



St Augustine's Long Term Plan History Intent



EYFS Curriculum Topics						
	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS Topics	<u>What's your superpower?</u> All about me topic Marvelous Me – Inside and Out and other books	<u>Castles, Knights and dragons</u> Fairy tales and castles topic Zog and other books	<u>Zoom to the moon</u> Space topic Mae among the stars and other books	<u>Dinosaurs Rock</u> Dinosaurs topic Ten terrible dinosaurs and other books	<u>The wheels on the bus go round and round</u> Travel and transport topic The wheels on the bus and other books	<u>Hullaballoo at the zoo</u> Animals – Zoo and animals from around the world Hullaballoo at the zoo and other books
EYFS Statements related to History- Understanding the World Core Knowledge	To know how to talk and remember about significant events in own experience. To know that some places are special to the members of their community.	To know how to compare and contrast characters from stories, including figures from the past. To know how to comment on images of familiar situations in the past	To know how to recognises and describe special times or events for family or friends.	To Know how to recognises and describe special times or events for family or friends.	ELG Past and Present To know how to talk about the lives of the people around them and their roles in society To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; To know how to understand the past through settings, characters and	ELG Past and Present To know how to talk about the lives of the people around them and their roles in society To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.



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					events encountered in books read in class and storytelling.	
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Knowledge in red is aimed at year 1, Knowledge in green is aimed at year 2, Knowledge in black is aimed at both year 1 & 2				
Year ½ Cycle A	Advent I	Lent I	Pentecost I	
Topic	Toys Things that have changed within living memory.	Robin Hood & Sherwood Forest A significant historical person and place in our locality.	Heroes Significant people in the past who contributed to national and international achievements and changed our way of life.	
(National Curriculum)	<ul style="list-style-type: none"> Know about changes within living memory. Know how these changes have impacted nationally. 	<ul style="list-style-type: none"> Know about significant historical people in their own locality. Know about significant historical places in their own locality. 	<ul style="list-style-type: none"> Know about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods in history. 	
Core Knowledge	<ul style="list-style-type: none"> Know that the toys our grandparents played with were different to ours. Know that toys have changed across time. Know why toys have changed overtime. 	<ul style="list-style-type: none"> Know that Robin Hood lived in Nottingham a long time ago. Know that Sherwood Forest is a famous place around Nottingham. Know that Robin Hood is a famous person who lived in Nottingham nearly 900 years ago. Know that Sherwood Forest is where some people believe Robin Hood lived. Know some stories from Robin Hood's life. 	<ul style="list-style-type: none"> Know how it feels to not be treated the same as other people and know why this is wrong. Know that in the past not everyone was treated equally. Know Martin Luther King showed people in the past why it was wrong to treat white people better than black people. Know how Martin Luther King tried to change rules so all people of different races would be treated equally. 	



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		<ul style="list-style-type: none"> • Know some facts about Robin Hood's life. • Know the difference between fact and fiction. • Know what a legend is. 	<ul style="list-style-type: none"> • Know Emeline Pankhurst was a woman in the past who showed people that women can do the same things as men. • Know how Emmeline Pankhurst tried to change rules so that men and women would be treated equally. • Know that we can find out information about the past by looking at photographs, videos and newspapers.
Wider Knowledge	<ul style="list-style-type: none"> • Know that toys in the past were made of wood, fabric and metal. • Know that most toys today are made of plastic. • Know that toys in the past were made of different materials depending on what was available at the time. • Know that toys today can be powered by batteries and electricity but moving toys in the past were powered by winding them up. • Know that we can find out about the games children played in the past from sources like toys, books, museums, listening to older people. • Know that some of the toys from the past aren't played with today. • Know how to play with toys from the past that we don't play with today. • Know that in the past some sorts of toys were only for boys: cars, trains, soldiers and some toys were only for girls: dolls, prams, skipping ropes. • Know today boys and girls can play with the same sorts of toys. 	<ul style="list-style-type: none"> • Know that some people believe Robin Hood was a fictional character but others believe he is factual. • Know that most of Nottingham was a forest long ago in the past. • Know that people of Nottingham long ago lived in the forest and in caves in Robin Hood's time. • Know that as more buildings were built around the river Trent, more trees in the forest were cut down so the forest became further and further away from where people lived. • Know that many of the titles/roles of people we hear about in Robin Hood's life still exist today in Nottingham e.g. Sheriff of Nottingham, Prince, Friar, carpenter, blacksmith. • Know that many of the titles/roles of people we hear about in Robin Hood's life still exist today in Nottingham but aren't as common as they were then e.g. Sheriff of Nottingham, Friar, carpenter, blacksmith. • Know what Sherwood Forest is now. 	<ul style="list-style-type: none"> • Know that Emeline Pankhurst died before Martin Luther King was born. • Know Martin Luther King died before our parents were born. • Know Emeline Pankhurst lived in England between over 150 years ago (1858-1928). • Know Martin Luther King was born in America the year after Emeline Pankhurst died (1929-1968) • Know that in the past black children and white children were not allowed to go to school together or play together. • Know some ways people in the past were treated differently because of their skin colour (race). • Know that in the past girls weren't allowed to do the same things as boys. • Know ways people in the past were treated differently because of being male or female (gender). • Know that one person can change how people treat each other so the world is fairer. • Know that Martin Luther King and Emeline Pankhurst changed how people treat each other so that today men and women and all people of all skin colours can do the same things. • Know why it is important to try to change rules that aren't fair.



