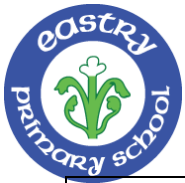


EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



| | |
|-----------------------------|---|
| YEAR GROUP | 4 |
| SUBJECT | History |
| KEY VOCABULARY | <ul style="list-style-type: none"> Timeline Changes Ancient Legacy Century Conquered Millennium Significance Civilisations Artefacts Kingdoms Periods Settlers Sources Effects Comparisons |
| END POINTS KNOWLEDGE | <p><u>Knowledge Organiser – to help with LQs for each lesson in the sequence</u></p> <p><u>Romans</u></p> <p>1.I can begin to appreciate why Britain would have been an important country to have invaded and conquered</p> <p>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.</p> <p>3.I can suggest reasons why certain people acted as they did in history noting the pros and cons of their actions.</p> <p><u>Anglo-Saxon settlements</u></p> <p>4.I can begin to recognise and quantify the different time periods between groups that invaded Britain</p> <p>5.I can describe events from the past using dates when things happened.</p> <p>6.I can explain and reason about how events from the past have helped shape our lives – e.g. place names / feudal system.</p> <p>7.I can explain What makes them important / significant.</p> <p>8.I can use my information finding skills to write historical information – e.g., diary entry as King Alfred in the marshes / biography.</p> <p>9.I can research two versions of an event and say how they differ – e.g. Tutankhamen’s death / Alfred in the marshes.</p> <p>10. I can make a direct comparison between aspects of roman and Anglo Saxon life.</p> <p><u>Egyptians</u></p> <p>11.I can begin to see the overlap between periods in history – e.g. Ancient Egyptians – across many periods</p> <p>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</p> <p><u>All areas – Romans, Egyptians, Anglo-Saxons</u></p> <p>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.</p> <p>14.I can use a timeline within a specific period in history to set out the order things happened.</p> <p>15.I can use mathematical knowledge to work out how long-ago events happened.</p> <p>16.I can suggest why certain events happened as they did in history.</p> <p>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.</p> <p>18.I can study and make detailed comparisons of artefacts / photos and assess improvements over time to objects.</p> <p>19.I can thoroughly research, identify similarities and differences between given periods in history.</p> |



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



IT HELPS IF I ALREADY KNOW

- 1.I can explain how events from the past have helped shape our lives. (Flight)
- 2.I use my mathematical knowledge to work out how long ago events in recent and local history would have happened? Lois / flight
- 3.I use a broader range of terms securely; before, after, long ago, months, years. (Flight / Stone Bronze, Iron Age)
- 4.I can recall the main events/ features of time periods studied. (Flight / Stone Bronze, Iron Age)
- 5.I know how to sequence a number of events or objects on a simple timeline (Flight / Stone,
- 6.Use sources of information to make statements or judgements draw together information from an increasing range of sources show awareness and understanding visually and in writing use a wider range of vocabulary when showing awareness
- 7.I use various sources of evidence to answer questions. (Stone, Bronze, Iron Age, Romans armies / impact)
- 8.I know how to use sources to see changes / developments to life e.g. technology / homes note improvements? (Stone, Bronze, Iron Age, Roman life)
- 9.I know how to describe events and periods using the words: Prehistoric BCE, CE, and decade. (Stone, Bronze, Iron Age)
- 10.I can research a specific event from the past and then write about it. Flight / Stone, Bronze or Iron Age)
- 11.I know how to describe events from the past using dates when things happened. (Flight / Stone, Bronze, Iron Age,
- 12.I can give examples of change over time. See how gaps in evidence can influence interpretations – ie pre-history with no written evidence (Flight / Stone, Bronze, Iron Age)
- 13.I note changes to lifestyle during prehistory. (Stone, Bronze, Iron Age)
- 14.I can compare 2 groups of people during a similar period in history.