



Hanslope Primary School Spring 2

History Knowledge Organiser

Year 2: How was school life different in in 1950s?

How does this link to my previous learning?

- Links to how have toys changed?

National Curriculum Links:

- Sequencing up to six photographs, focusing on the intervals between events.
- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Identifying similarities and difference between ways of life at different times Finding out about people, events and beliefs in society.
- Making simple observations about a source or artefact.
- Comparing pictures or photographs of people or events in the past. Selecting information from a source to answer a question.

How does this link to my future learning?

- Links to how have children's lives have changed?

What key vocabulary will I learn:

- Past
- Timeline
- Date
- Different
- Decade
- Present
- Important
- Similar
- Modern
- Living Memory
- Evidence
- Source
- Decade
- Beyond Living Memory
- Preferred

What will I know by the end of this unit:

- To know a decade is ten years.
- To know that beyond living memory is more than 100 years ago.
- To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in technology.
- To know that there are explanations for similarities and differences between children's lives now and in the past.
- To know that we can find out about how places have changed by looking at maps.
- To know that historians use evidence from sources to find out more about the past.



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Year 4: How have children's lives changed?

National Curriculum Links:

- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying who is important in historical sources and accounts.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Selecting and recording relevant information from a range of sources to answer a question.
- Recognising similarities and differences between past events and today.

How does this link to my previous learning?

- This links to the how has school changed in the past

How does this link to my future learning?

- This links to the future learning of who should go onto a bank note

What key vocabulary will I learn:

- Childhood
- Continuity
- Chronological order
- Observation
- Apprentice
- Chaffing wheat
- Master
- Oath
- Primary source
- Secondary source
- Domestic servant
- Working conditions
- Historically significant
- Factory acts
- Parliament
- Ragged schools
- Reform

What will I know by the end of this unit:

- To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.
- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
- To know that advancements in science and technology can be the cause of change.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that we can make inferences and deductions using images from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that education existed in some cultures, times and groups.



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Year 5: What did the Greeks do for us?

How does this link to my previous learning?

- Links to what did the ancient Egyptians believe?

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?

- This will prepare you for secondary school historical inquiries

What key vocabulary will I learn:

- assembly
- constitutional monarchy
- democracy
- direct democracy
- ethics
- government
- period
- philosophy
- oligarchy
- representative democracy

What will I know by the end of this unit:

- To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.
- To understand that there are different interpretations of historical figures and events.
- To understand that different empires have different reasons for their expansion and decline.
- To be aware of the different beliefs that different cultures, times and groups hold.
- To be able to compare education in different cultures, times and groups.
- To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
- To know that new and sophisticated technologies were advanced which allowed cities to develop.
- 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.