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Skills	<ul style="list-style-type: none">• Sort toys into those from the past and present.• Sequence some toys in order from oldest to newest and know which are from the past and which are from the present.• Use old, new, before, after, then, now related to the passing of time.• Use older, newer, oldest, newest, first, second, last, before, after, related to the passing of time.• Use common words and phrases related to toys from the past e.g. modern, antique.• Explain how you know something is from the past or present using new and previous knowledge of materials.• Find answers to simple questions about the past from sources of information.• Show knowledge and understanding about the past in different way eg. role-play, drawing, writing, talking.	<ul style="list-style-type: none">• Sequence events in a story from Robin Hood's life.• Sequence events from stories to build a timeline of Robin Hood's life.• Find evidence of Robin Hood on a local walk e.g statue, Nottingham castle, caves, road signs, place names.• Compare how the roles of people in Robin Hood's time have changed today from what they were in the past e.g. King, prince, Sheriff of Nottingham, friar, blacksmith and explain why they have changed.• Ask and answer questions about what you know about Robin Hood from different sources used.• Ask and answer questions from a variety of sources used to form an opinion of whether Robin Hood was fact or fiction.	<ul style="list-style-type: none">• Use words like before, after, now, then to describe the past and today when talking about how things are different or the same.• Be able to talk about how life was different in the past than today for people because of their skin colour or gender.• Be able to sort the jobs women and men do into now and then when talking about how things have changed.• Be able put in order when Emeline Pankhurst, Martin Luther King, your parents and you were born.• Create a timeline of the people and events studied this year.• Create a timeline of people and events studied in KS 1.
Diversity Links	<p><u>Know that modern toys represent the diversity of children more than toys in the past.</u></p> <p>The first black Barbie and first Hispanic Barbie were released in 1980, allowing children to play with dolls that looked more like the women they knew in their own lives. In 2016, <u>a wider range of diverse Barbies were released</u>, reflecting different skin tones, body shapes and hair texture. Use this as an example of how toy manufacturers are changing their toys to</p>		<p>Know that Martin Luther king worked to change attitudes about equality towards people of different races.</p> <p>Know that Emmeline Pankhurst worked to change attitudes about equality towards women.</p> <p>Case studies of <u>Martin Luther King</u> and <u>Emmeline Pankhurst</u> and their respective campaigns for equality. Use as case studies of individuals who have fought for equality and had such an impact that they have changed attitudes in society.</p>



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	reflect more closely the children who play with them.		<ul style="list-style-type: none">Know how we live out the British Values of 'tolerance of people with different cultures and faiths' in school.Know how we live out the British Value of 'mutual respect' in school.
Vocabulary	Old, new, oldest, newest, older, newer, past, present, childhood, toys, materials, wood, metal, fabric, plastic, rubber, electronic, pull, push, wind up, mechanism, same, different, similar, differences.	Fact, fiction, legend, medieval, sheriff, friar, blacksmith, carenter, king, prince, villain, outlaw, justice, rich, poor, bow, arrow, archery, crusades, forest, city, caves, dwelling, major oak.	Equality, racism, segregation, separated, apart, together, gender, man, woman, race, skin colour, fair, unfair, protest, speech, attitudes, society, stereotype, suffragette, change. Before, after, then, now, past, present, history, time.

