



# Year 1 History Knowledge Organiser

## Topic: Up, Up and Away

### What I should already know.



#### Knowledge:

I can use time words to talk about events.

I can talk about events in my own experience that are important to me.

I can recount some interesting facts from an historical event.

I can recount changes in my own life over time.

I can recount changes since my parents and grandparents were children.

#### Skills:

I can order familiar events on a simple timeline.

I can recognise the difference between past and present in my own life.

I can order events I have learnt about from the furthest away to the most recent.

I can answer questions using a range of artefacts/ photographs/pictures provided.



### New Learning

- To talk about how their actions changed the way we do things today.
- To find out more about a famous person from the past and carry out some research on him or her.
- To recognise that there are reasons why people in the past acted as they did.
- To recognise that some forms of evidence are more reliable than others when finding out about the past.
- To find out something about the past by talking to an older person

### Significant Individual :



Amelia Earhart  
The first women to fly across the Atlantic solo.



Amy Johnson  
The first women to fly from the UK to Australia solo.



The Wright Brothers  
Pioneers who flew the first powered flight.

### Key Vocabulary



Vocabulary	Definition
 aviation	The flying or operating of aircraft.
 solo	Something done by one person alone or unaccompanied.
 pioneer	A person who is the first to do something. For example, Amelia Earhart was the first person to fly across the Atlantic.
 invention	The act of inventing something.
 flight	The process of flying through air.

### Sticky Knowledge

Key Dates	
1783	First hot air balloon flight was carried out by the Montgolfier Brothers in Versailles.
1903	First powered flight by the Wright Brothers which lasted 12 seconds.
1930	Amy Johnson flies solo from UK to Australia. It takes her 19 and a half days.
1932	Amelia Earhart becomes the first women to fly nonstop and alone across the Atlantic.
1969	The Saturn 5 rocket takes the Apollo 11 crew to space on their journey to the moon.

**Name:** Amelia Earhart

- **Born:** 24<sup>th</sup> July 1897 in Kansas.
- **Died:** She disappeared on July 2, 1937 over the Pacific Ocean.
- She was declared dead on January 5, 1939
- **Best known for:** Being the first woman to fly solo across the Atlantic Ocean
- **Job:** Aviator

**Name:** Amy Johnson

- **Born:** 1st July 1903 in Hull.
- **Died:** She disappeared on the 5th January 1941.
- **Best known for:** Being the first woman to fly solo from London to Australia.
- **Job:** Aviator



# Year 2 History Knowledge Organiser

## Topic: London's Burning

### What I should already know



#### Knowledge:

- 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 connect my new learning of historical people or events to others that I have learnt before

#### Skills:

- I can label timelines with pictures, words or phrases.
- I can ask questions such as: What was it like for people? What happened? How long ago?
- I can research the life of a significant individual.

### New Learning

- To talk about similarities and differences between two different time periods.
- To describe historical events.
- To explain what impact that significant events from the past have had on the way we live today.
- To create my own accounts of historical people or events.
- To identify primary and secondary sources
- To understand and talk about how people find out about the past
- To show understanding of facts collected and used to make historical facts

### Significant Individuals



#### Samuel Pepys



Samuel Pepys was a member of parliament who kept a detailed diary about the events during The Great Fire of London.

Historians have used this primary source to identify what happened during The Great Fire of London.

### Key Vocabulary



Vocabulary	Definition
 <b>cause</b>	The reason why something happened.
 <b>consequence</b>	The result of an event.
 <b>eyewitness</b>	Someone who was there at the time and witnessed something.
 <b>century</b>	A period of 100 years.
 <b>firefighting</b>	Equipment and techniques to put a fire out.

### Sticky Knowledge

#### When and where did the fire start?

The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane

#### Why did the fire start?

The fire used for baking was not put out properly.

#### Why did the fire spread so quickly?

In 1666, the buildings in London were made of wood and they were very close together, making it easy for the flames to spread.

It had also been a dry summer, so the buildings were dry.

Strong winds were blowing, which helped the flames to spread.

The firefighting equipment was limited. They used a leather bucket, fire squirt and fire hook.

