



Year 1 History Knowledge Organiser

Topic: Through the Keyhole

What I should already know?



Knowledge:

I can know the order of the days of the week.
I can use time words to talk about events.

Skills:

I can order familiar events on a simple timeline.
I can talk about events in my own experience that are important to me.
I can recognise the difference between past and present in my own life.

New Learning



- To order events I have learnt about from the furthest away to the most recent.
- To answer questions using a range of artefacts/ photographs/pictures provided.
- To recount some interesting facts from an historical event
- To talk about some important people from the past.
- To ask questions such as: What was it like for people? What happened? How long ago?
- To answer questions by using different sources, such as an information book or pictures.
- To recount changes in my own life over time.
- To recount changes since my parents and grandparents were children.






Significant Individual : Queen Elizabeth 11



Born: 21st April 1926.
Married: Prince Philip, Duke of Edinburgh
Children: Charles, Anne, Andrew and Edward
Coronation: 2nd June 1953
Grandchildren: 8 children
Platinum Jubilee: 70 Years on the throne (2022)
Died: 8th September 2022

Key Vocabulary



Vocabulary	Definition
 monarch	A king or queen.
 coronation	A ceremony that gives a monarch regal or royal power
 within living memory	Within or during a time that is remembered by people who are still alive.
 communication	Sending information to other people.
 entertainment	Doing something that you enjoy.

Sticky Knowledge

Houses:



posser
washing dolly



washboard



mangle

washing machine
dryer



Communication:



telephone



letter



mobile phone



laptop

Entertainment:



Black & White Puppets



Animation

Past and Present



Year 2 History Knowledge Organiser

Topic: Nurturing Nurses

What I should already know?



Knowledge:

- I know who Queen Victoria is and when she lived.

Skills:

- I can label timelines with pictures, words or phrases.
- I can use dates to talk about people or events from the past.
- I can talk about some important people from the past.
- I can ask questions such as: What was it like for people? What happened? How long ago?

New Learning



- To connect my new learning of historical people or events to others that I have learnt before.
- To order dates from earliest and latest on simple timelines.
- To describe significant people from the past and talk about what they did.
- To explain how local people or events in history have changed things nationally or internationally.
- To research the life of someone who used to live in my area using the Internet and other sources to find out about them.

Significant Individuals



Nellie Spindler
Born: 1891
Died 1917



Florence Nightingale
Born: 1820
Died: 1910



Mary Seacole
Born: 1805
Died: 1881

Key Vocabulary



Vocabulary	Definition
 significant	A person who should be remembered.
 impact	Making a big change.
 Victorian	A person that lived at the time of Queen Victoria's reign.
 injured	To be hurt
 military hospital	A hospital for soldiers

Sticky Knowledge

Mary Seacole

Mary Seacole wanted to nurse the injured soldiers in the Crimean War but she was not allowed to help Florence Nightingale. She had to raise the money herself so she could go and nurse the injured soldiers.

Florence Nightingale

Florence Nightingale went to nurse the injured soldiers in the Crimean War. Florence set up a nursing school to train women to be nurses. Florence inspired other women to be nurses. She also changed how hospitals were run in England making them better and cleaner.

Nellie Spindler

Nellie Spindler was born in Wakefield. After training to be a nurse, Nellie went to work at a military hospital. She nursed the injured soldiers in World War 1. Sadly, she died in an explosion. She was very brave and helped Britain to win World War 1.



Year 3 History Knowledge Organiser

Topic: From Stone to Iron

What I should already know?



Knowledge:

- I understand the difference between beyond living memory and within living memory.

Skills:

- I can order dates from earliest and latest on simple timelines.
- I can talk about similarities and differences between two different time periods.
- I can identify primary and secondary sources.
- I can understand and talk about how people find out about the past.
- I can ask questions such as: What was it like for people? What happened? How long ago?

New Learning



- To begin to recognise and quantify the different time periods that exist between different periods of history.
- To begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
- To begin to use evidence to ask questions and find answers to questions about the past
- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
- To begin to recognise the role that archaeologists have had in helping us understand more about what happened in the past

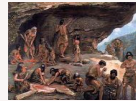




Significant Individuals - William Watt



William Watt was a landowner who noticed exposed stone walls and began excavations in 1850 uncovering 4 stone houses - Skara Brae.

Key Vocabulary



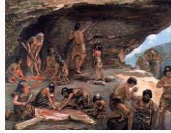
Vocabulary	Definition
 society	A group of people.
 BC	Used with a date to show the number of years Before Christ
 Settlement	A place where people live and build homes.
 Prehistoric	The time before people started writing.
 hunter-gatherer	A person who hunts for animals and forages for food. They do not farm.

Sticky Knowledge

Stone Age

Paleolithic Period

- The Palaeolithic Period was the early period in the Stone Age. It was the time of the earliest human settlers within England. People were hunters and they found food by roaming from place to place.



