



St Augustine's Catholic Academy

History Intent Pentecost I

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	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 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	<p>Forget Me Nots: What is the past? How do we find out about the past?</p> <p>Chronological order-Timeline-Plot toys and Robin Hood-Building on previous learning.</p> <p>Know that we can find out information about the past by looking at photographs, videos and newspapers.</p> <p>https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6</p> <ol style="list-style-type: none">Know that the words 'significant individual' means a person who has changed the course of history. (<i>The way things happened</i>). Know that Martin Luther King was a civil rights activist in the 1950s and 1960s and changed the course of history. Know why Martin Luther King changed the course of history through peaceful protests.Know that in the past not everyone was treated equally. Know that 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.https://www.youtube.com/watch?v=vP4iYITtS3s Know that Martin Luther King delivered a famous speech, 'I Have A Dream', in 1963 to 250,000 people. Know how it feels to not be treated the same as other people and know why this is wrong (PSHE Link). Know why Martin Luther King's, 'I Have A Dream' is so important to so many people. Know why Martin Luther King wrote this speech. <p><i>*I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.*</i></p> <p><i>*Teachers to focus on this part of the speech and define its meaning.*</i></p> <p>Emmeline Pankhurst-Lesson 4 https://www.youtube.com/watch?v=Pup3v3qdrPA</p> <ol style="list-style-type: none">Know that Emmeline Pankhurst (1858-1928) was a British political activist. Know that Emeline Pankhurst was a significant individual who changed the course of history for women.



St Augustine's Catholic Academy

History Intent Pentecost I

	<p>Know Emmeline Pankhurst was a woman in the past who showed people that women can do the same things as men in.</p> <p>Know how Emmeline Pankhurst tried to change rules so that men and women would be treated equally.</p> <p>5. Know the similarities and differences between Martin Luther King and Emmeline Pankhurst.</p> <p>Know that Martin Luther King and Emmeline Pankhurst changed how people treat each other</p> <p>Know that today men and women and all people of all skin colours can do the same things.</p> <p><i>Additional point to inform children:</i> <i>Know why it is important to try to change rules that aren't fair- Gospel Value-RE Link-Justice.</i></p>
Wider Knowledge	<ul style="list-style-type: none">• Know that Emmeline Pankhurst died before Martin Luther King was born.• Know Martin Luther King died before our parents were born.• Know Emmeline Pankhurst lived in England over 96 years ago (1858-1928).• Know Martin Luther King was born in America the year after Emmeline 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.
Skills	<ul style="list-style-type: none">• Use words like <i>before, after, now, then</i> 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.• Sort the jobs women and men do into now and then when talking about how things have changed.• Put in order when Emmeline 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>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 Martin Luther King and Emmeline Pankhurst 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> <p>Know how we live out the British Values of 'tolerance of people with different cultures and faiths' in school. (Heritage Day).</p> <p>Know how we live out the British Value of 'mutual respect' and Gospel Value of Justice in school.</p>
Vocabulary	<p>Equality, racism, segregation, separated, apart, together, gender, man, woman, race, skin colour, fair, unfair, protest, speech, attitudes, society, stereotype, suffragette, change.</p>



St Augustine's Catholic Academy

History Intent Pentecost I

Before, after, then, now, past, present, history, time.

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	<p>Beyond 1066</p> <p>How the differences in life for Children in the Victorian Era was dictated by the social class they were born into.</p> <p>Understand historical concepts such as cause and consequence, similarity, difference and significance.</p>
National Curriculum	<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	<p>Teacher Points:</p> <p>Forget Me Nots: What is the past? How do we find out about the past?</p> <p>Chronological order-Timeline-Plot The Stone Age and Iron Age in relation to the Victorian era building on previous learning. Know that we can find out information about the past by looking at photographs, videos and newspapers.</p> <p>Enrichment Trip to Newstead Abbey to experience a day in the life of a Victorian child.</p> <ol style="list-style-type: none">1. Know that the Victorian Era was from 1837 to 1901 and what key events came before and what came after. Know who Queen Victoria was. Know that during Queen Victoria's reign many improvements occurred to the education of children and why they occurred.2. Know what life was like for poor children in Victorian Britain. Know why many poor children had to work as soon as they were able to. Know that it was only children from rich families who were taught at home.3. Know that a workhouse, was where poor people who had no job or home lived. Know that workhouses homed orphaned (children without parents) and abandoned children. Know that the education the children received did not include the two most important skills of all, reading and writing, which were needed to get a good job.4. Know about the changes to education in Victorian times pioneered by Lord Shaftesbury. Know the important dates when laws were passed to transform the Victorian education system. <p>Teacher points (Important Dates):</p> <p>1833 – grants awarded to school. 1844 – 'Ragged Schools' were set up to provide free basic education for orphans and very poor children. 1870 – Forster's Education Act – All parts of Britain to provide schools to children aged 5 to 12 but not all free until 1891.</p> <ol style="list-style-type: none">5. Know the differences between modern and Victorian schooling. Know what a typical school day was like in Victorian times.