#### How did people try to put the fire out?

People used leather buckets and water squirts to try to put the fire out, but these did not work.

Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.

#### How and when was the fire put out?

By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

#### What were the consequences of the Great Fire of London?

The number of houses destroyed. (13,200)  
87 churches were destroyed.

6 people died (the number could be much higher).

Fire fighting techniques began to develop.

People were encouraged to take out insurance.

Sir Christopher Wren redesigned London with houses made out of brick and wider streets.



### Key Events

1666	The year the Great Fire of London started. 
Sunday 2 <sup>nd</sup> September - Morning	The fire began in Thomas Farriner's bakery on Pudding Lane. Samuel Pepys began to record the events in his diary.
Sunday 2 <sup>nd</sup> September - Evening	Houses were pulled down to stop the fire from spreading.
Monday 3 <sup>rd</sup> September - Morning	People began to carry their possessions to safety using boats on the River Thames.
Monday 3 <sup>rd</sup> September - Evening	The fire spread close to the to the Tower of London.
Tuesday 4 <sup>th</sup> September	St. Paul's Cathedral was destroyed by the fire.
Wednesday 5 <sup>th</sup> September	The fire burnt slowly as the wind died down.
Thursday 6 <sup>th</sup> September.	The fire was finally under control and extinguished. 

### Key People

King Charles 11	The King who reigned during the Great Fire of London. He helped the firefighters and gave rewards to people who tried to stop the fire.
Sir Christopher Wren	The architect who designed St. Paul's Cathedral and the monument on Pudding Lane.
Thomas Farriner	The baker who owned the shop where the fire broke out. He was the King's baker.



leather bucket



fire hook



fire squirt



# Year 4 History Knowledge Organiser

## Topic: When in Rome

### What I should already know



#### Knowledge:

- I know what Britain was like when the Romans invaded I can suggest why certain events happened as they did in history.
- I can suggest why certain people acted as they did in history.
- I can use dates and historical terms to describe events.
- I can recognise and quantify the different time periods that exist between different periods of 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.

### New Learning



- To place features of historical events and people from past societies and periods in a chronological framework.
- To explain the chronology of different time periods and how they relate to one another on a timeline.
- To answer historical questions, using information and evidence that I have carefully considered and selected.
- To seek out and analyse a range of evidence in order to justify claims about the past.

### Significant Individual – Julius Caesar



Julius Caesar was a famous Roman leader. He won many battles for Rome and helped the Roman Empire grow.

Caesar invaded Britain twice in 55 and 54 BC, but he didn't try to set up any permanent forts.

Julius Caesar was murdered by Cassius and Brutus.

### Key Vocabulary



Vocabulary	Definition
 <b>Roman Emperor</b>	The ruler of the Roman Empire.
 <b>legion</b>	A group of soldiers in the Roman army.
 <b>Fort</b>	Roman forts were made up of many different military buildings inside a high wall with a village outside the walls.
 <b>invade</b>	To enter an country with force.
 <b>conquer</b>	To overcome and take control of a place by military force.

### Sticky Knowledge

#### Why did the Romans invade Britain?

- Products - lead, wood, tin, wool, slaves, gold, silver, corn
- A show of power.
- Revenge - Britain had helped the Gauls (French) fight against the Romans.

#### Key Dates:

- 55BC – Julius Caesar attempted to invade Britain.
- 54BC – Julius Caesar made a second attempt to invade Britain.
- AD43 – Claudius successfully invaded Britain.

#### What was the impact of the Romans on Britain?

- The legacy of the Romans in Britain includes: the calendar, roads, language, public libraries, some fruit and vegetables, coins and clean water.

#### Why did the Romans leave Britain?

- The Empire became too big
- Making Christianity the official religion became a problem.
- Rome was getting attacked by tribes.
- There weren't enough slaves.



# Year 5 History Knowledge Organiser

## Topic: Vicious Vikings?

### What I should already know



#### Knowledge:

- 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 understand how our knowledge of the past is constructed from a range of sources.
- I can describe with some detail any historical events from the different period/s I am studying/have studied.