Mesolithic Period

- The Mesolithic Period was the middle period of the Stone Age. During this period, tools were developed and inventions were made to make hunting more efficient.



Neolithic Period

- This is the last period of the Stone Age. During this period farming was invented and when people started caring for animals and people began to settle.



The Bronze Age

- The Bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.



The Iron Age

- The Iron Age was when iron began to be used.





Year 4 History Knowledge Organiser

Topic: Glorious Greeks

What I should already know?



Knowledge:

- I can describe what life was like in some Ancient Civilisations.

Skills:

- I can begin to use dates and historical terms to describe events.
- I can begin to use a timeline within a specific time in history to set out the order of occurrence.
- I can begin to recognise and quantify the different time periods that exist between different periods of history.
- I am beginning to give reasons why certain events happened as they did in history.
- I can begin to describe the social, cultural or religious diversity of past societies.
- I can begin to use evidence to ask questions and find answers to questions about the past

New Learning



- To give a broad overview of life in Ancient Greece.
- To research what it was like for men, women and children in a given period from the past and use different forms to present my findings.
- To suggest causes and consequences of some of the main events and changes in history.
- To suggest why certain people acted as they did in history.
- To explain how events from the past have helped shape our lives today.

Significant Individuals



Alexander the Great - Famous for being made General of Greece.



Socrates - Classical Philosopher, famous for his wisdom and knowledge.








Archimedes - He was an inventor, an astronomer and a mathematician.



Pythagoras - He was a famous Greek mathematician and philosopher.

Key Vocabulary



Vocabulary	Definition
 Civilisation	A human society with its own social organisation and culture.
 democracy	A fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country.
 empire	A number of individual nations that are all controlled by the government or ruler of one particular country
 culture	Activities such as the arts and philosophy, which are considered to be important for the development of civilisation.
 Oligarchy	A type of government where the power is held by a few people

Sticky Knowledge

What impact did the Ancient Greeks have on the wider world?

- modern mathematics
- sculpture
- architecture
- philosophy
- astronomy
- science
- medicine
- The Olympic Games
- theatre
- language
- myths

Key Dates:

776 BC	The first Olympic games was held
750 BC	The Early Greek culture thrives. Homer writes 'The Iliad' and 'The Odyssey'
570 BC	Pythagoras is born. He made major breakthroughs in science and maths.
508 BC	Democracy begins in Athens, giving greater power to the people.
450 BC	Athens becomes a powerful city and controls the empire .
336 BC	Alexander the Great is King and helps the Greek empire expand further.
146 BC	Rome conquers Greece, making it part of the Roman Empire.



Year 5 History Knowledge Organiser

Topic: Saxon Settlers

What I should already know?



Knowledge:

- I know what Britain was like when the Romans invaded.
- I can describe Roman Britain.
- I can suggest why certain events happened as they did in history.
- I can suggest why certain people acted as they did in history.

Skills:

- I can use a timeline within a specific time in history to set out the order of occurrence.
- I can use my research skills in finding out facts about the time period I am studying.
- I can place features of historical events and people from past societies and periods in a chronological framework.

New Learning

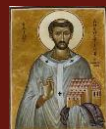


- To make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.
- To select suitable sources of evidence, sometimes giving reasons for choices
- To begin to test out a hypothesis in order to answer a question
- To begin to refine lines of enquiry as appropriate
- To conduct research about Anglo- Saxon Britain.

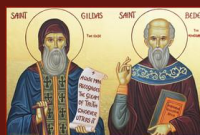
Significant Individuals



Ethelbert of Kent was the first Anglo-Saxon king to be converted to Christianity.



St. Augustine was sent from Rome to England to bring Christianity to the Anglo-Saxons,


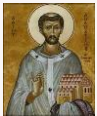





How Do We Know About the Anglo-Saxons?

Bede and Gildas were monks who wrote about life in Anglo- Saxon times.

Key Vocabulary



Vocabulary	Definition
 Pagan	A person holding religious beliefs other than those of the main world religions.
 Christianity	The religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
 Kingdom	A territory ruled by a king.
 invasion	Invading a country or region with force.
 settlement	To stay and establish a community.

Sticky Knowledge

The Romans leave Britain.

By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon kingdoms. The Picts and Scots were a constant threat without Roman support



Why did the Anglo-Saxons come to Britain?

The Romans had left making it easy to attack.
To get natural resources- iron, silver and gold.
To expand their Empire
To use fertile land to grow crops

Living in Anglo-Saxon Britain

The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages. Anglo-Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons.

Anglo-Saxon Kingdoms





Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army.

The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. The Anglo-Saxons replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today.

