

Hanslope Primary School

Spring 2

History Knowledge Organiser

Year 2: How did we learn to fly?

How does this link to my previous learning?

- How have explorers changed the world?

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?

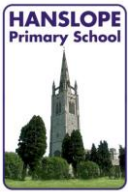
- This is a stand alone unit that does not directly link to any other topics

What key vocabulary will I learn:

- Beyond living memory
- Decade
- Evidence
- Eyewitness
- Flight
- Historic
- Historically significant
- Inventor
- Living memory
- Past
- Present
- Primary source
- Source

What will I know by the end of this unit:

- To know that beyond living memory is more than 100 years ago.
- To know that changes may come about because of improvements in technology.
- To know that some events are more significant than others.
- To know the impact of a historical event on society.
- To know that 'historically significant' people are those who changed many people's lives.
- To know that historians use evidence from sources to find out more about the past.
- To know that the past is represented in different ways.
- To begin to identify achievements and inventions that still influence their own lives today.
- To know the legacy and contribution of the inventions.
- To be aware of the achievements of significant individuals.



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Year 4: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (curriculum catch up)

How does this link to my previous learning?

- Previous Key stage one learning

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?

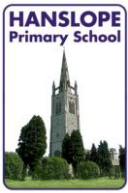
- Why did Romans settle in Britain?

What 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

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 5: What did the Greeks ever do for us?

How does this link to my previous learning?

- What did the Ancient Egyptians believe?

What key vocabulary will

I learn:

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

National Curriculum Links:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.

How does this link to my future learning?

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

What will I know by the end of this unit:

- Describe the features of ancient Greece.
- Identify the key periods in the ancient Greek civilisation.
- Make inferences about Greek gods.
- Research a Greek god.
- Compare Athens and Sparta.
- Understand the different types of democracy.
- Explain how Athenian democracy worked.
- Explain what philosophy is.
- Identify the achievements of the ancient Greek philosophers.
- Identify the ancient Greeks' legacies and their impact.