### New Learning



- To identify propaganda and begin to show my understanding of it
- To begin to appreciate how historical artefacts have helped us understand more about British lives in the present and past
- To begin to appreciate that significant events in history have helped shape the country we have today.

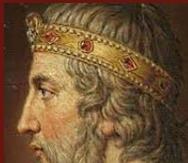
### Significant Individual



#### Alfred the Great

One of the most famous Anglo-Saxon kings was Alfred the Great

Alfred became king in AD871



He fought the Vikings and then made peace so that English and Vikings settled down to live together.

### Key Vocabulary



Vocabulary	Definition
 trader	A person who buys or sells goods in large quantities
 raid	A surprise attack on an enemy
 Monastery	A building where people worship and devote their time to god.
 invasion	Invading a country with force.
 kingdom	A country whose ruler is a King or Queen

### Sticky Knowledge

#### Why did the Vikings invade Britain?

- The Vikings raided Britain because they were looking for items to steal and trade.
- They wanted land that they could take and claim as their own.
- Most Vikings wanted better more fertile farmland.
- In a Viking family only the eldest son inherited the family farm so younger brothers had to make their living elsewhere.

#### What happened at Lindisfarne?

- Lindisfarne was a monastical island (holy island) off the coast of Northumbria.
- The Vikings raided Lindisfarne in AD 793.
- The Vikings rampaged through the island of Lindisfarne, killing monks and stealing gold and silver in the process.

#### Differences between the Anglo-Saxons and Vikings

**1 AD 825**

The Viking raiders came from the sea like hungry wolves, burning the treasures of the Church, putting the captives to the sword and carrying off women and children as unhappy slaves.

**2 AD 825**

Gunnar and his men had a good summer at sea. The trading was good and there was much adventure. Every man on the ship bent his back to the oar and all were brave when they had to pick up the sword. Each man had truly earned his reward.



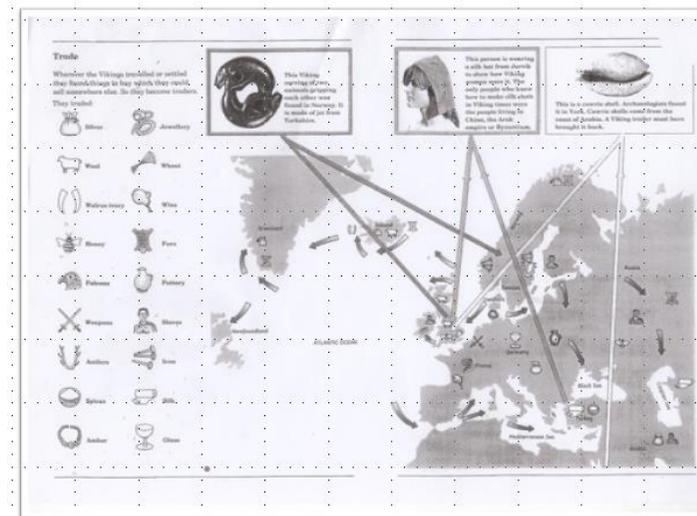
### Viking Timeline:

410-520AD	Angles, Saxons and Jutes begin their migration to the British Isles and settle in England.
600AD	England is divided into seven major kingdoms (Kent, Wessex, Essex, Northumbria, Sussex, Mercia and East Anglia).
793AD	The first Viking attack recorded happens in Dorset.
793AD	Vikings attack the monastery of Lindisfarne, Northumbria
829AD	Wessex becomes the Supreme Kingdom Egbert, King of the West Saxons, conquers Mercia and forces the Northumbrians to submit as well. Egbert's grandson, Alfred, initiated the creation of the single kingdom of England.
866-77AD	Invasion of the great Danish Viking army.
867AD	The Vikings kill rival kings of Northumbria and capture York. The city became Yorkvik, the Viking capital in England.
871-889AD	Alfred as King of Wessex unites the Saxons and resists the Danes
878AD	The Vikings settle in England.
886AD	England is divided. King of Wessex agree treaty with Viking. The Saxons retain the west. 'Danelaw' the east.
889AD	The Anglo-Saxon chronicles begin.
926AD	Eastern England (Danelaw) is conquered by the Saxons.
1066AD	Anglo-Saxons defeat Norse at Stamford Bridge. Norman defeat Anglo-Saxons at Battle of Hastings. Conquer England and start Norman rule.

