



St Augustine's Long Term Plan - History Intent

History

EYFS Prerequisite Skills for History from Development Matters and Early Learning Goals

| EYFS | | | | | | |
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| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| F1 | Me and My Family | Light and Dark (colours) | People Who Help Us | Growing | Creepy Crawlies and Minibeasts | At the Farm |
| F2 | Myself and My Super Power | Castles and Knights (fairy tales) | Space | Dinosaurs | Transport | Animals |
| EYFS | Learning Intentions | | | | | |
| DM F1 | <ul style="list-style-type: none"> To know their own life-story. To know their own family's history. To know how to talk about significant events in my own experience. To know how to talk and remembers about significant events in my own experience. | | | | | |
| DM F2 | <ul style="list-style-type: none"> To know how to talk and remember about significant events in own experience. To know that some places are special to 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. | | | | | |
| ELG | <p>Understanding of the World: Past and Present</p> <ul style="list-style-type: none"> To know how to talk about the lives of the people around them and their roles in society (Pentecost 1 Bus driver) To know some similarities and differences between things in the past and now, (transport) drawing on their experiences and what has been read in class (Pent 1) To know how to understand the past through settings, characters and events encountered in books read in class and storytelling. Pent 1 Bk: Mr Gumpy's Motor Car. | | | | | |



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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 | | | |
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| Year 1/2 Cycle A | Advent I | Lent I | Pentecost I |
| Topic | Toys Things that have changed within living memory. Childhood | Robin Hood & Sherwood Forest A significant historical person and place in our locality. Homes, Settlements and Lifestyles | Heroes Significant people in the past who contributed to national and international achievements and changed our way of life. Social Change |
| (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 | <ol style="list-style-type: none"> 1. Know that toys were different in the past. Know how to find out about toys in the past. 2. Know that the toys our grandparents played with were different to ours. Know and describe the toys our grandparents played with and how they are different to ours. 3. Know what toys were like at different times in the past. Know the popular toys across five decades (1970s – 2020). Know the chronological order of toys that were popular up to 100 years ago. 4. Know and identify toys that are old and toys that are new. Know how to describe how toys are sorted into old and new. 5. Know and investigate how Barbie has changed over time. | <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. | <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"> 1. 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. |

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| | <p>Know and explain why Barbie has changed over different time periods.</p> <p>6. Know and describe how toys are different and how they are the same. Know and explain how toys are different and how they are the same.</p> | <p>Know that Sherwood Forest is a famous place with trees and few buildings in Nottingham.</p> <p>Know where on a map Sherwood Forest is and it is where people believe Robin Hood lived.</p> <p>5. Know that in Robin Hood's time, many people in Nottingham lived in the forest and in caves.</p> <p>Know what Sherwood Forest was like in medieval times and that it covers less land today.</p> <p>Know that in medieval times Sherwood Forest was a place where people lived it's where they found food- hunting and foraging.</p> <p>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.</p> <p>Know that Sherwood Forest today is a tourist attraction and is now used for leisure.</p> | <p>2. Know that in the past not everyone was treated equally.</p> <p>Know that Martin Luther King showed people in the past why it was wrong to treat white people better than black people.</p> <p>Know how Martin Luther King tried to change rules so all people of different races would be treated equally.</p> <p>3. https://www.youtube.com/watch?v=vP4iYITtS3s</p> <p>Know that Martin Luther King delivered a famous speech, 'I Have A Dream', in 1963 to 250,000 people.</p> <p>Know how it feels to not be treated the same as other people and know why this is wrong (PSHE Link).</p> <p>Know why Martin Luther King's, 'I Have A Dream' is so important to so many people.</p> <p>Know why Martin Luther King wrote this speech.</p> <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> <p>4. Know that Emmeline Pankhurst (1858-1928) was a British political activist.</p> <p>Know that Emeline Pankhurst was a significant</p> |
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| | | | <p>individual who changed the course of history for women. Know Emmeline Pankhurst was a woman in the past who showed people that women can do the same things as men in. 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 Marin Luther King and Emmeline Pankhurst. Know that Martin Luther King and Emeline Pankhurst changed how people treat each other Know that today men and women and all people of all skin colours can do the same things. <i>Additional point to inform children: Know why it is important to try to change rules that aren't fair- Gospel Value-RE Link-Justice.</i></p> |
| <p>Wider Knowledge</p> | <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. | <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, | <ul style="list-style-type: none"> • Know that Emiline Pankhurst died before Martin Luther King was born. • Know Martin Luther King died before our parents were born. • Know Emiline Pankhurst lived in England over 96 years ago (1858-1928). • Know Martin Luther King was born in America the year after Emiline 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. |

