

Hanslope Primary School

History Knowledge Organiser

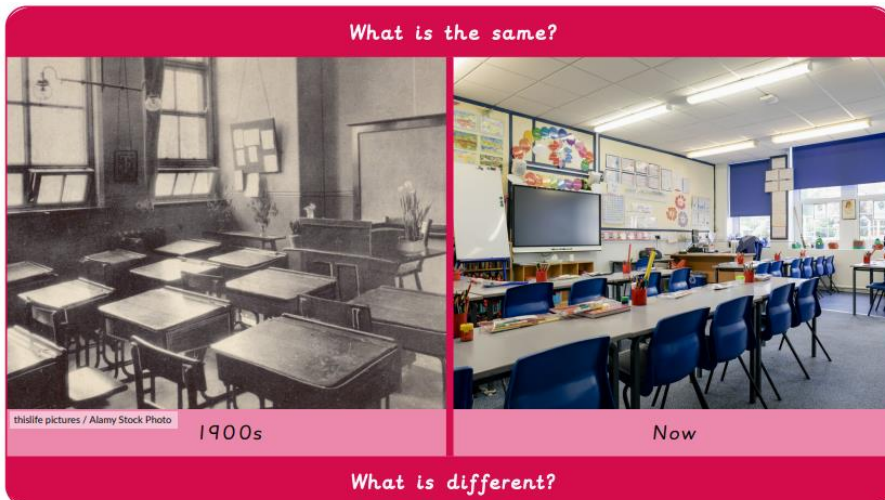
Year 2 – How was school different in the past?

How does this link to my previous learning?

- Previous learning in Year 1 – How have I made history and how have toys changed?
- Making comparisons – similarities and differences
- Asking questions related to the subject to find out more

What key vocabulary will I learn:

- Past
- Present
- Living memory
- Source
- Evidence



National Curriculum Links:

- To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To know significant historical events, people and places in their own locality.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

How does this link to my future learning?

- This links to future topic – how did we learn to fly?

What will I know by the end of this unit:

- To be able to correctly order and date four photographs on a timeline and add some dates.
- To ask one question about schools in the past.
- To make one comparison between schools in the past and present.
- To use sources to research and develop an understanding of what schools were like 100 years ago.
- To identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.
- To recognise two similarities and two differences between schools now and schools in the past.
- To state whether they would have preferred to go to school in the past or not and explain why.

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Year 4: How have children's lives changed?

How does this link to my previous learning?

- This links to previous learning previous years topics such as – how was school different in the past?
- Chronological awareness



National Curriculum Links:

- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- To understand the methods of historical enquiry
- To gain historical perspective by placing their growing knowledge into different contexts
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day

How does this link to my future learning?

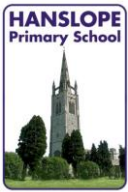
This links to future learning in by being able to compare different civilisations and their lives.

What will I know by the end of this unit:

- To make inferences and deductions from primary and secondary sources.
- To explain why children needed to work.
- To identify the jobs Tudor and Victorian children had.
- To describe the working conditions of Tudor and Victorian children.
- To identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- To use sources to identify leisure activities and compare them over time.
- To identify diseases past children suffered from and discuss how effective the treatments were.

What key vocabulary will I learn?

- | | |
|--------------|----------------------|
| • Apprentice | • significance |
| • childhood | • wealthier |
| • continuity | • working conditions |
| • class | |
| • deduction | |
| • law | |
| • master | |
| • modern | |
| • poorer | |
| • poverty | |
| • servant | |



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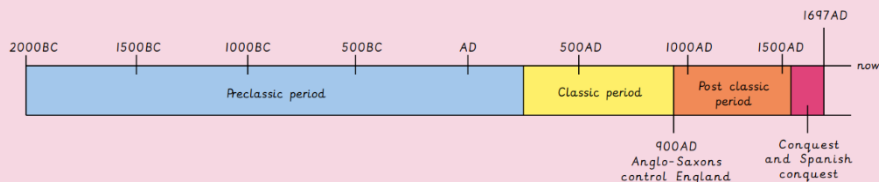
Year 5: How did the Maya civilisation compare to the Anglo-Saxons?

How does this link to my previous learning?

This links to previous civilisations and their lifestyles – e.g. Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

What key vocabulary will I learn?

- abandon
- city-state
- Classic period
- creation story
- decline
- deforestation
- drought
- hieroglyphics
- pyramid
- rainforest
- slash and burn
- tropical rainforest



National Curriculum Links:

- To learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations

How does this link to my future learning?

Links to future work on different civilisations including the Greeks.

What will I know by the end of this unit:

- Describe the key physical features of the Maya civilisation.
- Sequence the key periods in the Maya civilisation.
- Identifying periods that were happening in Britain at the same time.
- Explain the challenges facing the Maya in the rainforest.
- Explain how the Maya settled in the rainforest.
- Name the features of Maya houses.
- Identify the similarities and differences between Maya and Anglo-Saxon.
- Explain the Maya creation story.
- Identify the characteristics of important gods or goddesses.
- Make deductions about cities.
- Name the features of Maya cities.
- Create a plan of a Maya city, including the main features.
- Explain and evaluate the reasons for the decline of the Maya civilisation.