



St Augustine's Long Term Plan - History Intent Cycle B

History Cycle B

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

EYFS						
	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 my life-story. To know my 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 me. 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			
Year 1/2 Cycle B	Advent I	Lent I	Pentecost I
Topic	Goose Fair Roll Up, Roll Up. All the fun of Goose Fair! Homes, Settlements and Lifestyles	Great Fire of London Homes, Settlements and Lifestyles	Oh I do like to be beside the Seaside Transport Travel and Trade
National Curriculum	<ul style="list-style-type: none"> Know and develop an awareness of the past, using common words and phrases relating to the passing of time. 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. Know about significant historical events in their own locality. Know changes within living memory. 	<ul style="list-style-type: none"> Know events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. 	<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	<ol style="list-style-type: none"> Know that Goose fair started a long time ago. Know that Goose Fair is one of Europe's oldest and largest travelling fairs. 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 what happens at Goose Fair has changed in different ways over time. Know that today Goose Fair is a 	<ol style="list-style-type: none"> Know where and when the fire started. Know the Great Fire of London happened long ago. Know that the Great Fire of London happened in 1666, 350 years ago. Know how to sequence the events of the Great Fire of London. Know and explain the key events of the Great Fire of London. Know why the fire spread quickly and stayed alight for so long. Know why the fire spread so quickly and why this was so devastating. Know how London changed after the Great Fire of London. 	<ol style="list-style-type: none"> Know that Skegness is a seaside town. Know and identify features of a seaside town. Know and explain features and activities that people might do at a seaside town. Know what seaside holidays were like in the past. Know and explain how seaside holidays have changed overtime. Know when and how seaside holidays became popular. Know seaside holidays were initially only enjoyed by the rich and why they were not always popular. Know that the invention of the railways allowed more people to visit the seaside. Know that the tourism industry grew in

	<p>funfair. Know why Goose Fair is important to Nottingham.</p> <p>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.</p> <p>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.</p> <p>Teacher's Research: http://www.nottsheritagegateway.org.uk/places/goosefair.htm https://www.nottinghampost.com/whats-on/whats-on-news/feel-nostalgic-amazing-photos-nottinghams-554025</p>	<p>Know and describe the measures that were taken to ensure another such fire couldn't happen again.</p> <p>5. Know who Samuel Pepys is and what he wrote in his diary. Know that historical sources tell us about the Great Fire of London.</p> <p>6. Know some ways we keep ourselves safe from fires today. Know that today there are lots of ways to keep us safe from fires: firm alarms, smoke detectors, fire extinguishers, fire fighters.</p>	<p>Skegness after the railways.</p> <p>5. Know what a Victorian seaside holiday would have been like. Know and describe some of the features of a Victorian seaside holiday.</p> <p>6. Know the differences between seaside holidays now and in the past. Know how to compare the similarities and differences between seaside holidays now and in the past.</p>
<p>Wider Knowledge</p>	<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 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 Samuel Pepys wrote about the Great Fire of London in his diary and this is how we know about it today. 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 	<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.

		<p>people who were there, wrote at the time and other sources.</p> <ul style="list-style-type: none"> • Know there aren't any photographs of the Great Fire because cameras, mobile phones, I pads weren't invented then. 	
Skills	<ul style="list-style-type: none"> • Sort photographs of Goose Fair into then and now. • 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"> • Put things that happened in the right order. • Sequence the main events of the Great Fire of London on a timeline. • Talk about the differences and similarities between buildings in the Great Fire of London and buildings today. • Explain how the differences between how buildings are made and what they are made from 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. • 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"> • Sort photographs of seaside activities and use the terms past and present. • 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</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>	



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	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)	Molly Williams, America's first female firefighter- a video recording of a story about her: https://www.youtube.com/watch?v=eXzfGgzwcbl	
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, inflammable, 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.

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 B	Advent I	Lent I	Pentecost I
Topic	Anglo Saxons & Scots Invasion and Impact Homes, Settlements and Lifestyles	Viking and Anglo-Saxon struggle for the Kingdom of England Invasion and Impact	Nottingham Caves from 9th Century Viking occupation to 20th century WWI air raid shelters. Social Change
National Curriculum	<ul style="list-style-type: none"> 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. Know about settlements by the Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> Know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<ul style="list-style-type: none"> To study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Core Knowledge	Forget me nots to focus on Advent I Settlements and Lent I Invasion and Conflict, Roman Empire. Enrichment: Partake https://www.partakehistory.com/dramas-and-workshops/	<ol style="list-style-type: none"> Know what came before the Vikings and what came after. Know that the Viking era occurred at the same time as the Anglo-Saxon period and that they interacted. Know and explore what Britain was like before the first Viking invasions. 	<ol 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. Know people lived in and near the caves. Know who lived in the caves through

