



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?

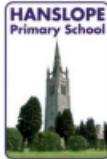
- This is a stand alone unit that does not directly link to any other topics

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?

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 previous learning?

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

How does this link to my future learning?

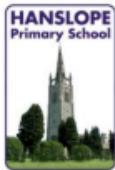
- This links to the future learning of were the Vikings raiders, traders
 - or settlers?

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.
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propaganda	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
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state	A country or its government.
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tyrant	Someone who uses their power over others cruelly and harshly.
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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.