

History @ Chacewater

Knowledge Organisers

History in our school is taught as part of our termly thematic approach and acts as a driver to form wider cross curricular links - how this is organised can be seen in the theme map below. History has been sequenced with a focus on chronology. In key stage 1 this focuses on the children developing an understanding of events within living memory and progresses to them looking at events that are beyond living memory, allowing them to be able to compare aspects of life in different periods. In key stage 2, this widens to exploring chronology within the context of pre-history, ancient history and more modern history.

We have made a deliberate choice to organise the teaching and learning of history into a **British history focus in the autumn term** and a **World history focus in the summer term** as we believe this gives children the opportunity to make links, progression and develop a wider conceptual understanding of different periods of time.

Our Knowledge Organisers

- Knowledge Organisers are written for children not teachers.
- They are not about coverage, but they should help in focusing learning to support development of key concepts.
- They support pupils in building on previous learning
- We are in the process of refining and improving these.
- Knowledge Organisers support low-stakes quizzing as part of daily, weekly, termly review and our approach to retrieval practice.
- They involve **all** students actively involved in checking their knowledge.
- We mix up techniques used, including: individual, pair, group; verbal, written;

Autumn Term

A Focus on British History

Chacewater School – LEAP Into Learning – Autumn 2– Seedlings

HISTORY – How have toys changed since Grandma was a child?

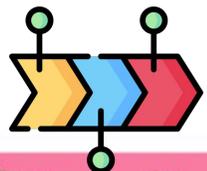
What I might already know: What a toy is and how to play with them



What we will be learning:

The Seedlings will be learning about how toys have **changed** since Grandma was a child. The children will be **comparing** toys from the **past**

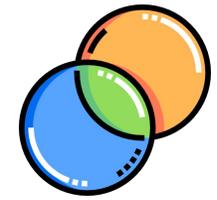
with the **present**
Toy Timeline



How have toys changed since Grandma was a child?

Toys have been around for **thousands of years**. The first toys were made from **rocks, stones and string**.

Many modern toys use **electricity** to work. Computers and **consoles** were invented in the 20th century.



Differences between old and modern (new) toys

Old toys were often made of wood. Modern (new) toys are often made of plastic.

Old toys were mechanical or moved by hand. Modern toys use batteries.

Old toys were usually made by hand. Modern (new) toys are usually made by machines.

Key Vocabulary:
Toy, console, batteries, electronic, technology, past, present, modern, within living memory, beyond living memory

Older toys in history are different because of what they are **made out of**. A toy ride on car from the **past** would have been made out of **wood**. **Modern** toys are mainly made of **plastic**. This is because it is usually safer and easier to make things with.



KEY QUESTIONS:

What was the first flight?

What were the consequences of the first flight?

How has flight changed since the Wright brothers?

Who was Amelia Earhart?

Key Vocabulary:

- Flight
- Change
- Consequences
- Glider
- Hot air balloon
- Kite
- Past
- Invention
- Timeline
- Pioneer
- Aviator

Key Knowledge:

Who are the Wright brothers?



The Wright brothers invented and built the world's first ever successful heavier than air aeroplane.

Who is Amelia Earhart?



She was an aviator and the first woman to fly solo nonstop across the Atlantic ocean. She disappeared in 1937 over the Pacific ocean.

Timeline of flight



1000 BC
Kite invented in China



1485 - 1500
Leonardo Da Vinci designs flying machines



1485 - 1500
Leonardo Da Vinci designs flying machines



1804
George Cayley successfully flies model glider



1903
Wright Brothers first flight



1930
Frank Whittle invents the jet engine



1932
Amelia Earhart flies solo across the Atlantic



1933
Boeing 247 flies for the first time



1961
Yuri Gagarin first man in space



1969
Buzz Aldrin and Neil Armstrong walk on the moon

Chacewater School – LEAP Into Learning –Autumn 2– Young Oaks
HISTORY – How did life change from the Stone Age to Iron Age?

What I might already know:

Which period of the Stone Age would you rather live in and why?

Prehistory is the time before humans started writing things down.



Prehistory

Stone Age - 2.6 million years ago and lasted 2.5 million years

- Split into 3 parts (palaeolithic, Mesolithic, Neolithic)
- Stones were used as tools and weapons
- Moved around from place to place
- Cave paintings used to show events



Palaeolithic
(Old Stone Age)



- Hunter gatherers
- lived in caves

Mesolithic
(Middle Stone Age)



Neolithic
(New Stone Age)



- farming began
- villages were made

Bronze Age - lasted 1,500 years

- round houses
- weapons and tools made from bronze
- bronze was made from melting tin and copper



When did the Stone Age, Bronze Age and Iron Age take place and which period lasted the longest?

