



Year 1 History Knowledge Organiser

Topic Oh, I do like to be beside the seaside

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 can talk about important people from the past
- I can recount some interesting facts about the past

Skills:

- I can ask questions about the past
- I can answer questions by using different sources
- I can place events in chronological order

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.

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.





Key Vocabulary



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

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

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 Unknown

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.



Year 3 History Knowledge Organiser

Topic: Land of the Pharaohs

What I should already know?



Knowledge:

- I understand the difference between beyond living memory and within living memory.
- To begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
- I can talk about similarities and differences between two different time periods.
- To begin to recognise the role that archaeologists have had in helping us understand more about what happened in the past

Skills:

- I can order dates from earliest and latest on simple timelines.
- I can ask questions such as: What was it like for people? What happened? How long ago? To begin to use evidence to ask questions and find answers to questions about the past

New Learning

- To begin to describe the social, cultural or religious diversity of past societies.
- To give a broad overview of what life was like in Ancient Egypt.
- To begin to compare and contrast different forms of evidence in my research
- To begin 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

Significant Individuals -



Tutankhamun



Tutankhamun became pharaoh at the age of 9 and died at the age of 18. He was buried in a tomb in the Valley of The Kings surrounded by 5,000 priceless treasures.


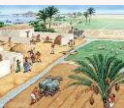



Howard Carter



Howard Carter was an English archaeologist. He was the man who found King Tutankhamun's tomb in 1922.

Key Vocabulary



Vocabulary	Definition
 hierarchy	A system in which members of an society are ranked according to status or authority.
 irrigation	The supply of water to land or crops to help growth, typically by means of channels.
 polytheistic	To believe in many Gods.
 pyramids	A structure built of stone that is a royal tomb in Ancient Egypt.
 Shaduf	A piece of equipment that irrigates land.

Sticky Knowledge

What was the social hierarchy in Ancient Egypt?



Why was the River Nile important to the Ancient Egyptians?

- To transport people/ goods.
- To enable trade
- To provide fertile soil after flooding
- To provide a food source (fishing)
- To provide papyrus
- To irrigate crops

What were the achievements of the Ancient Egyptians?

- writing – hieroglyphics
- medicines
- building pyramids and other monuments
- agricultural production techniques
- mathematics
- calendar
- papyrus
- mummification
- using the River Nile



Sticky Knowledge



What were the religious beliefs of the Ancient Egyptians ?

The ancient Egyptians worshipped over 2,000 gods and goddesses, with each god playing an important role in everyday life. This is known as a polytheistic religion. Some of the most important Egyptian gods include:

- Ra - God of the Sun
- Anubis - God of the Dead
- Osiris - God of the Underworld
- Horus - God of the Sky
- Isis - Goddess of Good Fortune and Protector of the Dead

The Process of Mummification:

A mummy is the body of a person (or an animal) that has been preserved after death. The Egyptians believed in life after death. They believed that they had to preserve their bodies so they could use them in the afterlife.

- 1) Cleanse the body.
- 2) Insert a hook through a hole near the nose and pull out part of the brain
- 3) Make a cut on the left side of the body near the stomach.
- 4) Remove all internal organs.
- 6) Place the lungs, intestines, stomach and liver inside canopic jars.
- 7) Rinse inside of body with wine and spices
- 8) Cover the corpse with natron (salt) for 70 days
- 9) Stuff the body with linen or sand.
- 10) After the 70 days wrap the body from head to toe in linen placing amulets between the layers.
- 11) Place the body in a sarcophagus.



The Book of the Dead is a scroll filled with magic spells and prayers. Egyptians hoped that these spells would help them on the journey through the underworld.

In the Hall of Two Truths, a person's heart was weighed against the Feather of Truth to see whether the heart was heavy with sin. A heart free of sin passed. A heart heavy with sin was eaten by the monster Ammit, and the person ceased to exist.



Key Dates	
7500BC	The first settlers arrived in The Nile Valley.
4500BC	Sails were used on Egyptian boats for the first time.
3100BC	Hieroglyphic script was developed.
2555BC	The Egyptians began to build The Giza Pyramids.
2500bc	The Sphynx and pyramid were built in Giza.
1550 BC	Many royal tombs are built in the Valley of the Kings
1539BC	Pharaohs begin to build tombs in the Valley of the Kings.
1473BC	Hatshepsut became pharaoh.
1337BC	Tutankhamun became the pharaoh of Egypt.
1325BC	Tutankhamun was buried in the Valley of the Kings
51BC	Cleopatra becomes pharaoh.
332BC	Alexander the Great conquered Egypt. The new era begins.



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
 Roman Emperor	The ruler of the Roman Empire.
 legion	A group of soldiers in the Roman army.
 Fort	Roman forts were made up of many different military buildings inside a high wall with a village outside the walls.
 invade	To enter an country with force.
 conquer	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 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.
- I can use dates/historical terms to describe historical events.
- I can answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made

Skills:

- I can use a wide range of sources of evidence to deduce information about the past.
- 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.