

## AAT History Progression

Term1/2	T1 - Why do squirrels hide their nuts?	A Toy Story		Pudding to Pepys		Changing Ages		Walk like an Egyptian		We'll Meet Again		Who let the Gods out?	
	T2 – What happens when I fall asleep?												
	YR	Y1		Y2		Y3		Y4		Y5		Y6	
National curriculum context		Changes within living memory		Events beyond living memory that are significant nationally or globally		Changes in Britain from the Stone Age to the Iron Age		The achievements of the earliest civilisations		A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		A study of Greek life and achievements and their influence on the Western world	
<b>Historical vocabulary</b> KS1: <b>Use common words and phrases relating to the passing of time</b> <b>Use a wide vocabulary of everyday historical terms</b> (By end of KS)  KS2: <b>Develop the appropriate use of historical terms</b> (By end of KS)	Past Present-Now Future Yesterday Last Week Last Year Family titles: Uncle etc Eldest Youngest Growing up	Artefact Calendar Change Church Castle Conquest Crusades Decade	Discovery Diversity Explorer Global Invasion Invention King/ Queen Local	Long ago Monarchy Museum Parliament Past Peasant Present Traitor	Day Yesterday Tomorrow Year Week Before After	BC/ AD Agriculture Ancient Archaeology Bronze Age Chronology Colony Civilisation Democracy Emperor Empire Execution	Gods/Goddesses Heresy Hunter-gatherer Iron Age Monastery Myths and Legends Pharoah Pope Prehistoric Rebellion Revolt Settler	Slave Stone Age Torture	Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the time period studied				
Chronological knowledge and understanding	Talk about members of their own family and their community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       <												

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				Identify links and contrasts with and across different periods of time			
<b>Historical enquiry</b>		<b>Identify similarities and differences between ways of life in different periods</b> Find answers to simple questions about the past from multiple sources of information.	<b>Ask and answer questions</b> Ask and answer appropriate questions about the period of study  <b>Use parts of stories and other sources to show that they know and understand key features of events</b> Use a source to answer questions about the past  <b>Understand some of the ways in which we find out about the past</b> Use and ask questions of pictures, artefacts and texts to find out about what happened in the past	<b>Address and devise historically valid questions</b> Pose and answer simple historical questions giving simple reasons  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Organise their knowledge on a period of history, person or place to help them answer questions	<b>Understand how our knowledge of the past is constructed from a range of sources</b> Understand the types of historical evidence available and explain why we have more from certain periods in history  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Consider the usefulness of the knowledge that have and filter this to enable them to answer questions accurately	<b>Address and devise historically valid questions</b> Answer historical questions that require research to answer ensuring points are proved with some evidence  <b>Understand that different versions of past events may exist giving some reasons for this</b> Explain why two sources could show different things about the same event, person or place  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Use their knowledge to answer questions supporting their response with some evidence	<b>Understand how our knowledge of the past is constructed from a range of sources</b> Identify and evaluate primary and secondary evidence giving reasons why each is good or bad historical evidence  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Use their knowledge and a range of sources to respond to historical questions accurately providing evidence
<b>Key Concepts – the broadest and abstract concepts that transfer across the subject</b>							
<b>Concept question</b> This is the assessment at the end of the learning journey.		Have children always played in the same way?	Some people believe that the Great Fire of London was a good thing – do you agree?	How did life in Britain change between the early Stone Age and the Iron Age?	Many people think of Ancient Egypt as fascinating. Why?	How did leadership in World War II impact on civilian lives?	What impact have the ancient Greeks had on our civilisation today?
<b>Key concepts</b>  Cause and Consequence Civilisations Connections Leadership Similarities and differences	<b>Acquired Knowledge:</b>  <b>Able to talk about the sequence of a day.</b>  <b>Learn to talk about night and day.</b>	Identify connections in their own lives  Identify things that are the same and different between their lives and the lives of people in history	Describe how a historical event was caused and what happened as result  Explore how things have changed between a period in history and the	Explain how civilisations change over time  Compare how lives were similar and different between two periods in history	Explain how and why civilisations can exist at the same time in history  Explain how leadership impacts on people's everyday lives	Explain and give reason for causes of a historical event and the resulting consequences  Evaluate how the qualities of a leader	Analyse how some civilisations impacted other civilisations and periods in history  Analyse and compare how leadership of different cultures,

