



**St Augustine's Catholic Academy**  
**History Intent Advent 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 B Topic	<b>Goose Fair</b> Roll Up, Roll Up. All the fun of Goose Fair!
National Curriculum	<ul style="list-style-type: none"><li>• Know and develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li><li>• Know about significant historical events in their own locality.</li><li>• Know changes within living memory.</li></ul>
Core Knowledge	<ol style="list-style-type: none"><li>1. Know that Goose fair started a long time ago. Know that Goose Fair is one of Europe's oldest and largest travelling fairs.</li><li>2. 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.</li><li>3. Know Goose Fair in the past was a market where farmers sold their animals like geese. Know that what happens at Goose Fair has changed in different ways over time.</li><li>4. Know that today Goose Fair is a funfair. Know why Goose Fair is important to Nottingham.</li><li>5. Know how to describe how their own Goose fair experience is different from past generations (Live speaker). Know how to compare and contrast Goose Fair differences using a venn diagram.</li><li>6. Know the positive reasons Goose Fair has on Nottingham City (Funding, tourism). Know and describe the positive reasons Goose Fair has on Nottingham City.</li></ol> <p>Teacher's Research: <a href="http://www.nottsheritagegateway.org.uk/places/goosefair.htm">http://www.nottsheritagegateway.org.uk/places/goosefair.htm</a> <a href="https://www.nottinghampost.com/whats-on/whats-on-news/feel-nostalgic-amazing-photos-nottinghams-554025">https://www.nottinghampost.com/whats-on/whats-on-news/feel-nostalgic-amazing-photos-nottinghams-554025</a></p>
Wider Knowledge	<ul style="list-style-type: none"><li>• Know what children can do at Goose Fair today and what they did in the past.</li><li>• Know that Goose Fair used to be on the market square and now it is on the Forest Recreation Ground.</li><li>• Know how the market square has changed over time and why the Goose Fair has moved sites.</li><li>• Know that farmers in the past travelled long distances to sell their products at Goose fair.</li><li>• Know today people travel long distances to visit Goose Fair funfair and they are called tourists.</li></ul>
Skills	<ul style="list-style-type: none"><li>• Sort photographs of Goose Fair into then and now.</li><li>• Describe how they know which images of the fair are from then and now.</li><li>• Sequence photographs of how Goose fair has changed over time.</li><li>• Give reasons why they have sequenced photos in the way they have.</li></ul>



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	<ul style="list-style-type: none"><li>Ask and answer questions about Goose Fair to show they understand what happened at the fair then and now.</li><li>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.</li></ul>
<b>Diversity Links</b>	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. (DT link to wheels)
<b>Vocabulary</b>	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.

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

<b>Year 3/4 Cycle B Topic</b>	<b>Anglo Saxons &amp; Scots</b>  Invasion, settlements and Kingdoms
<b>National Curriculum</b>	<ul style="list-style-type: none"><li>Know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>Know about settlements by the Anglo- Saxons and Scots.</li></ul>
<b>Core Knowledge</b>	<p>Forget me nots to focus on Advent I Settlements and Lent I Invasion and Conflict, Roman Empire.</p> <p>Enrichment: Partake <a href="https://www.partakehistory.com/dramas-and-workshops/">https://www.partakehistory.com/dramas-and-workshops/</a></p> <ol style="list-style-type: none"><li>1. Know who the Anglo Saxons and Scots were. Know and identify what came before and after the Anglo Saxons and Scots.</li><li>2. Know when and why the Anglo Saxons and Scots invaded Britain. Know how to make informed responses based on historical information.</li><li>3. Know how the Anglo Saxons influenced Britain. Know that much of our language today is derived from Anglo Saxon tribes.</li><li>4. Know the religious beliefs and practices of the Early Anglo Saxons people. Know that the Romans did introduce Christianity to Britain but Anglo Saxons maintained their pagan beliefs. (The Saxons were very superstitious and believed in elves, goblins and dragons. The Anglo-Saxons worshipped the gods Tiw, Woden, Thor and Frig).</li><li>5. Know and describe some of the Gods they worshipped. Know what the benefits were of the Gods they worshipped and how this impacted on their faith.</li><li>6. Know about the legend of King Arthur. Know that the British leader King Arthur was responsible for fighting against the Anglo Saxons. Know how to have a reasoned viewpoint whether King Arthur was a legend.</li></ol> <p>Guidance - <a href="https://www.ks2history.com/king-arthur-info-guide">https://www.ks2history.com/king-arthur-info-guide</a></p>