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| | <ul style="list-style-type: none"> • 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. | <p>carpenter, blacksmith but they aren't as common today.</p> | <ul style="list-style-type: none"> • 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. |
| <p style="text-align: center;">Skills</p> | <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"> • 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. • 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. | <ul style="list-style-type: none"> • Use words like <i>before</i>, <i>after</i>, <i>now</i>, 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. • Sort the jobs women and men do into now and then when talking about how things have changed. • 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 I. |



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| Diversity Links | <p>Know that modern toys represent the diversity of children more than toys in the past.</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, a wider range of diverse Barbies were released, reflecting different skin tones, body shapes and hair texture. Use this as an example of how toy manufacturers are changing their toys to reflect more closely the children who play with them.</p> | <p>Bartholomew was an African on the run in Nottingham in the 13th century. 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.</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. 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>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.</p> | <p>Robin Hood, Nottingham, city, fact, fiction, legend, medieval, Sherwood Forest, caves, The Major Oak, Nottingham Castle, outlaw, changes, source.</p> | <p>Equality, racism, segregation, separated, apart, together, gender, man, woman, race, skin colour, fair, unfair, protest, speech, attitudes, society, stereotype, suffragette, change.</p> <p>Before, after, then, now, past, present, history, time.</p> |

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 |
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| Topic | <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p style="text-align: center; color: red;">Homes, Settlements and Lifestyles</p> | <p>The Roman Empire and its impact on Britain.</p> <p style="text-align: center; color: red;">Invasion and Impact</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 style="text-align: center; color: blue;">Childhood</p> |

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| <p>(National Curriculum)</p> | <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. |
| <p>Core Knowledge</p> | <ol style="list-style-type: none"> Know the time scale of human prehistory. Know and identify the Stone Age, Bronze Age and Iron Age on a timeline. Know how archeologists find out about the past when there was no written history. Know about the Paleolithic period and how the first people came to Britain. Know people hunted and gathered their food in the Paleolithic period. Know and explain the lives and achievements of early Homo sapiens. Know about the people who lived in the Mesolithic period. Know how Britain's coastline changed during the Mesolithic period. Know and explain how climate change impacted on the lives of humans in the Mesolithic period. Know how people began to settle during the Neolithic period. Know how life developed from the Mesolithic to Neolithic period. (The move from hunting/gathering to farming). Know how homes have changed from Stone Age to Iron Age. (caves, hut/teepee, | <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 Briton: 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, | <p>Teacher Points: 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"> 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. 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. |

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| | <p><i>animal bone structure, permanent dwelling).</i></p> <p>6. Know how people lived in the Bronze Age. <i>Know how human technology developed in the Bronze Age.</i> <i>Know how human communities changed over the prehistoric ages.</i></p> | <p><i>write & speak the Roman language Latin which lots of our words 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. <i>Know that Boudica (Boadicea) was a Celtic queen who led a revolt against Roman rule in ancient Britain in AD60.</i> <i>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.</i></p> | <p><i>Know that it was only children from rich families who were taught at home.</i></p> <p>3. Know that a workhouse, was where poor people who had no job or home lived. <i>Know that workhouses homed orphaned (children without parents) and abandoned children.</i> <i>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.</i></p> <p>4. Know about the changes to education in Victorian times pioneered by Lord Shaftesbury. <i>Know the important dates when laws were passed to transform the Victorian education system.</i></p> <p>Teacher points (Important Dates): 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> <p>5. Know the differences between modern and Victorian schooling. <i>Know what a typical school day was like in Victorian times.</i></p> |
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| | | | <p style="color: green;">Know what the three Rs were taught most days and the materials used to teach them.</p> |
| 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 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. | <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"> 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. 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"> 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. | <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. |

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| Diversity Links | Brackenhurst visit-Nottinghamshire. | 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. | <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 | Settlement Bronze, Iron, Tin, Nomadic, Archaeology, barrow, culture, settlement | Romans, Celts, Roman Empire, invade, century, centurian, emperor, legion, senators, plebians, slaves, decade, BC, AD, shield, armour, Boudicca, settlement, Latin | arithmetic, industry, industrial revolution, invention, livestock, migrate, reign, rural, revolution, typhoid. |
| Vocabulary | Invasion, Jutes, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, artefact, excavation, archaeology, historian, sources, evidence, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre | Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement. | Nottingham, The Park, castle, shelter, evacuation, ale, refuge, usage. |

