



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	5
SUBJECT	History
KEY VOCABULARY	Chronological, artefacts, periods, historical, Civilisations, democracy, timeline using centuries,
END POINTS KNOWLEDGE	<p>I know how to describe events and periods using the words: ancient/ century.</p> <p>I know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I know how to recognise and quantify the different time periods between different groups that invaded Britain</p> <p>I know the overlap between periods in history.</p> <p>I know how to use my mathematical knowledge to work out how long-ago events would have happened.</p> <p>I know how to describe events from the past using dates when things happened.</p> <p>I know why certain events happened as they did in history.</p> <p>I know why Britain would have been an important country to have invaded and conquered.</p> <p>I know how to explain and reason about how events from the past have helped shape our lives.</p> <p>I know why certain people acted as they did in history noting the pros and cons of their actions.</p> <p>I know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>I know how research help can identify similarities / differences between given periods in history?</p> <p>I have information finding skills in writing to write historical information?</p>
IT HELPS IF I ALREADY KNOW	<ul style="list-style-type: none">• I can describe events and periods using words such as millennium, ancient, century, civilisations, kingdoms, settlers, effects, changes, legacy.• I can use a timeline within a specific period in history to set out the order things happened.• I can begin to recognise and quantify the different time periods between groups that invaded Britain.• I can begin to see the overlap between periods in history – e.g. Ancient Egyptians – across many periods.• I can use mathematical knowledge to work out how long-ago events happened.• I can describe events from the past using dates when things happened.



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- 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.