	<ol style="list-style-type: none"> 1. Know who the Anglo Saxons and Scots were. Know and identify what came before and after the Anglo Saxons and Scots. 2. Know when and why the Anglo Saxons and Scots invaded Britain. Know how to make informed responses based on historical information. 3. Know how the Anglo Saxons influenced Britain. Know that much of our language today is derived from Anglo Saxon tribes. 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). 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. 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. <p>Guidance - https://www.ks2history.com/king-arthur-info-guide</p>	<p>Know when and why the Romans left Britain and what happened after their departure. Know the seven Anglo-Saxon kingdoms and what life was like for Anglo-Saxons before the Viking invasions.</p> <ol style="list-style-type: none"> 3. Know how and why the Vikings invaded Britain. Know and explain why the Viking invasions happened and the events surrounding the attack on Lindisfarne in 793. 4. Know about the Viking settlement of Britain and how this affected the Anglo - Saxons. Know the similarities and differences between a Viking settlement and modern day living. 5. Know how King Alfred helped create a unified England. Know the achievements of King Alfred and how this impacted the people of England. 6. Know how King Athelston defeated the Vikings to become the first 'King of all England'. Know the key historical figures and describe their role in events. 	<p>the ages.</p> <ol style="list-style-type: none"> 3. Know that Nottingham's Caves have had uses dating back to the 9th century. Know and explain the various uses of Nottingham Caves in the 9th Century. 4. Know how one cave network was used to isolate plague victims in the 16th and 17th centuries. Know how and why the cave networks were used to isolate plague victims. 5. Know how the caves were used as air raid shelters during WW2. Know and explain how the caves protected inhabitants during WW2. 6. Know how the caves bring tourism to Nottingham today. Know how and why the caves bring tourism to Nottingham. <p>(Enrichment Trip – Nottingham Caves)</p>
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<p>Wider Knowledge</p>	<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). Links to our patron saint.• 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.• 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.• 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	<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.• 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 about the Nottingham Caves and that they are 1.4 miles from St Augustine's school.• Know when they were first discovered.• Know that the caves had many purposes.
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	<p>in 597 converted most of the country to Christianity.</p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>To fight The Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land.</p> <p>To farm Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</p> <p>To make new homes 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>They were invited With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over.</p>		
Skills	<ul style="list-style-type: none"> Describe some aspects of everyday Viking life. Evaluate 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. Make comparisons between Viking and Anglo Saxon justice systems. 	<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.
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? 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</p>	<p><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.</p>	<p>Plan your visit City of Caves (nationaljusticemuseum.org.uk) <i>With about 870 caves identified so far, Nottingham is known for having more than any other city in Britain.</i> 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>



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	kingdoms. The near-constant wars, skirmishes, and conflicts during the Anglo-Saxon period provided a ready supply of slaves.		
Vocabulary	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	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 B	Advent I	Lent I	Pentecost I
Topic	Ancient Greece Beliefs and Religion	The legacy of Greek culture, the Olympic games on later periods in British and world history, including present day. Beliefs and Religion	WW2 Know how WW2 impacted on the lives of children Childhood
(National Curriculum)	<ul style="list-style-type: none"> 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. Know about Ancient Greece and its achievements and how it influenced the western world. 	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. Gain and deploy a historically-grounded understanding of abstract terms such as 'civilization'. Understand Ancient Greece, Greek life, their achievements and influence on the western world. 	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



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<p>Core Knowledge</p>	<ol style="list-style-type: none"> 1. Know who the Ancient Greeks were. Know some of the key events during the Ancient Greek period. 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. 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. 4. Know that Ancient Greeks believes in many different Gods and Goddesses. Know each God/Goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. 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. 6. Know how Alexander the Great's empire grew. Know how Alexander the Great's empire grew and the effects of this. 	<ol style="list-style-type: none"> 1. Know what the Ancient Greek Olympics Games were like, who visited and what they did. Know and explain the importance of the Ancient Greek Olympic games and the opening ceremony. 2. Know the importance God Zeus played in the Olympic Games. Know and explain the importance of God Zeus and Olympic flame. 3. Know the importance of religion in the Olympic Games. Know and explain why religion was important in the Olympic Games. 4. Know what it would have been like for the spectators of the Ancient Greek Games. Know and explain what it would be like for spectators during the Ancient Greek and modern day Olympics. 5. Know that the modern Olympics were founded in 1896 and were inspired by the Ancient Greeks. Know that many aspects of modern life can be traced back the Ancient Greeks. 6. Know about the similarities and differences between Ancient Greek Olympics and the modern Olympic Games. Know how to compare and contrast the Ancient Greek Olympics with modern Olympic Games. 	<ol style="list-style-type: none"> 1. Know the causes of World War Two. Know when and where World War Two took place, who was involved and why war broke out. Know and explain a range of causes which contributed to World War Two. 2. Know the countries and some individuals involved in World War Two. Know and explain how and why key individuals and countries were involved in World War Two. 3. Know why children were evacuated during World War Two. Know and explain the emotions and experiences of children during the evacuation. 4. Know the impact of rationing during World War Two. Know how children were affected by rationing and why there were food shortages. 5. Know how the war disrupted many children's education. Know why the war disrupted education and why children had to work during this time. 6. Know how children were affected by bombing raids and threats of gas attacks. Know and explain how children were victims of the raids and were also involved in relief efforts.
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<p>Wider Knowledge</p>	<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 legacy of Greek culture including the Olympic Games. Know about it influencing in today's society. Know about the Ancient Greek achievements and their influence on the western world. 	<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. 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.
<p>Skills</p>	<ul style="list-style-type: none"> Research ancient Greek God and Goddesses. Use primary and secondary sources to describe key features of the everyday lives of people living in Ancient Greece. 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.
<p>Diversity Links</p>	<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.



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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.
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