



St Augustine's Catholic Academy

History Intent



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.	
Year 1/2 Cycle A Topic	Robin Hood & Sherwood Forest A significant historical person and place in our locality.
National Curriculum	<ul style="list-style-type: none">• Know about significant historical people in their own locality.• Know about significant historical places in their own locality.
Core Knowledge	<ol style="list-style-type: none">1. Know that beyond living memory means history that no one alive now can remember. Know that Robin Hood is a famous person who lived in Nottingham a long time ago. Know that Robin Hood is a famous person who lived in Nottingham nearly 900 years ago.2. Know that facts are real and fiction isn't real. Know that a legend is based on something real but has been changed overtime as it has been passed on.3. Know some stories from Robin Hood's life. Know some facts about Robin Hood's life.4. Know that most of Nottingham was a forest in the past. Know that Sherwood Forest is a famous place with trees and few buildings in Nottingham. Know where on a map Sherwood Forest is and it is where people believe Robin Hood lived.5. Know that in Robin Hood's time, many people in Nottingham lived in the forest and in caves. Know what Sherwood Forest was like in medieval times and that it covers less land today. Know that in medieval times Sherwood Forest was a place where people lived it's where they found food- hunting and foraging.6. Know the key changes to Sherwood Forest over time: it is smaller, people don't live there any longer, and people don't hunt the animals. Know that Sherwood Forest today is a tourist attraction and is now used for leisure.
Wider Knowledge	<ul style="list-style-type: none">• Know what a source is. Know that you can find information from different sources.• Know that houses were built around the river Trent so forest became smaller. Know trees in the forest were cut down so the forest became further and further away from where people lived.• Know that the Major Oak is a tree in Sherwood Forest.• Know the major Oak is at least 1,000 years old.• 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 but they aren't as common today.
Skills	<ul style="list-style-type: none">• Find evidence of Robin Hood on a local walk e.g statue, Nottingham castle, caves, road signs and place names.• Sequence events in a story from Robin Hood's life.• Sequence events from stories to build a timeline of Robin Hood's life.



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	<ul style="list-style-type: none">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.Tell the difference between past and present in your own lives. Tell the difference between past and present in your own and other people's lives.
Diversity Links	<u>Bartholomew was an African on the run in Nottingham in the 13th century.</u> He is mentioned in the Pipe Roll (21 June, 1259), where he was called an 'Ethiopian' and a 'Saracen.' The Pipe Roll says, Bartholomew was brought to England by 'Roger de Lyntin.' The roll also gives 'a mandate to arrest' Bartholomew, for 'running away from his said lord Roger de Lyntin.' Bartholomew may have been on his way to the city of Nottingham to escape his lord's authority.
Vocabulary	Robin Hood, Nottingham, city, fact, fiction, legend, medieval, Sherwood Forest, caves, The Major Oak, Nottingham Castle, outlaw, changes, source.

Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4.

Year 3/4 Cycle A Topic	Invasion and Conflict The Roman Empire and its impact on Britain.
National Curriculum	<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.
Core Knowledge	<ol style="list-style-type: none">Know how Britain changed from the Iron Age to the end of the Roman occupation. Know the Roman Empire existed after the Bronze Age and at the same time as the Iron Age in Britain. Know the Roman Empire existed between 700BC and AD476.Know the Romans invaded Britain and other countries in Europe, North Africa and Asia. Know why the Roman army was effective in invading and conquering so many countries.Know how the development of Roman settlements enabled them to keep control over the whole of Britain: building brick & stone buildings/forts, paved straight roads stretching across the country to connect towns making it easier for armies to keep control over different occupied towns. Know how they defended their lands.Know how the Roman occupation of Britain helped to advance British society: prior to Roman invasion there was no written language in Britain they taught Britons to read, write & speak the Roman language Latin & introduced roman numerals for counting. Know what aspects of life in Britain today are based on what the Romans brought: reading, write & speak the Roman language Latin which lots of our words



