



Year 1 History Knowledge Organiser

Topic Sea Shells, Sea Shells

What I should already know?



Knowledge:

- I understand the words past and present.
- I understand what the words similarity and difference means.
- I can identify different types of transport from the past.
- I know that Queen Elizabeth 11 is the current queen

Skills:

- I can ask questions about the past
- I can answer questions by using different sources
- I can place events in chronological order
- I can recount some interesting facts about the past
- I can talk about some important people from the past

New Learning



- To use a variety of historical sources to investigate what Victorian seaside holidays were like in the past
- To describe what Victorian seaside holidays were like in the past
- To compare Victorian seaside holidays with modern seaside holidays.
- To investigate how we know about the past

Significant Individual



Queen Victoria



Queen Victoria was born on the 24th May 1819.
She died on 22nd January 1901.
Queen Victoria had 9 children and married Prince Albert.
Queen Victoria was monarch during the Victorian times.

Key Vocabulary



Vocabulary	Definition
 Victorian	A person who lived during the Victorian period.
 entertainment	An activity that people enjoy doing,
 pier	A raised walkway across water.
 promenade	A walk for pleasure or to be seen
 bathing machine	A machine to get changed in.

Sticky Knowledge

Entertainment

- Victorian children watched Punch and Judy shows.
- Victorian children made sand castles and went on donkey rides.
- The Victorians used to walk along the promenade.
- The Victorians used to go bathing in the sea.
- The Victorians would walk along the pier.
- The Victorians ate ice-cream (Hokey Pokey).

Transport

- The Victorians travelled to the seaside on steam trains.
- More people could go on holiday in Victorian times because of the railway.

Clothes

- Victorians enjoyed bathing in the sea because it was good for their health.
- Victorian people wore swimsuits that covered their body because they were modest.
- They had special bathing huts to get changed in. These were wheeled into the sea.



Year 2 History Knowledge Organiser

Topic Into the Wild

What I should already know?



Knowledge:

- I can describe other significant people such as Florence Nightingale.
- I can explain what significant means.

Skills:

- I can place events in chronological order in a simple timeline.
- I can use sources to make inferences about the past.
- I can use sources to answer historical questions.

New Learning



- To understand what an explorer is.
- To use a variety of sources to find out who Neil Armstrong is.
- To use a variety of sources to investigate what happened during the first moon landing.
- To place events from the first moon landing in chronological order.
- To use a variety of sources to find out who Robert Falcon Scott is.
- To use a variety of sources to investigate what happened during Robert Falcon Scott's expedition to the South Pole.
- To place events from the first moon landing in chronological order.
- To identify the achievements of Robert Falcon Scott and Neil Armstrong.
- To identify why Neil Armstrong and Robert Falcon Scott are significant.

Significant Individual



Neil Armstrong:

On 21st July 1969, American astronaut Neil Armstrong became the first person to walk on the Moon.



Robert Falcon Scott:

Captain Robert Falcon Scott was the first British explorer to reach the South Pole and explore Antarctica. Roald Amundsen was the first explorer to reach the South Pole.

Key Vocabulary



Vocabulary	Definition
 achievement	To do something successfully.
 expedition	A journey taken with a particular purpose.
 explorer	A person who explores a new or unfamiliar place.
 obstacles	A thing that stops someone achieving something.
 mission	An important task that someone is sent out to do.

Sticky Knowledge

Neil Armstrong

- Neil Armstrong was the first person to step on the moon. He went to the moon with Michael Collins and Edwin Aldrin.
- On the 16th July 1969 Saturn V was launched from the Kennedy Space Centre.
- On the 20th July 1969 Neil Armstrong climbed out of 'The Eagle' Lunar Module and he said "That's one step for man and one giant leap for mankind."
- Neil Armstrong took photographs and gathered rocks and soil samples.
- The astronauts planted the American flag into the surface of the moon.
- On the 24th July 1969 they landed in the Pacific Ocean.

Robert Falcon Scott

- On the 10th June 1910 Robert Falcon Scott set off from Cardiff.
- In January 1911 The Terra Nova (a ship purchased for the exhibition) reached Antarctica.
- On the 17th January 1912 Scott reached the South Pole.
- On the 29th March 1912 Robert Falcon Scott died.
- On the 12th November 1912 Scott's tent was found. A monument was made with blocks of ice and two skis.



What I should already know?



Knowledge:

- I can give a broad overview of life in Ancient Greece.

Skills:

- I can use dates and historical terms to describe events.
- I can use a timeline within a specific time in history to set out the order of occurrence.
- I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- I can use evidence to ask questions and find answers to questions about the past.
- I can suggest causes and consequences of some of the main events and changes in history.

New Learning



- To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.
- To suggest suitable sources of evidence for historical enquiry.
- To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- To compare and contrast different forms of evidence through my research skills.

Significant Individual



Queen Elizabeth 1
Queen Elizabeth 1 was the queen of England at the time of the Spanish Armada.



King Phillip 11
King Phillip was the king of Spain at the time of the Spanish Armada.

Key Vocabulary



Vocabulary	Definition
 defeat	Losing in battle.
 armada	A fleet of warships.
 retreat	An act of moving back or withdrawing.
 formation	A group of things in a particular arrangement or pattern.
 victory	An act of defeating an enemy in a battle.

Sticky Knowledge

What was the Spanish Armada?

- The Spanish Armada was a fleet of ships that Spain sent to attack England in 1588. The Armada's failure made Spain less powerful in Europe. It also changed the way sea battles were fought.