Year 1/2 Cycle B	Advent I	Lent I	Pentecost I
Topic	Roll Up, Roll Up, All the Fun of Goose Fair! A significant historical event and place in our own locality.	Great Fire of London A significant event in our country beyond living memory.	Oh I Do Like to be Beside the Seaside-Skegness , a significant place in our own locality
(National Curriculum)	<ul style="list-style-type: none">Know about significant historical events in their own locality.	<ul style="list-style-type: none">Know about an event beyond living memory that is significant nationally.	<ul style="list-style-type: none">Know about a significant historical place in their own locality.Know about changes within living memory.Know how these changes have impacted nationally.
Core Knowledge	<ul style="list-style-type: none">Know that Goose Fair happens every year at the same time.Know that Goose Fair is an event that happens every year in October only in Nottingham.Know Goose Fair in the past was a market where farmers sold their animals like geese.Know that today Goose Fair is a	<ul style="list-style-type: none">Know the Great Fire of London happened long ago, even before their grandparents were born.Know that the Great Fire of London happened in 1666, 350 years ago.Know that the fire burned down so many buildings because in the past there wasn't a fire brigade to help put out the fire.	<ul style="list-style-type: none">Know that Skegness is a seaside town.Know that people in the past and today go on holiday to the seaside at Skegness.Know what we do at Skegness seaside today.Know some things that people in the past did at Skegness seaside.Know that people in the past did the same things we do at Skegness and know why



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	<p>funfair.</p> <ul style="list-style-type: none"> Know that what happens at Goose Fair has changed in different ways over time. Know why Goose Fair is important to Nottingham. 	<ul style="list-style-type: none"> Know that the fire spread quickly because buildings in the past were built of materials that burned easily and quickly. Know that houses today are made of materials that are less flammable. Know that today there are lots of ways to keep us safe from fires: fire alarms, smoke detectors, fire extinguishers, fire fighters 	<p>they did them differently than we do today. E.g. swimming from bathing machines, changing in beach huts, sending messages home on post cards.</p> <ul style="list-style-type: none"> Know that Skegness seaside has changed over time because people want to do different things at the seaside in the present than they did in the past. E.g. today we have arcades, fun fairs, water skiing, jet skis, snorkeling, inflatables in the sea.
Wider Knowledge	<ul style="list-style-type: none"> Know what children can do at Goose Fair today and what they did in the past. Know that Goose Fair used to be on the market square and now it is on the Forest Recreation Ground. Know how the market square has changed over time and why the Goose Fair has moved sites. Know that farmers in the past travelled long distances to sell their products at Goose fair. Know today people travel long distances to visit Goose Fair funfair and they are called tourists. 	<ul style="list-style-type: none"> Know how the fire started and how they tried to put it out. Know how we put fires out today and why this is safer. Know how the fire brigade has improved over time. Know the differences and what is the same between how London looked before the fire and how it looks today after it was rebuilt. Know that a diary is something that you write to remind you what has happened on a specific day. Know that we can find out information from the past using books, paintings, diaries that people who were there wrote at the time and other sources. Know there aren't any photographs of the Great Fire because cameras, mobile phones, laptops weren't invented then. 	<ul style="list-style-type: none"> Know how people in the past kept themselves safe in the sun. Know how we keep ourselves safe in the Skegness sun today. Know why the seaside sun is more dangerous than it was in the past. Know why today lots of people go to Skegness seaside just for the day but go to the seaside abroad for longer holidays.
Skills	<ul style="list-style-type: none"> Sort photographs of Goose Fair into then and now. 	<ul style="list-style-type: none"> Put things that happened in the right order. 	<ul style="list-style-type: none"> Sort photographs of seaside activities and use the terms past and present.