- **What have recent excavations told us about The Vikings?**

Between the years 1976-81 archaeologists from York Archaeological Trust revealed the houses, workshops and backyards of the Viking-Age city of Jorvik.

- Most Vikings were farmers. They looked after animals and grew crops.
- The Vikings also went hunting and fishing.
- The Vikings settled in towns and villages.
- The Vikings have a special writing and alphabet called runes.
- The Vikings were skilled tradesmen.
- The Vikings traded with other parts of the world.
- Many Vikings led peaceful lives.





# Year 6 History Knowledge Organiser

## Topic: Temple of Doom

### What I should already know



#### Knowledge:

- I can use dates and historical terms more accurately when describing events.
- I can use my knowledge to place features of historical events and people from past societies and periods in a chronological framework.
- I can begin to understand that no single source of evidence gives the full answer to questions about the past
- I can understand how our knowledge of the past is constructed from a range of sources

#### Skills:

- 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 use original ways to present information and ideas.

### New Learning



- To make connections and contracts between different time periods studied and talk about trends over time.
- To make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.
- To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- To describe the social, ethnic, cultural or religious diversity of past society.

### Significant Individuals



#### Itzamna

The creator god



#### Chac

The god of rain.

### Key Vocabulary



Vocabulary	Definition
 <b>polytheistic</b>	Believing in many gods.
 <b>sacrifice</b>	An act of slaughtering an animal or person as an offering.
 <b>hierarchy</b>	A system in which members of an organization or society are ranked according to relative status or authority.
 <b>agriculture</b>	Related to farming.
 <b>astronomy</b>	The scientific study of the universe.

### Sticky Knowledge

#### Where did the Maya live?

The Maya civilisation began in a place called Mesoamerica. This area is made up of Mexico and part of Central America.

#### When did Maya civilisation exist?

The Maya first developed their civilisation in around 2000 BC (the Pre-classic period). This period from 250 AD to c900 AD is called the Classic period. In around 1600 AD (the postclassic period) the Maya were conquered and destroyed by the Spanish invaders.

#### What did Maya society look like?

All Maya shared a common culture and religion, but each city governed itself and had its own noble ruler. Maya society was very complex with hundreds of cities, commoners, a middle class, nobles and the king and his royal court

#### What were the religious beliefs of the Maya?

The Maya believed in many gods (polytheistic), each representing a different part of life. These gods had to be pleased so Maya communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. The Maya people had Gods often linked to nature, for example, The Sun God or The Maize God. They believed their Gods could help or hurt them. They also believed in the afterlife.



### Sticky Knowledge



#### How did the Maya farm?

Farming was really important to the Maya. Most people grew their own crops in small fields. Farmers grew many kinds of crops at the same time, such as maize, beans and squash. If farmers grew more than they could eat, they traded the leftovers in markets. The Maya were so successful at farming was because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them.

#### What were the achievements of Maya society?

They were accomplished scientists.

They developed a solar calendar.

They developed their own mathematics, using a base number of 20.

They had their own system of writing.

They were the first people to built roads through the jungle, roads which were used by them as trade routes.

They were successful farmers.

They were advanced in tool making and technology.

#### Why did the Maya society end?

Archaeologists have been searching for an explanation of the Maya collapse. Many theories have been put forward such as: warfare and invasion to migration, disease and over-farming. Many think the truth may lie with a combination of these and other factors.

Key Dates	
2000 BC	Maya civilisation starts in Mesoamerica
800 BC	British farming and trade becomes established
700 BC	Maya develops own hieroglyphics
400 BC	Earliest solar calendars are invented.
100 BC	The first pyramids are built.
450 AD	Tikal dominates the tropical lowland of central regions.
800 AD	Sites in the rainforest are abandoned
1502 AD	First Contact with Europeans made.