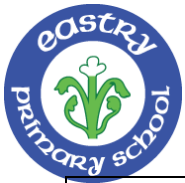




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	5
SUBJECT	History
KEY VOCABULARY	Chronological, artefacts, periods, historical, Civilisations, democracy, timeline using centuries,
END POINTS KNOWLEDGE	<p><u>Anglo-Saxon Viking Conflict / Ancient Greece</u> 1.I know how to describe events and periods using the words: ancient/ century. 2.I know the overlap between periods in history. (Anglo-Saxon-Viking conflict / Ancient Greece)</p> <p><u>All Areas - Anglo-Saxon Viking Conflict / Ancient Greece / WW2</u> 3.I know how to use a timeline within a specific time in history to set out the order things may have happened. 4.I know how to recognise and quantify the different time periods between different groups that invaded Britain. 5.I know how to use my mathematical knowledge to work out how long-ago events would have happened. 6.I know how to describe events from the past using dates when things happened. 7.I know why certain events happened as they did in history. 8.I know why Britain would have been an important country to have invaded and conquered. 9.I know how to explain and reason about how events from the past have helped shape our lives. 10.I know why certain people acted as they did in history noting the pros and cons of their actions. 11.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 12.I know how research help can identify similarities / differences between given periods in history I have information finding skills in writing to write historical information</p>
IT HELPS IF I ALREADY KNOW	<p><u>Knowledge Organiser – to help with LQs for each lesson in the sequence</u> <u>Romans</u> 1.I can begin to appreciate why Britain would have been an important country to have invaded and conquered 2.I can explain and reason about how events from the past have helped shape our lives – kingdoms during the Anglo Saxons time William Harvey discovery. 3.I can suggest reasons why certain people acted as they did in history noting the pros and cons of their actions. <u>Anglo-Saxon settlements</u> 4.I can begin to recognise and quantify the different time periods between groups that invaded Britain 5.I can describe events from the past using dates when things happened. 6.I can explain and reason about how events from the past have helped shape our lives – e.g. place names / feudal system.</p>



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



- 7.I can explain What makes them important / significant.
- 8.I can use my information finding skills to write historical information – e.g., diary entry as King Alfred in the marshes / biography.
- 9.I can research two versions of an event and say how they differ – e.g. Tutankhamen’s death / Alfred in the marshes.
10. I can make a direct comparison between aspects of roman and Anglo Saxon life.
- Egyptians
- 11.I can begin to see the overlap between periods in history – e.g. Ancient Egyptians – across many periods
- 12.I can use various sources to piece together information about a period in history – Egyptians – tombs / and I can see the problem with some sources
- All areas – Romans, Egyptians, Anglo-Saxons
- 13.I know the position of this period in the narrative of British history describing events and periods using words such as millennium, ancient, century, civilisations, kingdoms, settlers, effects, changes, legacy.
- 14.I can use a timeline within a specific period in history to set out the order things happened.
- 15.I can use mathematical knowledge to work out how long-ago events happened.
- 16.I can suggest why certain events happened as they did in history.
- 17.I can appreciate how items found belonging to the past help us to build an accurate picture of how people lived in the past.
- 18.I can study and make detailed comparisons of artefacts / photos and assess improvements over time to objects.
- 19.I can thoroughly research, identify similarities and differences between given periods in history.