture Settlement  Development  Migration  Cannibalism  Persecution  Civil war Legislation  Trails  Drives  Reservations  Consequences  Importance  Massacre</p>	<p>Lawlessness  Outlaws  Assimilate  Extermination  king  Renaissance Reign  Chaplain  Minister  Royal  Council  Royal Court  Treason  Treaty Eltham  Ordinances  Annulment  Praemunire  Reformation  Reform  Dissolution  Heresy  Armistice Versailles  treaty  Democracy Revolts</p>

	<p>characteristics of the periods studied Tudors:</p> <ul style="list-style-type: none"> <li>- Henry and his Minister 1509-1540</li> <li>- Henry VIII's early years as king- rise of Thomas Wolsey- Wolsey's time as Henry's chief minister- annulment to Catherine of Aragon- Woley's fall from power - Thomas Cromwell's rise to power- Cromwell's reforms- Henry's marriage to Anne Boleyn, Jane Seymour and Anne of Cleves- reformation, Cromwell's religious changes and the dissolution of the monasteries- Cromwell's fall from power</li> </ul> <p>Weimar/ Nazi Germany 1918-39  German surrender end of WW1- Treaty of Versailles- Weimar government and establishing democracy- threats and revolts the weimar government faced- emergence of Hltler and the early years of the Nazi party- Hyperinflation- Munich Putsch- Hitlers time in prison and reform of the Nazi party- Golden years 1924-1928- Wall street and the great depression- Rise of Hitler- Hitler's rise to dictatorship- Llife in Hitle's Germany 1933-1939</p>	<p>evaluation of a source's utility/ reliability etc.</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>Treason  Chancellor  President  Constitution  Reichstag  Reichsrat  Proportional representation  Depression  Propaganda  Dictatorship Police state  Aryan Minority  Untermenschen</p>	<p>Left and right wing politics  Centre Extremism  Nationalism  Reparations  Hyperinflation  Putsch</p>
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