What happened during the Spanish Armada?

- The Armada sailed in May 1588 with 130 ships and 27,000 men.
- They reached the English Channel in late July and fought a few battles.
- On August 8 the English won a victory. They had fewer ships, but they had big guns and could fire at long range.
- The Spanish were forced to retreat.
- The defeat of the Spanish Armada saved England from invasion.

Why was Britain successful?

- On 6 August 1588, the Spanish Armada anchored at Calais. The English filled eighty ships with flammable material and set fire to them.
- They sent in fireships to panic the Spaniards and scatter the Armada's formation.
- The Spanish panicked and fled to the open sea, straight into the gunfire of the waiting English Navy.
- The wind blew the Spanish ships northwards. Strong winds and terrible rain forced many ships onto rocks near Ireland.



Year 5 History Knowledge Organiser

Topic Roman Castleford

What I should already know?



Knowledge:

- I can explain how and why the Romans invaded Britain.
- I can explain what life was like in Roman Britain
- I can explain what life was like for Roman soldiers in Britain.

Skills:

- I can answer historical questions, using information and evidence that I have carefully considered and selected.
- I can use some different sources of evidence to deduce information about the past
- I can give a reason to support an historical argument.

New Learning

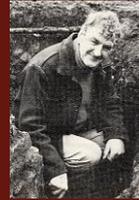


- To identify how we know about the past.
- To understand what was found during excavations of Castleford.
- To make inferences about Roman Castleford from the excavations completed.
- To use a variety of sources to identify what Roman Castleford was like.
- To use a variety of sources to identify the location of Roman Castleford.
- To use a variety of sources to identify why the Romans settled in Castleford.

Significant Individual



West Yorkshire Archaeological Service
The West Yorkshire Archeological Service excavated Castleford.



Ron Jeffries

Amateur archaeologist Ron Jeffries excavated Roman Castleford.

Key Vocabulary



Vocabulary	Definition
 excavation	The action of excavating something, especially an archaeological site.
 settlement	A place where people establish a community.
 archeologist	A person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
 archeological site	An archaeological site is any place where there are physical remains of past human activities
 sources of evidence	Primary or Secondary Sources

Sticky Knowledge

- Castleford is the site of a Roman Settlement.
- Roman Castleford is an important archaeological site.
- Archaeologists have excavated over 30 trenches in Castleford.

What was found during the excavation in Castleford?

- The most well-known find is the Roman fort of Lagentium.
 - The archaeologists also found evidence of the civilian settlement(the Romans called this a vicus).
 - The Romans built a fort to control the river crossing.
 - The Roman army needed to transport troops and supplies safely along the road.
 - Forts were built at strategic points along the road so the army could keep the route safe from enemies.
 - Tens of thousands of objects were found. These finds tell the story of the people of Roman Castleford.
- #### Where was Roman Castleford?
- Modern Castleford has been built over the top of Roman Castleford so there are no Roman buildings to see.
 - The line of the Roman road can still be seen on the map.



Year 6 History Knowledge Organiser

Topic Down the Pit

What I should already know?



Knowledge:

- I can explain what life was like in the past.
- I can explain what propaganda is and why it is used.

Skills:

- I can use dates/historical terms to describe historical events.
- I can use a wide range of sources of evidence to deduce information about the past.
- I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made
- I can seek out and analyse a wide range of evidence in order to justify claims about the past.

New Learning



- To use a variety of sources to investigate what mining was like in the local community.
- To use a variety of sources to investigate what the working conditions were like down the mines in the local area.
- To investigate how, when and why the miners' strike began.
- To investigate what impact the miners' strike had upon men, women and children.
- To identify how and why people had differing viewpoints about the miners' strike of 1984-1985.
- To identify why mines closed and the impact this had upon the local community.

Significant Individual



Margaret Thatcher

In 1975 Margaret Thatcher became the first female Prime Minister of the United Kingdom she led the conservative party. Thatcher was in power during the Miners' Strike of 1984.



Arthur Scargill

Arthur Scargill's grandfather and father were miners. In 1973, he became the leader of the Yorkshire Area of the National Union of Mineworkers (NUM) and he led the 1984-85 mining strike which ended in defeat for the miners.

Key Vocabulary



Vocabulary	Definition
 picket line	A picket line is where workers stand outside a workplace to tell other people why they are striking.
 strike	A refusal to go to work in order to protest.
 working conditions	What it is like to work in a particular place.
 trade union	An organized association of workers formed to protect and further their rights and interests.
 colliery	A coal mine and the buildings and equipment associated with it.

Sticky Knowledge

Coal Mining in the local area:

- The colliery opened in the 1870s in the grounds of the now-demolished Fryston Hall and was named Fryston.
- The village was built in the 1880s to house some of the miners.

The Miners' Strike of 1984 - 1895

- In 1984, coal was a nationalised industry managed by the National Coal Board (NCB).
- The Government questioned how profitable many mines were.
- On 1st March 1984, the NCB announced that twenty mines were to close: this would mean the loss of 20,000 jobs.
- The National Union of Mineworkers (NUM) resisted this. On 5 March 1984, coal miners in Great Britain took industrial action against pit closures. They went on strike.
- The Miners' strike meant that many families suffered financial hardship.
- A number of women got together to form a network of support for mining families such as running soup kitchens and raising money for food parcels.

When did Fryston Colliery close?

- It closed in 1985. After the pit's closure, the colliery buildings were demolished.
- There was high unemployment.