

History – Spring One

Knowledge Organisers



Hanslope Primary School

Spring 1

History Knowledge Organiser

Year 1: How have toys changed?

How does this link to my previous learning?

- Links to how have toys changed?

National Curriculum Links:

- 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 am I making history?

What key vocabulary will I learn:

- artefact
- century
- decade
- different
- evidence
- historian
- living memory
- memory
- modern
- now
- past
- present
- remember
- sequence

What will I know by the end of this unit:

- Discuss their favourite toy using language related to the past.
- Ask questions about toys in the past.
- Make comparisons between toys in the past and present.
- Sequence artefacts from different periods of time.
- Identify changes between teddy bears today and those from 100 years ago.
- Describe how toys have changed over time



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History Knowledge Organiser

Year 3: British history 2: Why did the Romans settle in Britain?

How does this link to my previous learning?

- British history 1: Would you prefer to live in the Stone, Bronze or Iron Age?

What key vocabulary will I learn:

- Boudicca
- empire
- inference
- invasion
- legacy
- Romans
- settlers

National Curriculum Links:

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/Century.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

How does this link to my future learning?

- Links to Year 4: British history 3: How hard was it to invade and settle in Britain?

What will I know by the end of this unit:

- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain



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Year 6: What does the census tell us about our local area?

How does this link to my previous learning?

- Links to how have children's lives changed?

National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.
- Relating current study on timeline to other periods of history studied.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Evaluating the usefulness of historical sources.

How does this link to my future learning?

- Links to how 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:

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the census and identify changes between periods of time.
- Identify the dangers of working in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- Identify the key events of Mary's life and interpret her thoughts and feelings.
- Extract information from the census to recreate the lives of people who lived in a household from the local area.
- Extract information from the census and decide whether a family was rich or poor.