



# Hanslope Primary School

## Summer 1

### History Knowledge Organiser

#### Year 1: How have explorers changes the world?

#### How does this link to my previous learning?

- Links to understanding the world in EYFS
- How have toys changed?

#### What key vocabulary will I learn:

- Achievement
- Beyond living memory
- Coat of arms
- Determination
- Discovery
- Equipment
- Event
- Exploration
- Explorer
- Historical significance
- Living memory
- North Pole

#### 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?

- How have we learnt to fly?

#### What will I know by the end of this unit:

- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.
- To know that 'the present' is time happening now.
- To know that within living memory is 100 years.
- 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 photographs can tell us about the past.



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### **Year 3: What did the Ancient Egyptians believe?**

#### **How does this link to my previous learning?**

- What changed between the Stone Age and the Iron Age

#### **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 future learning?**

- What did the Greeks ever do for us?

#### **What key vocabulary will**

#### **I learn:**

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

#### **What will I know by the end of this unit:**

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- 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 archaeological evidence can be used to find out about the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people 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 understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.



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**Year 6: Who should go onto the bank note?**

#### 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 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 helps to prepare you for secondary history subjects and knowledge

#### What key vocabulary will I learn:

- Alan Turing
- Criteria
- Issuing bank
- Historically significant
- Jane Austen
- Joseph William Turner
- Remarkable
- Remembered
- Watermark
- Winston Churchill
- Lily Parr
- Betty Snowball

#### 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.