St Augustine's Catholic Academy

History Intent Pentecost I



	Know what the three Rs were taught most days and the materials used to teach them.
Wider Knowledge	<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 and explain about the impact this had on the Victorian child's education.
Skills	<ul style="list-style-type: none">• Consider the appropriateness of Victorian school punishment.• Use the internet search engines to find out about Victorian education reforms.• Use ICT skills to produce their own 'Education Act' manuscript.
Diversity Links	<ul style="list-style-type: none">• Read Fair's Fair by Leon Garfield-Victorian Orphans demonstrating the quality of their character-Rich and Poor.• Current day comparisons-Linked to world wide events-Russia's war on Ukraine-increase in orphans.• Invictus poem – poet William Earnest Henley (1849 - 1903).
Vocabulary	arithmetic, industry, industrial revolution, invention, livestock, migrate, reign, rural, revolution, typhoid.

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	Crime and Punishment Before and Beyond 1066 Anglo Saxon to present day Changes in aspect of social history overtime
National Curriculum	<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	<p>I. Know terms relating to crime and punishment, such as judge, jury, lawyer, pillory etc.</p> <p>Know basic ways in which punishment for crime has changed overtime.</p> <p>Know the reasons why punishments for crime has changed.</p> <p>Teacher Points: Know the definition of crime: <i>crime, also called an offence or a criminal offence, is an act harmful not only to some individual, but also to the community or the state (a public wrong). Such acts are forbidden and punishable by law.</i> Definition of a criminal: <i>A person who has committed a crime.</i></p> <p>Teacher Points: https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty Revisit knowledge from LKS2 Anglo Saxons and Scotts-Cycle B</p> <ul style="list-style-type: none">•The Anglo-Saxon period in Britain was from around 410 to 1066CE.•A lot of the population lived in small villages in the countryside and very few lived in towns. This meant that many people knew their neighbours well.•Most people grew their own food and farmed the land where they lived.•Children were considered adults at 10 years old!



St Augustine's Catholic Academy

History Intent Pentecost I



	<ol style="list-style-type: none">1. Know that during the Anglo-Saxon and Viking period (410AD-1066) the leader of the village would decide on the punishment of the crime, based on the King's rules. Teacher Point-Explore Anglo-Saxon and Viking Punishments. Know that there wasn't a police force like we have today and that keeping law and order was the responsibility of everyone in the village. Know that someone seen committing a crime (the witness) could raise a 'hue and cry' (shouting for help) and everyone who heard it was expected to help chase and capture the suspects.2. Know about crime and punishment in the Tudor period (1485-1603). Know the key facts about different types of Tudor crimes and punishments. Know why certain crimes were thought to be very serious and explain why.3. Know about crime and punishment in Medieval Times (500-1500). Know about the life of Dick Turpin by using historical sources and draw own conclusions and questions based on the evidence. WCR Link-The Highway Man by Alfred Noyes (first published 1906). *Teacher Point- The authorities saw highwaymen as the most serious criminal threat- hence large rewards were given for information.4. Know about crime and punishment the Victorian Period (1837-1901). Know the key facts about different types of Victorian crimes and punishments. Know why certain crimes were thought to be very serious and explain why.5. Know the similarities and differences in crime and punishment over the ages. Know how this compares and contrasts with modern Britain today and why this has evolved over the years. <p>By the end of this topic: A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none">• Can they test out a hypothesis in order to answer a question?• Do they have a good understanding as to how crime and punishment has changed over the years?
Wider Knowledge	<ul style="list-style-type: none">• Know how the Anglo-Saxon legal system is similar and different to both the Roman system and the modern legal system in Britain.• Know how to find out how the legal system worked in Anglo Saxon Britain.• Know about different punishment methods that were popular during this timeframe.• Know how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.
Skills	<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 the evidence, and identify the questions they have about the life of the highway man Dick Turpin.• 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.



St Augustine's Catholic Academy

History Intent Pentecost 1



	Pupils reach <i>informed conclusions</i> and make <i>reasoned judgements</i> using <i>increasingly specialised vocabulary</i> as they <i>select</i> and <i>evaluate</i> , <i>critique and justify</i> their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.
Diversity Links	<p>The local courts or a police station would make a good visit.</p> <p>Galleries of Justice - Nottingham</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>Deterrance, retribution, protection, reformation, vindication, capital punishment, corporal punishment,</p> <p>Anglo-Saxon-arson/ecclesiastical/Danelaw/slander/</p> <p>Norman-</p> <p>Poaching freeman/serf/slave/knight/</p> <p>The Church-</p> <p>Archbishop/clergy/consecrated/lay person/pilgrimage/outlawed.</p>