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	<ul style="list-style-type: none">• Describe how they know which images of the fair are from then and now.• Sequence photographs of how Goose fair has changed over time.• Give reasons why they have sequenced photos in the way they have.• Ask and answer questions about Goose Fair to show they understand what happened at the fair then and now.• Use what they see in photographs, on videos, film clips and in books to ask and answer questions about the fair to show they understand the key points of the event and how it has changed over time.	<ul style="list-style-type: none">• Sequence the main events of the Great Fire of London on a timeline.• Talk about the differences and similarities between buildings in the Great Fore of London and buildings today.• Explain how the differences between how buildings are made and what they are made of today and at the time of the Great Fire of London makes them safer.• Look at pictures/paintings of the Great Fire of London and ask questions about what happened.• Answer questions about what happened in the Great Fire of London using pictures to help them.• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of the Great Fire of London.	<ul style="list-style-type: none">• Explain how they know that photographs of the seaside are from the past or present using knowledge they have learnt and prior knowledge from their own experiences of the seaside.• Sequence photographs, post cards and narratives of how seaside holidays have changed over time and explain why things have changed.• Ask and answer questions about what people do at the seaside showing they understand how they have changed over time.• Use what they see in photographs, on videos, film clips and in books to ask and answer questions about the fair to show they understand the key points of the event and how it has changed over time.
Diversity Links	<p>Nottingham's Goose Fair has not run continuously throughout its history. It was cancelled in 1646 because of the Great Plague, and again during World War I (1914–1918). Although officially cancelled for the duration of World War II (1939–1944), the fair was held for a week in July 1943 during daylight hours (due to the wartime blackout regulations), and another daylight-only Goose Fair was allowed in August 1944. The fair resumed on its traditional date of the first Thursday in October in 1945.</p>	<p>Frank Bailey the first black fire fighter in London and England. You may want to watch this video without the sound and record a more simple explanation over it. https://www.youtube.com/watch?v=jCNwdiahrFc https://www.youtube.com/watch?v=FYP4kUh4xSc</p> <p>Molly Williams, America's first female firefighter- a video recording of a story about her: https://www.youtube.com/watch?v=eXzfGgzwcbl</p>	



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Vocabulary	Fair, farmer, geese , animals , produce , live stock , attraction , rides, stalls, games, prizes, food, market square, buildings, council house , event, change, the same , different , similarities , differences , now , then , past, present, historical, tourist, tourism, publicity.	London, Pudding Lane, baker, fire, fire brigade, fire fighter, fire engine, hose, spread, buildings, river, flammable , imflammable , extinguish , fire alarm , smoke detector , extinguisher , emergency , rebuild .	Seaside, tourist, holiday, day trip, transport, beach, entertainment, water sports , pier, sandcastle, promenade , beach front, sun protection, parasol, beach hut, bathing machine, souvenir, post card, text, photo, flight., past , present .
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Knowledge in black is aimed at both year 3 & 4 **Knowledge in red is aimed at Year 3** **Knowledge in green is aimed at Year 4**

Year 3/4 Cycle A	Advent I	Lent I	Pentecost I
Topic	Changes in Britain from the Stone Age to the Iron Age SETTLEMENTS	The Roman Empire and its impact on Britain INVASION & CONFLICT	Beyond 1066 How the differences in life for Children in the Victorian Era was dictated by the social class they were born into understand historical concepts such as cause and consequence, similarity, difference and significance
(National Curriculum)	<ul style="list-style-type: none">Know the changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none">Know the impact of the Roman Empire on Britain (what Britain was like before the Romans came) developing chronology skills.	<ul style="list-style-type: none">Know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies such as Victoria. 1837-1901, focusing on the life for a child during this period.
Core Knowledge	<ul style="list-style-type: none">Know how long ago the Stone Age wasKnow what came after the Stone Age.Know what came after the Stone Age.Know <u>how</u> life changed for people, including children, from the Stone age to the Iron Age.Know and explain why the changes occurred.	<ul style="list-style-type: none">Know what came before the Roman Empire in Britain.Know about life in Britain before the Romans arrived.Know what the jobs and roles were in a Celtic village.	<ul style="list-style-type: none">To know who Queen Victoria was.To know the similarities/ differences with Queen Elizabeth IITo know when the Victorian period wasTo know what came before and what came after the Victorian period.