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 |
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| Topic | Ancient Egypt How society was structured and influenced by faith/beliefs. Beliefs and Religion | Early Islamic Civilization Before & Beyond 1066 <i>A non-European society that provides contrasts with British history</i> Beliefs and Religion | Crime and Punishment Before and Beyond 1066 Anglo Saxon to present day Changes in aspect of social history overtime Social Change |
| (National Curriculum) | <ul style="list-style-type: none"> Know and understand significant aspects of the history of the wider | <ul style="list-style-type: none"> Know about a non-European society to compare and contrast with British History- | <ul style="list-style-type: none"> Know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and |

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| | <p>world: the nature of ancient civilisations.</p> <ul style="list-style-type: none"> • 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. | <p>the achievements of the Early Islamic Civilization, including a study of Baghdad.</p> | <p>punishment from the Anglo-Saxons to the present.</p> |
| Core Knowledge | <ol style="list-style-type: none"> 1. Know when and where the Ancient Egyptians lived. Know key events from Ancient Egyptian period and place on a timeline. Know and identify the difference between CE and BCE. 2. Know the hierarchy of Ancient Egyptian civilisation. Know and evaluate the biggest achievements in Ancient Egyptian civilisations. 3. Know who the Pharaohs were and why they were important. Know and identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered. 4. Know the beliefs of the Ancient Egyptians. | <ol style="list-style-type: none"> 1. 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. 2. Know Baghdad was founded as the capital of the Islamic Empire in 75AD. Know Baghdad became a major world power and today the country it is in, is called Iraq. 3. 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. | <ol style="list-style-type: none"> 1. Know terms relating to crime and punishment, such as judge, jury, lawyer, pillory etc. Know basic ways in which punishment for crime has changed overtime. Know the reasons why punishments for crime has changed. <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> |

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| | <p>Know and explain the beliefs of the Ancient Egyptians and how these impacted their lives.</p> <p>5. Know how and why did the Egyptians built pyramids. Know and evaluate the challenges of building an Egyptian pyramids.</p> <p>6. Know how and why the Egyptians mummified people. Know and explain why the Egyptians mummified people.</p> | <p>4. 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.</p> <p>5. 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)</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! <p>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.</p> <p>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.</p> <p>3. Know about crime and punishment in Medieval Times (500-1500). Know about the life of Dick Turpin by using</p> |
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| | | | <p>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.</p> <p>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.</p> <p>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> <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? |
| <p>Wider Knowledge</p> | <ul style="list-style-type: none"> • Know about Ancient Egyptian warfare and battles. • Know how the burial method and mummification changed over the centuries. | <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 | <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. |

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| | <ul style="list-style-type: none"> • 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. | <p>historians believed was the end of the Islamic Civilisation.</p> <ul style="list-style-type: none"> • 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. <p>Know that Muhammad ibn Zakariya Razi was the first to study body fluids for signs of disease and is consider "the father of paediatrics".</p> | <ul style="list-style-type: none"> • 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. |
| <p style="text-align: center;">Skills</p> | <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 these may vary depending upon a person's place/role/side in history. • Investigate and research ideas that are personally interesting. • Present, organise and communicate information and ideas using a range of historical sources. | <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'. • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <p><u>Select</u> and <u>evaluate</u>, <u>critique</u> and <u>justify</u> their use of relevant sources to help them understand aspects of wider world history</p> <ul style="list-style-type: none"> • Choose reliable sources of evidence to answer questions | <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. <p style="text-align: center;">Pupils reach <u>informed conclusions</u> and make <u>reasoned judgements</u> using <u>increasingly specialised vocabulary</u> as they <u>select</u> and <u>evaluate</u>, <u>critique</u> and <u>justify</u> 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.</p> |

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| | | <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <ul style="list-style-type: none"> 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 <i>informed conclusions</i> and make <i>reasoned judgements when presenting findings</i> about the past in a variety of ways. | |
| 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>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.</p> <p>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, Sunni, Shia scholar, astronomy, medic, House of Wisdom, Baghdad, Al Zahrawi, Muhammad ibn Zakariya Razi, Al-Khwarizmi, Ibn Al-Haytham</p> | <p>Deterrance, retribution, protection, reformation, vindication, capital punishment, corporal punishment, Anglo-Saxon-arson/ecclesiastical/Danelaw/slander/ Norman-Poaching freeman/serf/slave/knight/ The Church-</p> |



St Augustine's Long Term Plan - History Intent



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