



Hanslope Primary School

Spring 2

History Knowledge Organiser

Year 2: How did we learn to fly?

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 previous learning?

- How have explorers changed the world?

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: British history 3: How hard was it to invade and settle in Britain?

How does this link to my previous learning?

- This links to: why did the Romans settle in Britain?

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?

- This links to the future learning of were the Vikings raiders, traders
 - or settlers?

What key vocabulary will I learn:

- Angles
- Britons
- convert
- empire
- inference
- invasion
- Kingdom
- missionary
- paganism
- Pope
- Romans
- Saxons
- settlement
- settlers

What will I know by the end of this unit:

- Explain how the Britons felt when the Romans left Britain.
- Suggest reasons for the Anglo-Saxon invasion of Britain.
- Name the key features of Anglo-Saxon settlements.
- Identify changes and continuities in settlements from prehistoric Britain.
- Make inferences about artefacts.
- Describe how Anglo-Saxon beliefs changed.
- Explain how missionaries spread Christianity.
- Explain the threat the Vikings posed to the Anglo-Saxons.
- Identify the qualities needed to be a monarch in 1066.



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Year 5: British history 5: What was life like in Tudor England

National Curriculum Links:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- know and understand the history of these islands as a coherent, chronological narrative
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

How does this link to my previous learning?

- Were the Vikings raiders, traders or settlers?
- How hard was it to invade and settle in Britain?
- How have children's lives changed?

How does this link to my future learning?

- Unheard histories: Who should go on the banknote? (Year 6 topic)

What key vocabulary will I learn:

bias 🔑	A preference for one thing, idea, or person over another in a way that is unfair or inaccurate.
democracy 🔑	A system in which the government is elected by citizens.
heir 🔑	A person who is due to inherit something after someone dies.
merchant 🔑	A person who buys items to sell them and make money.
parliament 🔑	An assembly of people who make laws and check the work of the government.

perspective 🔑	How someone sees things based on what they know and how they feel.
propaganda 🔑	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
state 🔑	A country or its government.
tyrant 🔑	Someone who uses their power over others cruelly and harshly.

What will I know by the end of this unit:

- Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy.
- They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy.
- Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.