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	<ul style="list-style-type: none">• Know and compare key features of settlements from prehistory with today.• Know how historians use evidence make deductions.• Know the chronology of the 3 ages.• Know how Britain changed (and the changes involved) between the beginning of the stone age and the iron age.• Know why the changes occurred in Britain.• To know and explain the changes in Britain from the Stone Age to the Iron Age.• Know what is meant by 'hunter-gatherers'	<ul style="list-style-type: none">• Know and understand the importance of the Roman army in the expansion of the Roman Empire to Britain.• Know more about the structure of the Roman army.• Know why the Roman army was effective.• Know and explain and why it was so effective.• Know that artefacts can help us to understand what life was like for people in Roman Britain.• Know how the arrival of the Romans changed life in Britain.• Know and explain the significant changes after the Romans arrived in Britain.	<ul style="list-style-type: none">• Know when, why and what caused education 'free' in Victorian Britain.• Know the reasons for some Victorian children not attending school.• Know what the consequences were for poor children who could not attend school• Know how (and why) Victorian school attendance compares to attendance at St Augustine's-Compare.• Know what it was like to attend a Victorian school.• Know (some of) the similarities and differences between now and then.
Wider Knowledge	<ul style="list-style-type: none">• Know how Britain changed from the iron age to the end of the Roman occupation• Know what stone circles, henges and barrows might have been used for• Know who the Celts were and how they lived.	<ul style="list-style-type: none">• Know that life changed in Britain after the Romans invaded.• Know more about the buildings, roads, food and pastimes of the Romans in Britain.• Know that finding out about the past uses evidence from things built and written.	<ul style="list-style-type: none">• Know some of the key inventions during the Victorian Era.• Know some of the key inventions during the Victorian Era and explain their significance.• Know about workhouses-Link to Year 6 Crime and Punishment focus• Know and explain about the impact this had on the Victorian child's education.
Skills	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• To be able to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	<ul style="list-style-type: none">• Use different sources and develop research skills to find out about Roman Britain• Create a timeline for Roman expansion into Britain, learn about the Roman army and make a Roman shield.	<ul style="list-style-type: none">• Consider the appropriateness of Victorian school punishment.• To use internet search engines to find out about Victorian education reforms.• Use ICT skills to produce their own 'Education Act' manuscript.



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	<ul style="list-style-type: none"> Understand that different versions of the past may exist. Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history. 	<ul style="list-style-type: none"> Look at the evidence we have for what life was like for Roman soldiers. Learn some Latin commands. Find out what it was like for Roman soldiers. 	
Diversity Links	Brackenhurst visit-Nottinghamshire.	A virtual visit to a Roman museum or archaeological site would be advantageous. The Roman Dewa site in Chester, the Roman Bathhouse at Bath, Somerset or the numerous museums/centres along Hadrian's Wall are just a few examples.	<p>Visit the workhouse in Southwell to fully deepen knowledge and understanding of children's life in Victorian times.</p> <p>Read Fair's Fair by Leon Garfield-Victorian Orphans demonstrating the quality of their character-Rich and Poor.</p> <p>Current day comparisons-Linked to world wide events-Russia's war on Ukraine-increase in orphans.</p>
Vocabulary	Settlement Bronze, Iron, Tin, Nomadic, Archaeology, barrow, culture, settlement	Caledonia, Celts, emperor, Iceni, legion, Picts, Roman Empire.	Arithmetic, industry, Industrial Revolution, invention, livestock, migrate, reign, rural, revolution, typhoid.
Year 3/4 Cycle B	Advent I	Lent I	Pentecost I
Topic	Anglo-Saxon & Scots INVASION, SETTLEMENTS and kingdoms	Viking and Anglo-Saxon struggle for the Kingdom of England INVASION & CONFLICT	LOCAL SITE STUDY Nottingham Caves From 9 th Century Viking occupation to 20 th Century WWII air raid shelters
(National Curriculum)	<ul style="list-style-type: none"> Know about settlements by the Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> Know about the Viking and Anglo-Saxon struggle for the Kingdom of England. To know that this was at the time of Edward the Confessor. 	<ul style="list-style-type: none"> Know about the Nottingham Caves and that they are 1.4 miles from St Augustine's school. Know when they were first discovered.
Core Knowledge	<ul style="list-style-type: none"> Know who the Anglo-Saxons Know who the Scots were and where they came from. Know how, when and why they invaded 	<ul style="list-style-type: none"> Know what came before the Vikings and what came after. To know how some of the Kings in Britain dealt with the Viking invaders. 	<ul style="list-style-type: none"> Know that there are historic caves under the streets of Nottingham. Know where these streets are in relation to our school.