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			<div>present, giving simple reasons</div> <div>Identify how one period in history has connections with others</div>			<div>impact on events in history</div>	<div>societies and groups have an impact on the daily lives of people</div> <div>Investigate how several periods in history are connected together and the reasons for this using evidence</div>
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Terms 3/4	T3: Where do I belong? T4: What is an explorer?	Amazing Discoveries	Under the Microscope	When in Rome...	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
	YR	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum context	Comment on images of familiar situations from the past.	Changes within living memory  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons  The Viking and Anglo- Saxon struggle for the kingdom of England to the time of Edward the Confessor	A non-European society that provides contrast with British history	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066
<b>Historical vocabulary</b> KS1: <b>Use common words and phrases relating to the passing of time</b> <b>Use a wide vocabulary of everyday historical terms</b> (By end of KS)  KS2: <b>Develop the appropriate use of historical terms</b> (By end of KS)		Artefact      Discovery Calendar      Diversity Change      Explorer Church      Global Castle      Invasion Conquest      Invention Crusades      King/ Queen Decade      Local  Long ago      Day Monarchy      Yesterday Museum      Tomorrow Parliament      Year Past      Week Peasant      Before Present      After Traitor		BC/ AD      Gods/Goddesses Agriculture      Heresy Ancient      Hunter-gatherer Archaeology      Iron Age Bronze Age      Monastery Chronology      Myths and Legends Colony      Pope Democracy      Prehistoric Emperor      Rebellion Empire      Revolt Execution      Settler		Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the time period studied	
Chronological knowledge and understanding	Begin to make sense of their own life story and family history.	<b>Know where the people and events they study fit within a chronological framework</b> Identify when someone lived or when something happened or what period something is from	<b>Know where the people and events they study fit within a chronological framework</b> Identify differences between ways of life at different times and where these fit in history	<b>Develop a chronologically secure knowledge and understanding of World history</b> Place time studied on a timeline  <b>Note connections, contrasts and trends over time</b> Identify links and contrasts with and across different periods of time	<b>Develop a chronologically secure knowledge and understanding of British history</b> Place events in a time period on a timeline in the correct order  <b>Establish clear narratives within and across the periods they study</b> Find out and compare some of the characteristics of the earliest civilisations	<b>Develop a chronologically secure knowledge and understanding of World history</b> Place events studied alongside other events from other periods in history correctly on a time line	<b>Develop a chronologically secure knowledge and understanding of World history</b> Place events and periods of history correctly on a timeline that span as wide time period in history  <b>Note connections, contrasts and trends over time</b> Analyse links and contrasts within and