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<b>Wider Knowledge</b>	<ul style="list-style-type: none"><li>• Know about some key individuals at this time-King Arthur (was he just a myth?)</li><li>• Know who was influential in converting many Anglo-Saxons to Christianity.</li><li>• Know that St Augustine of Canterbury was alive during this time and was responsible for widespread adoption of Christianity (597CE). Links to our patron saint.</li><li>• Know Anglo-Saxon Kingdoms spoke a diverse range of dialects, which over time became known as Old English. Much of our language today is derived from the Anglo Saxon tribes. Here's a list of Anglo Saxon words we still use today: Cow, Hunger, Year, Chat, Walk.</li><li>• The Anglo-Saxons formed the Kingdom of England in 927. It remained a sovereign state until 1707 when it united with Scotland (it had already incorporated Wales) to form the Kingdom of Great Britain. The Anglo-Saxons are responsible for much of the Britain we know today, introducing the boundaries of shires and the regional governments. Though their rule came to an end in 1066, their influence remains with us.</li><li>• They replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today. The Anglo-Saxons also brought their own religious beliefs, but the arrival of Saint Augustine in 597 converted most of the country to Christianity.</li></ul> <p><b>Why did the Anglo-Saxons come to Britain?</b></p> <p><b>To fight</b></p> <p>The Anglo-Saxons arrived firstly as <b>warriors</b> employed by the Roman army and then, two generations later, as settlers, to farm the land.</p> <p><b>To farm</b></p> <p>Many Anglo-Saxons came peacefully, to find land <b>to farm</b>. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</p> <p><b>To make new homes</b></p> <p>Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.</p> <p><b>They were invited</b></p> <p>With <b>Picts</b> and <b>Scots</b> attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But <b>they</b> didn't leave! They took over.</p>
<b>Skills</b>	<ul style="list-style-type: none"><li>• Describe some aspects of everyday Viking life.</li><li>• Evaluate and assess the impact and significance made by some Anglo-Saxon Kings.</li><li>• Explain how their actions have shaped history, in depth.</li></ul>
<b>Diversity Links</b>	<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><b>Where did Anglo-Saxon slaves come from?</b></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>
<b>Vocabulary</b>	Invasion, Jutes, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, artefact, excavation, archaeology, historian, sources, evidence, interpretation, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre

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

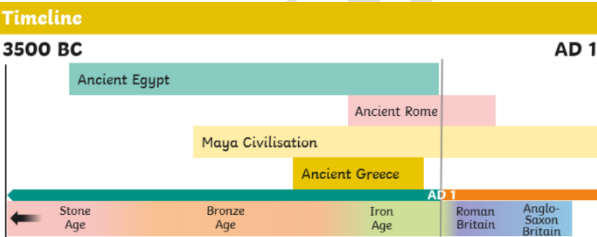
Ancient Greece



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Y5/6 Cycle B Topic	
National Curriculum	<ul style="list-style-type: none"><li>Know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li><li>Know about Ancient Greece and its achievements and how it influenced the western world.</li></ul>
Core Knowledge	<ol style="list-style-type: none"><li>1. Know who the Ancient Greeks were. Know some of the key events during the Ancient Greek period.</li><li>2. Know about aspects of daily life and society in Ancient Greece. Know why these aspects were fundamental in the daily lives of the Greeks.</li><li>3. Know that Ancient Greece was not a country Know Ancient Greece it was made up of city states. Know that there were often battles between these city states.</li><li>4. Know that Ancient Greeks believes in many different God and Goddesses. Know each God/Goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.</li><li>5. Know that Ancient Athens is where democracy began in 508bc. Know how to identify democracy and what it stands for in today's world.</li><li>6. Know how Alexander the Great empire grew. Know how Alexander the Great empire grew and the effects of this.</li></ol> 
Wider Knowledge	<ul style="list-style-type: none"><li>Know that Athens was the first democracy. Athens developed maths, philosophy and theatre.</li><li>Know that Sparta was a warrior state, where the ability to fight was more important than education.</li><li>Know that Athens and Sparta were in conflict with each other and had several battles.</li></ul>
Skills	<ul style="list-style-type: none"><li>Research ancient Greek God and Goddesses.</li><li>Use primary and secondary sources to describe key features of the everyday lives of people living in Ancient Greece.</li><li>Use questioning skills.</li></ul>
Diversity Links	<ul style="list-style-type: none"><li>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.</li></ul>
Vocabulary	Ancient, civilisation, city states, empire, legacies, democracy, primary sources, secondary source.