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	<p>Britain.</p> <ul style="list-style-type: none"> Know (and explain) some key features of life in Anglo-Saxon Britain. Know that Anglo Saxon life was different depending on your status in society-rich/poor/male/female-Link refer. Back to Victorian Britain-Status divide. 	<ul style="list-style-type: none"> Know that Viking (and Anglo Saxon) life was different depending on your status in society-rich/poor/male/female-Link refer. Back to Victorian Britain. Know what the seven kingdoms of England are. Know which ones exist today. Know about later Viking raids Know about the actions of King Ethelred II. Know that the raid at Lindisfarne in 793AD was one of the first Viking Raids. Know about the introduction of Danegeld. Know (and explain) how the the last Anglo-Saxons shaped have shaped British culture and history. 	<ul style="list-style-type: none"> Know about about the people who lived in and near the caves. Know how the caves were used at different times throughout history. Know who lived there through the ages: Stone Age/Iron Age/Romans/Victorians/1939/Present day. Know that they were used for during World War II-Ref. link to Y5/6 Cycle B
Wider Knowledge	<ul style="list-style-type: none"> Know about some key individuals at this time-King Arthur (was he just a myth?) Know who was influential in converting many Anglo-Saxons to Christianity. Know that St Augustine of Canterbury was alive during this time and was responsible for widespread adoption of Christianity (597CE) 	<ul style="list-style-type: none"> Know that the Viking and Anglo-Saxon struggle ended in 1066 with the Norman conquest of Britain. Know that this period was known as the Dark Ages as not much recorded history exists. 	<ul style="list-style-type: none"> Know that the caves had many purposes.
Skills	<ul style="list-style-type: none"> Describe some aspects of everyday Viking life. Value and assess the impact and significance made by some Anglo-Saxon Kings. Explain how their actions have shaped history, in depth. 	<ul style="list-style-type: none"> Describe in greater detail the influence and actions of some of the main Anglo-Saxon Kings. Explain concepts such as Danegeld and Wergild. Explain what crimes and punishments were like in this time. 	<ul style="list-style-type: none"> Locate the caves on a map of Nottingham Describe how the caves and their usage have changed over the year and why. Explain how the caves usage changed over time and why.

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		<ul style="list-style-type: none"> • Make comparisons between Viking and Anglo Saxon justice systems. • <u>The Venerable Bede</u>, the chronicler, reported that Aethelberht, King of Kent (who lived during the late 6th century), was the first English monarch to become a Christian. He also brought in a law code which included more than 90 written laws. 	
Diversity Links	<p>The Anglo-Saxons did not introduce slavery to Britain (both the Celts and the Romans kept slaves) but it is estimated that at times during the Anglo-Saxon period more than 10 percent (and possibly up to 30 percent) of the population were enslaved.</p> <p>Where did Anglo-Saxon slaves come from?</p> <p>In the early Anglo-Saxon period, many slaves were likely to have been members of the conquered British population, or their descendants. Slaves were also taken from rival Anglo-Saxon settlements, tribes, and kingdoms. The near-constant wars, skirmishes, and conflicts during the Anglo-Saxon period provided a ready supply of slaves.</p>		<p>Plan your visit City of Caves (nationaljusticemuseum.org.uk)</p> <p><i>With about 870 caves identified so far, Nottingham is known for having more than any other city in Britain.</i></p> <p>Caves are incredibly important to the city, having been part of the city's identity since the time that Vikings occupied Nottingham in the 9th century</p> <p>The story of Nottingham's caves and how many have yet to be discovered - Nottinghamshire Live (nottinghampost.com)</p>
Vocabulary	Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots	Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement.	Nottingham, The Park, castle, shelter, evacuation, ale, refuge, usage.



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Knowledge in red is aimed at Year 5, Knowledge in green is aimed at Year 6, Knowledge in black is aimed at both Year 5 & 6