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	<p><i>today come and is the basis for many religious responses and texts and Roman numerals still seen in lots of places e.g. sundials, clocks.</i></p> <p>5. Know that there was resistance to the Roman occupation in Britain. Know that Boudica (Boadicea) was a Celtic queen who led a revolt against Roman rule in ancient Britain in AD60. Know that by AD410 the city of Rome in Italy was under attack and the empire was falling apart so the Romans left Briton to help Rome.</p>
Wider Knowledge	<ul style="list-style-type: none">Know Roman society was divided into a hierarchy where people were ranked into different groups of importance depending on their jobs and family. Know the emperor was at the top of this structure, followed by the senators (politicians) and consuls (advisors), then wealthy landowners, followed by the common people and slaves.
Skills	<ul style="list-style-type: none">Name and place dates of significant events from the past onto a timeline. Name and place dates of significant events from the past onto a timeline showing how this relates to other periods studied.Use reliable sources of evidence and develop research skills to find out about Roman Britain. Understand the difference between primary and secondary sources of evidence.Show knowledge and understanding by describing what and why something happened in the past. Show knowledge and understanding by describing why something happened in the past and the impact it has on society today.Ask questions about a source. Ask a range of questions about different sources.Describe events using correct historical vocabulary.
Diversity Links	<p>Emperor Septimius Severus was the first African-born Roman Emperor and ruled the Empire from York. Use as an example of the Roman emperors with close links to Britain.</p>
Vocabulary	<p>Romans, Celts, Roman Empire, invade, century, centurian, emperor, legion, senators, plebians, slaves, decade, BC, AD, shield, armour, Boudicca, settlement, Latin</p>



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Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.

Y5/6 Cycle A Topic	Early Islamic Civilization Before & Beyond 1066 <i>A non-European society that provides contrasts with British history</i>
National Curriculum	<ul style="list-style-type: none">Know about a non-European society to compare and contrast with British History-the achievements of the Early Islamic Civilization, including a study of Baghdad.
Core Knowledge	<ol style="list-style-type: none">Know the Early Islamic Society started in around AD600 and the ruler of the Islamic Empire was the Caliph. Know that it existed at the same time as time as the Anglo Saxon, Viking & Medieval periods in Britain. Know it was more than one country, it spread from the Middle East west to North Africa and Spain east to India.Know Baghdad was founded as the capital of the Islamic Empire in 725AD. Know Baghdad became a major world power and today the country it is in, is called Iraq.Know Prophet Muhammad was the founder of Islam in AD610. Know Prophet Muhammad lived in Mecca and was the founder of Islam in AD610. Know the religion Muslims follow is called Islam.Know the House of Wisdom was a huge academy where people studied books and the stars. Know it was a library and an observatory and books were translated from Roman and Greek so people could read them.Know their hospitals were some of the first in the world treating rich and poor people. Know they also teaching hospitals were doctors studied the body, how they worked, different diseases and how to treat them. Know some of the key medics and their advanced knowledge and discoveries (see wider knowledge)
Wider Knowledge	<ul style="list-style-type: none">Know that Cordoba (Spain) and Cairo (Egypt) were significant cities in the Islamic Empire.Know Baghdad was invaded and destroyed in 1258. Know that the Mongols invaded and destroyed Baghdad in 1258 which some historians believed was the end of the Islamic Civilisation.Know that there was division over who should be Prophet Muhammad's successor and that this resulted in Muslims splitting into Sunni and Shia groups.Know that Al Zahrawi developed surgical instruments, including forceps, that are still used today. Know that Muhammad ibn Zakariya Razi was the first to study body fluids for signs of disease and is consider "the father of paediatrics".
Skills	<ul style="list-style-type: none">Explain on the timeline what was happening in the wider world at the same time.Explain on the timeline what was happening in the wider world at the same time and how the events were interlinked.Describe events using increasingly specialised historical vocabulary.Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.



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	<ul style="list-style-type: none">• Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <u>Select</u> and <u>evaluate</u>, <u>critique and justify</u> their use of relevant sources to help them understand aspects of wider world history• Choose reliable sources of evidence to answer questions Evaluate the usefulness and accurateness of different sources of evidence.• Realise that there is often not a single answer to historical questions. Make links between time periods and appreciate that the past can be interpreted in different ways.• Use dates and terms accurately and present information in the most appropriate way.• Reach <u>informed conclusions</u> and make <u>reasoned judgements when presenting findings</u> about the past in a variety of ways.
Diversity Links	<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>
Vocabulary	<p>Islam, caliph, Sunni, Shia scholar, astronomy, medic, House of Wisdom, Baghdad, Al Zahrawi, Muhammad ibn Zakariya Razi, Al-Khwarizmi, Ibn Al-Haytham</p>

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