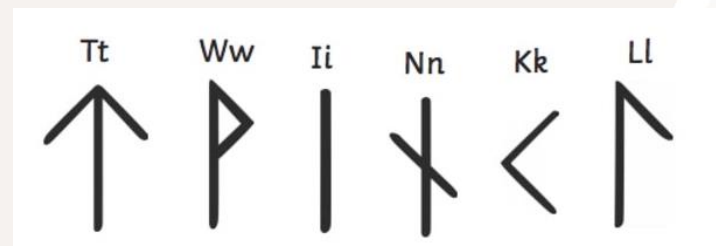
Anglo-Saxons ate what they could grow, harvest, rear and catch.

Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale.

Boys learned the skills of their fathers. They learned to chop down trees with an axe, how to plough a field and how to use a spear in battle. They also fished and went hunting with other men from the village.

Anglo-Saxons made their own clothes out of natural materials. The men wore long-sleeved tunics made of wool or linen. The women would wear an under-dress of linen or wool and an outer-dress like a pinafore called a "peplos" which was held onto the underlayer by two brooches on the shoulders.

Anglo-Saxon runes are runes (or symbols) that were used as an alphabet for their writing system.



What were the religious beliefs of the Anglo-Saxons?

Paganism

When the Anglo Saxons arrived in Britain they were Pagan, this meant they believed in lots of different Gods and Goddesses who were all in charge of different parts of life.

- Anglo Saxon Gods/Goddesses
- Woden- Chief God
- Bealdor- God of Light
- Thunor- God of Thunder
- Frigg- Goddess of Love
- Tiw- God of War

Christianity

In 597AD, the Pope sent Augustus to convert the Anglo Saxons to Christianity. Over the next 100 years, Britain gradually changed from Pagan to Christian.



Year 6 History Knowledge Organiser

Topic: The Road To Victory

What I should already know?



Knowledge:

- I can explain what the terms society, invasion and significance mean.

Skills:

- I can use dates and historical terms more accurately when describing events.
- I can place features of historical events and people from past societies and periods in a chronological framework.
- I can answer historical questions, using information and evidence that I have carefully considered and selected.
- I can begin to understand that no single source of evidence gives the full answer to questions about the past
- I can identify propaganda and begin to show my understanding of it

New Learning



- To appreciate that significant events in history have helped shape the country we have today.
- To give a broad overview of life in Britain and some major events from the rest of the world.
- To devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying
- To select suitable sources of evidence, giving reasons for choices. I can give more than one reason to support an historical argument

Significant Individuals








Winston Churchill - The British Prime Minister (1940-45) during most of WW2. Churchill told parliament: "I have nothing to offer but blood, toil, tears and sweat," but that his aim was "Victory, however long and hard the road may be." He was already in his mid sixties when he became the wartime prime minister.



Adolph Hitler - The leader of the Nazi Party and self-styled Führer of the Third Reich. Seized power in Germany in 1933. Died by suicide in April 1945.

Key Vocabulary



Vocabulary	Definition
 propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
 air raid	An attack by air using bombers dropping bombs on cities/ strategic targets to cause damage, death and disruption.
 The Blitz	An intensive military attack.
 rationing	To allow each person to have only a fixed amount of a commodity.
 evacuation	Moving people from a dangerous situation to safety.

Sticky Knowledge

1st Sept 1939	Nazi Germany invade Poland. Britain issues an ultimatum for them to retreat. British children begin being evacuated from major cities to the countryside.
3rd Sept 1939	Neville Chamberlain tells the British people that Germany have not retreated from Poland and as a result Britain is at war with Germany.
May 1940	Chamberlain resigns as Prime Minister and is replaced by Winston Churchill
10th Jun 1940	300,000 British and Allied troops are evacuated from the beaches of Dunkirk in France as the Nazis advance.
22nd Jun 1940	France surrenders. The Nazis now control Poland, Czechoslovakia, Denmark, Norway, the Netherlands, Belgium, Luxembourg and France.
10th Aug 1940	The Battle of Britain begins. The German Air force (Luftwaffe) begin attacking British air defences.
7th Sept 1940	The 'Blitz' begins – a sustained bombing campaign of British cities which lasted for almost 9 months.
31st Oct 1940	The Battle of Britain ends The threatened invasion of Britain is over. Hitler turns his attention to attacking the Soviet Union.
6th Jun 1944	D-Day invasion of France leading to the liberation of Europe
8th May 1945	VE (Victory in Europe Day). The end of fighting in Europe
2nd Sept 1945	VJ Day (Victory over Japan). After the Atomic bomb attacks on the Japanese cities of Hiroshima and Nagasaki, Japan surrenders and WW2 ends.

WORLD WAR II (1939-1945)

THE ALLIES



Winston Churchill (Great Britain)



F.D. Roosevelt (United States)



Joseph Stalin (Soviet Union)

THE AXIS POWERS



Adolf Hitler (Germany)



Hideki Tojo (Japan)



Benito Mussolini (Italy)