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							across different periods of time
Historical enquiry		<p><b>Use parts of stories and other sources to show that they know and understand key features of events</b> Listen to stories and look at artefacts before explaining a historical event</p> <p><b>Understand some of the ways in which we find out about the past</b> Use pictures, artefacts and texts to find out about what happened in the past</p>	<p><b>Ask and answer questions</b> Ask and answer appropriate questions about the period of study</p> <p><b>Use parts of stories and other sources to show that they know and understand key features of events</b> Listen to stories and look at artefacts before explaining a historical event, accurately</p>	<p><b>Understand that different versions of past events may exist giving some reasons for this</b> Understand and explain why people view events in different ways</p> <p><b>Understand how our knowledge of the past is constructed from a range of sources</b> Explore different sources of historical evidence identifying what it tells us about the past</p>	<p><b>Address and devise historically valid questions</b> Answer historical questions giving reasons and using evidence</p> <p>Pose questions about events, people and places in history</p> <p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Consider the usefulness of the knowledge that have and filter this to enable them to answer questions accurately</p>	<p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Use their knowledge to answer questions supporting their response with some evidence</p> <p><b>Understand how our knowledge of the past is constructed from a range of sources</b> Identify when a source is from the time in history and when it is not and what information this gives us</p>	<p><b>Address and devise historically valid questions</b> Answer extended historical questions that require them to research and draw on their own knowledge</p> <p>Pose questions which deepen their knowledge and link their ideas</p> <p><b>Understand that different versions of past events may exist giving some reasons for this</b> Evaluate a variety or primary and secondary evidence to build a clear picture of the past</p> <p>Understand bias</p>
<b>Key Concepts – the broadest and abstract concepts that transfer across the subject</b>							
<p><b>Key concept question</b> This is the assessment at the end of the learning journey.</p>		How were adventures of Columbus and Armstrong similar and different?	What are the similarities and difference between Florence Nightingale, Mary Seacole and Edith Cavell?	What was the impact of the Roman invasion on British lives?	What were the similarities and differences between Anglo-Saxon and Viking life?	What were the causes of the end of the ancient Mayan civilisation?	What impact did the space race have on the world today?
<p><b>Key concepts</b> Cause and Consequence Civilisations Connections Leadership Similarities and differences</p>	<p><b>Acquired knowledge:</b>  <b>Can talk about the changes in their lives and how things have changed over time.</b></p>	<p>Identify a basic reason why something changed based on an event or person in history</p> <p>Identify things that are the same and different between the lives of people in history</p>	<p>Describe how a historical event was caused and what happened as a result</p> <p>Describe the similarities and differences between key historical figures within periods of history giving reasons for this with supporting evidence</p>	<p>Explain the causes of the events within a period of history and some of the immediate impacts it had</p> <p>Identify what a leader does and compare how this looks during different periods in history</p>	<p>Explain how periods in history are linked together even when they are hundreds or years apart</p> <p>Compare how lives were similar and different between two different periods in history giving simple reasons</p>	<p>Explain and give reason for causes of a historical event and the resulting consequences</p> <p>Explain how one civilisation can impact another</p> <p>Describe the similarities and differences between and within periods of history giving reasons for this with supporting evidence</p>	<p>Investigate and analyse in detail the range of causes for events in history, giving reasons</p> <p>Discuss the consequences on the modern world of these events</p> <p>Identify and describe different types of leaders from different periods in history</p>

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Terms 5/6  Local study	T5: How do plants grow?  T6: Why do we travel in different ways?	Who's the King of the Castle?  A study of Hastings and Pevensey Castles and their surrounding landscapes including plants.	War and Peace  A local study of the Battle of Hastings; the site of Battle Abbey and its surrounding landscape including animal's habitats. significant events, people, places in the locality	Postcards from the Seaside  How are seaside towns similar and different today to how they were during Victorian times?	Tudor Rose  A study of Michelham Priory and its significance in the changes that happened in Britain during the Tudor period.	Brilliant Building and Lovely Landscapes  A study Eastbourne Pier (Local Building )  Understanding our local landscape including Seven Sisters /Cuckmere Haven	It's a Smugglers Life for me  A study of Smuggling in the local area and how smuggling has changed over time.
	YR	Y1	Y2	Y3	Y4	Y5	Y6
National curriculum context		Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality  Events beyond living memory that are significant nationally or globally	A local history study  A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A local history study  A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A local history study	A local history study
<b>Historical vocabulary</b> KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms (By end of KS)  KS2: Develop the appropriate use of historical terms (By end of KS)		Artefact      Discovery Calendar      Diversity Change      Explorer Church      Global Castle      Invasion Conquest      Invention Crusades      King/ Queen Decade      Local	Long ago      Day Monarchy      Yesterday Museum      Tomorrow Parliament      Year Past      Week Peasant      Before Present      After Traitor	BC/ AD      Gods/Goddesses Agriculture      Heresy Ancient      Hunter-gatherer Archaeology      Iron Age Bronze Age      Monastery Chronology      Myths and Legends Colony      Pope Democracy      Prehistoric      Industrial Revolution Emperor      Rebellion Empire      Revolt Execution      Settler	Slave Stone Age Torture Era Victorians Resort Seaside	Emigrant Republic Causation Continuity Immigrant Interpretation Migration Primary evidence Secondary evidence Use terms related to the time period studied	
Chronological knowledge and understanding	Talk about people around them and their roles in society.  Compare and contrast characters from stories	<b>Develop an awareness of the past</b> Recognise the difference between past and present in their own and others' lives.  <b>Know where the people and events they study fit within a chronological framework</b>	<b>Develop an awareness of the past</b> Sequence events within the range of study  <b>Know where the people and events they study fit within a chronological framework</b> Identify differences between ways of life at	<b>Develop a chronologically secure knowledge and understanding of local history</b> Place time studied on a timeline  <b>Establish clear narratives within and across the periods they study</b>	<b>Develop a chronologically secure knowledge and understanding of local history</b> Place events in a time period on a timeline in the correct order  <b>Note connections, contrasts and trends over time</b>	<b>Develop a chronologically secure knowledge and understanding of local history</b> Place events studied alongside other events from other periods in history correctly on a time line	<b>Develop a chronologically secure knowledge and understanding of local history</b> Place events and periods of history correctly on a timeline that span as wide time period in history

