

Hanslope Primary School

Autumn 1

History Knowledge Organiser

Year 1: How am I making history?

How does this link to my previous learning?

- Links to understanding the world in EYFS

National Curriculum Links:

- Changes within living memory.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference
- Significant historical events, people and places in their own locality.

How does this link to my future learning?

- How have toys changed?

What key vocabulary will I learn:

- siblings
- parent
- grand parent
- great grandparent
- childhood
- time capsule

What will I know by the end of this unit:

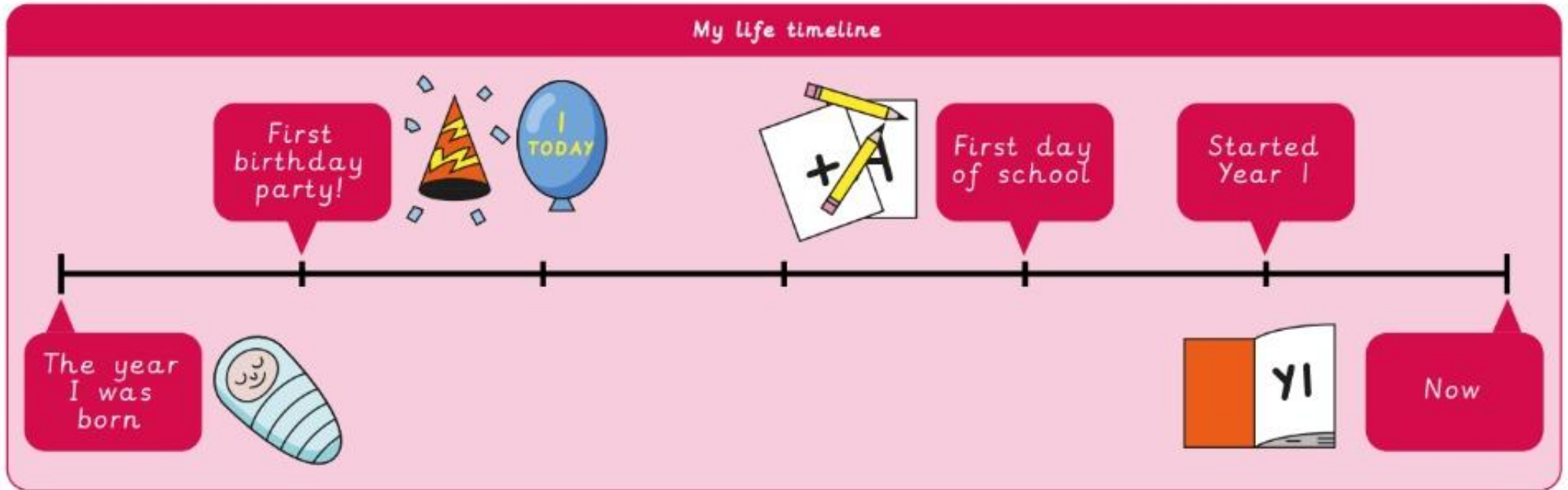
- To know that people change as they grow older.
- To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that there are similarities and differences between their lives today and their lives in the past.
- To know that people celebrate special events in different ways.
- To know some similarities and differences between the past and their own lives.
- To know that some people and events are considered more 'special' or significant than others.
- To know that we remember some (but not all) of the events that we have lived through.

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History Knowledge Organiser

My life timeline



memory



living memory



childhood

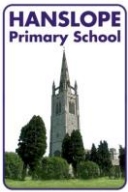


past



present





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Year 3: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

How does this link to my previous learning?

- Previous Key stage one learning

What key vocabulary will I learn:

- Skara Brae, Orkney Islands
- hearth
- settlement
- flint
- roundhouse
- chief
- metalwork -copper, bronze, gold, tin
- mining
- trade (a job requiring manual skills)
- arrowheads
- import
- export
- trade (buying and selling goods/services)
- exchange
- goods
- barter

National Curriculum Links:

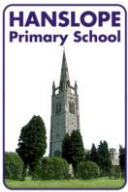
- Changes in Britain from the Stone Age to the Iron Age
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

How does this link to my future learning?

- Why did Romans settle in Britain?

What will I know by the end of this unit:

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means before Christ and is used to show years before the year 0.
- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
- To know that we can use dates to work



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Year 6: What was the impact of World War II on the people of Britain?

How does this link to my previous learning?

- How have children's lives change?

National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups by using the terms AD and BC in work.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Asking questions about the interpretations, viewpoints and perspectives held by others.
- Identifying how sources with different perspectives can be used in a historical enquiry.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
- Constructing explanations for past events using cause and effect.

How does this link to my future learning?

- What does the Census tell us about our local area?

What key vocabulary will I learn:

- appeasement
- reparations
- allies
- disarm
- debt
- unrest
- prosperity
- sorties
- evacuation

What will I know by the end of this unit:

- To know that members of society standing up for their rights can be the cause of change.
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To understand the changes and reasons for the organisation of society in Britain.
- To understand how society is organised in different cultures, times and groups.
- To be able to compare development and role of education in societies.
- To understand the changing role of women and men in Britain.
- To understand the development of global trade.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.
- To be able to compare the achievements of different civilisations and groups.