Year Y5/6 Cycle A	Advent I	Lent I	Pentecost I
Topic	Ancient Egypt How society was structured & influenced by faith/beliefs	Before & Beyond 1066 A non-European society that provides contrasts with British history Early Islamic Civilization Know how much the west has in common with early Islam and how much we owe to each other	Before & Beyond 1066 Crime & Punishment Anglo Saxon to present day Changes in an aspect of social history overtime.
(National Curriculum)	<ul style="list-style-type: none">Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.Explain abstract terms such as 'empire' and 'civilisation' using historically accurate vocabulary.Understand historical concepts such as continuity and change, similarity, difference and significance.Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between events happening short term and longer term.	<ul style="list-style-type: none">Know about a non-European society to compare and contrast with British History-Early Islamic Civilization, including a study of Baghdad.	<ul style="list-style-type: none">Know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and punishment from the Anglo-Saxons to the present.
Core Knowledge	<ul style="list-style-type: none">Know how the rulers of Ancient Egypt were divided into families or dynasties.Know and understand the wealth and power of the pharaohs.Know that the Ancient Egyptians buried their dead to enable them to reach the afterlife.	<ul style="list-style-type: none">Know who Muhammad was.know that he was the founder of Islam (know some aspects of Islamic faith).Know some key facts about Baghdad.Know how Baghdad became a major world power.Know about the House of Wisdom and its purpose.	<ul style="list-style-type: none">Know about some of the terms used in crime and punishmentKnow about what the Romans believed about crime and punishmentKnow how the legal system worked in Anglo-Saxon Britain.Know about different punishment methods that were popular during the Tudor period.

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	<ul style="list-style-type: none"> Know and understand the mummification process. Know how and why the pyramids were built. Know about the impact that Ancient Egypt has had on modern life. 	<ul style="list-style-type: none"> Know about some of the key individuals who studied there. Know how the work of the early Islamic doctors impacted on modern medicine. Know some other important discoveries and inventions that came from the early Islamic civilisation. 	<ul style="list-style-type: none"> Know about Dick Turpin based on historical sources. Know about the experiences of Victorian Britain (Link to Y3/4 Unit-Children in Victorian Britain).
Wider Knowledge	<ul style="list-style-type: none"> Know about Ancient Egyptian warfare and battles. Know how the burial method and mummification changed over the centuries. Explain how the structure of pyramids developed over the years. Describe the purpose of the pyramids and the Sphinx. Explain features of the Ancient Egyptians that have influenced modern society, such as medicine. 	<ul style="list-style-type: none"> Know and explain how Bagdad's geographical location was important. Know and understand the impact of early Islamic inventions and discoveries made on the wider world and be able to explain this: The concept of zero The Treatment of smallpox and measles Study of eyes Recognised the importance of doctor/patient relationships Proved that light travels in straight lines Invented the first camera New surgical techniques, e.g. cauterisation • New surgical tools, e.g. forceps 	<ul style="list-style-type: none"> Know what the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. Know, compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin.
Skills	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the Ancient Egyptians. To be able to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Consider why there are different versions of events (fact or fiction). That 	<ul style="list-style-type: none"> Explain why Muslims split into two separate groups after the death of Muhammad and describe some of the beliefs of these groups. Describe in greater detail the cultural and economic significance of Baghdad Recognise and compare different examples of Islamic art. 	<ul style="list-style-type: none"> Talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them. Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. Use primary sources to decide what are facts, what opinions can be formed from



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	<p>these may vary depending upon a person's place/role/side in history.</p> <ul style="list-style-type: none">• Investigate and research ideas that are personally interesting.• Present, organise and communicate information and ideas using a range of historical sources.		<p>the evidence, and identify the questions they have about the life of the highway man Dick Turpin.</p> <ul style="list-style-type: none">• Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.
Diversity Links	<p>Recognise the similarities and difference between the Egyptian Gods and the Catholic Faith-The Holy Trinity-know that differences are respected, recognised and valued because diversity is a strength.</p>	<p>A visit to a local mosque will help children to further understand the teachings of Islam and how it is central to the lives of many Muslims.</p> <p>The Islamic Gallery at the British Museum in London showcases a range of fascinating artefacts and detailed information about the Islamic Empire.</p>	<p>The local courts or a police station would make a good visit.</p> <p>The Clink Prison Museum: 1 Clink Street, London, SE1 8DG.</p> <p>York Castle Museum: The Castle, York YO1 9RY. See where Dick Turpin was held before his execution.</p> <p>Guildhall Museum, Rochester, Kent: There is a full-size reconstruction of a prison hulk.</p> <p>National Archives: A wide range of resources and information.</p> <p>Victorian Crime and Punishment: Contains a wealth of information about Victorian Crime and Punishment.</p>
Vocabulary	<p>BC, civilisation, irrigation, silt, hieroglyphics, cartouche, Ancient, Civilisation, Pharaoh, Mummification, Society, Pyramids, Dynasty.</p>	<p>Islam, caliph, dynasty, scholar, calligraphy, vegetal, geometric, silk road.</p>	<p>Deterrence, retribution, protection, reformation, vindication, capital punishment, corporal punishment, Anglo-Saxon- arson/ecclesiastical/Danelaw/slander/ Norman- Poaching freeman/serf/slave/knight/ The Church- Archbishop/clergy/consecrated/lay person/pilgrimage/outlawed.</p>