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	including figures from the past.	Identify when someone lived or when something happened or what period something is from	different times and where these fit in history	Find out and compare the lives of people and events in history	Explain links and contrasts within and across different periods of time	<b>Note connections, contrasts and trends over time</b> Explain and give reasons for links and contrasts with and across different periods of time	<b>Establish clear narratives within and across the periods they study</b> Explain and compare beliefs; behaviours and characteristics of societies and people through history  <b>Note connections, contrasts and trends over time</b> Analyse links and contrasts within and across different periods of time
Historical enquiry		<b>Ask and answer questions</b> Ask and answer simple questions about the period of study  <b>Use parts of stories and other sources to show that they know and understand key features of events</b> Listen to stories and look at artefacts before explaining a historical event  <b>Understand some of the ways in which we find out about the past</b> Use pictures, artefacts and texts to find out about what happened in the past	<b>Use parts of stories and other sources to show that they know and understand key features of events</b> Listen to stories and look at artefacts before explaining a historical event, accurately  <b>Identify similarities and differences between ways of life in different periods</b> Explore how things have changed between a period in history and the present giving simple reasons  <b>Understand some of the ways in which we find out about the past</b> Use and ask questions of pictures, artefacts and texts to find out about what happened in the past	<b>Address and devise historically valid questions</b> Pose and answer simple historical questions giving simple reasons  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Organise their knowledge on a period of history, person or place to help them answer questions	<b>Understand that different versions of past events may exist giving some reasons for this</b> Understand and explain why people view events in different ways giving reasons for this  <b>Understand how our knowledge of the past is constructed from a range of sources</b> Understand and explain the types of historical evidence available and why we have more from certain periods in history	<b>Address and devise historically valid questions</b> Answer historical questions that require research to answer ensuring points are proved with some evidence  Pose questions to enable them to build on their knowledge  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b> Use their knowledge to answer questions supporting their response with some evidence  <b>Understand how our knowledge of the past is constructed from a range of sources</b> Identify when a source is from the time in history and when it is not and what information this gives us	<b>Understand how our knowledge of the past is constructed from a range of sources</b> Identify and evaluate primary and secondary evidence giving reasons why each is good or bad historical evidence  <b>Understand that different versions of past events may exist giving some reasons for this</b> Look at a variety of primary and secondary evidence to build a clear picture  Understand bias



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						Evaluate sources	
<b>Key Concepts – the broadest and abstract concepts that transfer across the subject</b>							
<b>Key concept question</b> This is the assessment at the end of the learning journey.		Why do kings and queens live in castles?	How did William lead his team to victory?	During the Victorian era how did life in seaside towns change?	What was the impact on Michelham Priory as a result of the dissolution of the Monasteries?	Convince me that Eastbourne Pier has always been important in our town	True or False? Smuggling is always wrong. Explain your answer.
<b>Key concepts</b> Cause and Consequence Civilisations Connections Leadership Similarities and differences  Changes over time	<b>Acquired Knowledge:</b>  <b>Explore and discuss change over time.</b>  <b>Learn to explore and discuss changes over time.</b>	Identify things that are the same and different between the lives of people in history  Identify people who are leaders in history	Identify the characteristics of a civilisation  Explore how things have changed between two periods in history  Identify how a leader can influence their people.	Explain the causes of the events within a period of history and some of the immediate impacts it had  Compare how lives were similar and different between two periods in history  Explain how one period in history is connected to the next	Explain the causes of events in several periods in history and the impacts they had both long and short term  Explain how leadership impacts on peoples everyday lives	Investigate how a person, place or event has connections across history  Explain and compare the similarities and differences between and within periods of history giving reasons for this with supporting evidence	Investigate and analyse in detail the range of causes for events in history, giving reasons  Analyse the consequences on the modern world of these events  Analyse how the similarities and differences between and within periods of history happen and how they shape things within the modern world