



# EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



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| <b>YEAR GROUP</b>           | 4  |
| <b>SUBJECT</b>              | History  |
| <b>KEY VOCABULARY</b>       | <ul style="list-style-type: none"><li>• Timeline</li><li>• Ancient</li><li>• Century</li><li>• Millennium</li><li>• Civilisations</li><li>• Kingdoms</li><li>• Settlers</li><li>• Effects</li><li>• Changes</li><li>• Legacy</li><li>• Conquered</li><li>• Significance</li><li>• Artefacts</li><li>• Periods</li><li>• Sources</li><li>• Comparisons</li></ul>  |
| <b>END POINTS KNOWLEDGE</b> | <ul style="list-style-type: none"><li>• I can describe events and periods using words such as millennium, ancient, century, civilisations, kingdoms, settlers, effects, changes, legacy.</li><li>• I can use a timeline within a specific period in history to set out the order things happened.</li><li>• I can begin to recognise and quantify the different time periods between groups that invaded Britain.</li><li>• I can begin to see the overlap between periods in history – e.g. Ancient Egyptians – across many periods.</li><li>• I can use mathematical knowledge to work out how long-ago events happened.</li></ul> |



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- I can describe events from the past using dates when things happened.
- I can suggest why certain events happened as they did in history.
- I can begin to appreciate why Britain would have been an important country to have invaded and conquered.
- I can explain and reason about how events from the past have helped shape our lives – e.g. place names / feudal system.
- I can explain and reason about how events from the past have helped shape our lives – William Harvey discovery.
- I can suggest reasons why certain people acted as they did in history noting the pros and cons of their actions.
- I can explain What makes them important / significant.
- I can appreciate how items found belonging to the past help us to build an accurate picture of how people lived in the past.
- I can study and make detailed comparisons of artefacts / photos and assess improvements over time to objects. (instruments)
- I can through research, identify similarities and differences between given periods in history.
- I can use my information finding skills to write historical information – e.g., diary entry as King Alfred in the marshes / biography.
- I can research two versions of an event and say how they differ – e.g. Tutankhamen’s death / Alfred in the marshes.
- I can use various sources to piece together information about a period in history – Egyptians – tombs / secondary sources.

**IT HELPS IF I ALREADY KNOW**