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Year 5/6 Cycle B	Advent I	Lent I	Pentecost I
Topic	Ancient Greece How society was structured influenced by faith/beliefs	Before & Beyond 1066 The legacy of Greek culture, the Olympic games on later periods in British & world history, including the present day Changes in an aspect of social history overtime.	Beyond 1066 Know how World War II impacted on the lives of Children understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
(National Curriculum)	<ul style="list-style-type: none"> Know about Ancient Greece and its achievements and how it influence the western world. 	<ul style="list-style-type: none"> Know about the legacy of Greek cluture including the Olympic Games. Know about it influence in today's society. 	<ul style="list-style-type: none"> Know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War II- focusing on the life for a child during this period.
Core Knowledge	<ul style="list-style-type: none"> Know that BC counts backwards and is before AD Know that Ancient Greece spanned a period from Know who the ancient Greeks were including Alexander the Great. Know that Ancient Greek Gods were the basis of many mythical stories still told today. Link to texts shared in English. Know (and explain why) that the Ancient Greek empire had different leaders and different states within it. Know that the Ancient Greek empire was taken over by the Roman Empire Know (why) that Ancient Greeks lived in different city states which had different leaders and different rules. 	<ul style="list-style-type: none"> To know about the Olympics in Ancient Greek times Know that many aspects of modern life can be traced back the Ancient Greeks, such as the Olympics. Know about the similarities and differences between the Olymic Games in Ancient Greek times and the modern Olympic Games. 	<ul style="list-style-type: none"> Know the war started; War with Germany was declared 3rd September 1939 Know some of the countries and key individuals involved; Know that children were first evacuated 1st September, 1939. Know that children were massively affected by World War Two-Nearly two million children were evacuated from their homes at the start of World War Two Know what rationing is Know that children had to endure rationing, gas mask lessons, evacuation-PSHE link-Resilience.



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Wider Knowledge	<ul style="list-style-type: none"> Know that Athens was the first democracy. Athens developed maths, philosophy and theatre. Know that Sparta was a warrior state, where the ability to fight was more important than education. Know that Athens and Sparta were in conflict with each other and had several battles. 	<ul style="list-style-type: none"> Know about the Ancient Greek achievements and their influence on the western world- 	<ul style="list-style-type: none"> Know the differences for rich and poor children during World War II in Britain. Know the differences between children in Germany and Poland in comparison to children in Britain during World War II.
Skills	<ul style="list-style-type: none"> Research ancient Greek God and Goddesses. <p>Use primary and secondary sources to describe key features of the everyday lives of people living in Ancient Greece.</p> <ul style="list-style-type: none"> Use questioning skills 	<ul style="list-style-type: none"> Explore the Olympics in ancient Greek times through examining primary sources. Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> Offer reasons to explain why the war started; Explore the significance of key events; Explain how and why the changing role of women was significant to the war effort; Recall key facts about rationing Recall key facts about evacuation Recall key facts about the Holocaust
Diversity Links	<ul style="list-style-type: none"> Most Greeks are named after a religious Saint. On the "name day" of someone, family and friends visit without invitation and offer wishes and small presents. 	<ul style="list-style-type: none"> Greek Culture-Parent to do a presentation based on Greek culture. The Olympics were only for men- why? 	<ul style="list-style-type: none"> Guest speaker-Plea out to parents/grandparents- know that there were African Soldiers in the war www.historyworkshop.org.uk Visit the Holocaust Centre(Newark)- /RE/PSHE link Link to DT-Come Dine With Me – Rationing recipe.
Vocabulary	Ancient, civilisation, city states, empire, legacies, democracy, primary sources, secondary source	Long jump, javelin, discus throwing, wrestling, boxing, chariot racing, ability, compete, competition, event, nude, pagan, physique	Allies, atomic bomb, Axis, evacuation, Nazi party, persecution, rationing.