Iron Age - lasted around 300 years

- lived on top of hills called 'hillforts'.
- people lived in tribes
- coins are used for the first time



Stone Age to Iron Age 2,500,000BC – 43AD

3500

3000

2500

2000

1500

1000

500

500

BC

AD

HISTORY – How the Romans impact Britain?

What I might already know: Tribes of Celts ruled Iron age Britain. They were fierce warriors.



What was the Roman Empire?

How did the Celts react to the Roman invasion?

How did the Romans change life in Britain?

What does the chronology of Roman Britain look like?

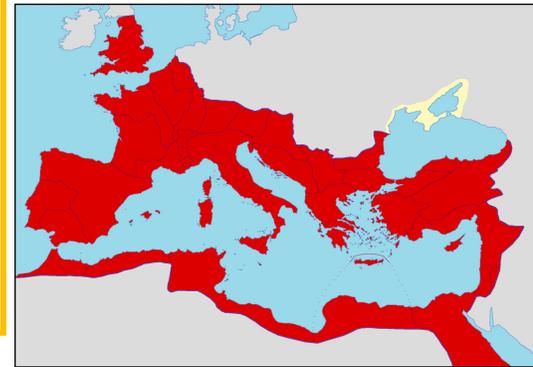
Key Questions:

What are the most important Roman achievements?

Why did the Romans leave Britain and what was their legacy?

Key Vocabulary:
Romans, Britain, ancient, AD, BC, Rome, empire, Celts, invade, conquer, chronology, aqueducts, sanitation, primary and secondary sources, legacy,

What we will be learning:



Roman Empire : 753 BC - 476 AD
Rome was origin and capital of the empire. At the peak of its power, Rome ruled across Europe, North Africa and Asia. Its army was the most powerful in the world.



Boudicca



The Celts reaction to the Roman invasion:
Some Celts made peace with the Romans, they agreed to obey Roman laws and pay taxes. However, some Celtic leaders chose to fight.



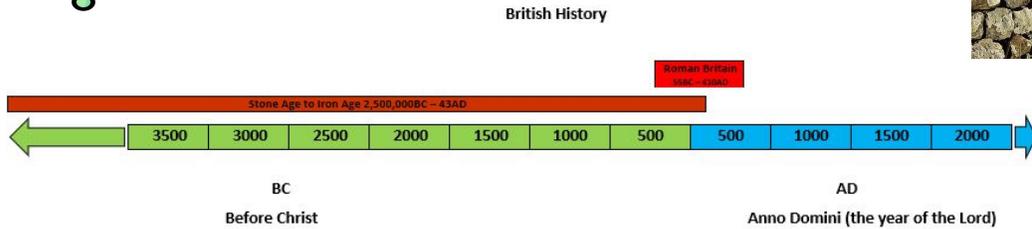
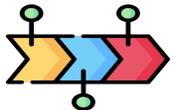
Roman Britain: AD 43 - 410
In 54BC, Julius Caesar tried to invade Britain but failed.
In 43AD, a big Roman army successfully conquered Britain.
In 122AD, Emperor Hadrian ordered Hadrian's wall to be built, marking the northern border of the Roman empire.
In 410AD, troops retreat and the Roman rule ends in Britain.

Roman achievements :
Straight roads, towns and cities, aqueducts, sanitation including baths and latrines.



Hadrian's wall

Roman legacy in Britain:
Londinium and other large cities, 10,000 miles of road, Hadrian's wall, Latin, the calendar, Roman numerals, Christianity.



Chacewater School – LEAP Into Learning – Autumn 2– Red Oaks

HISTORY – What did the Anglo-Saxons change in Britain?

What I might already know:

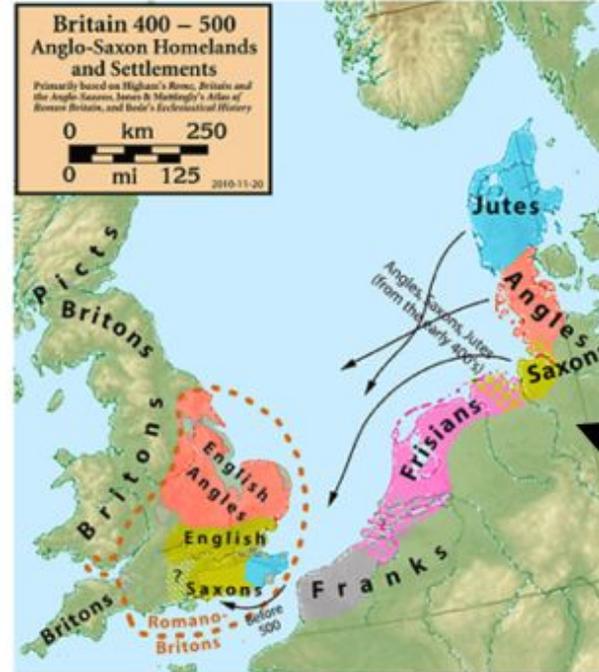


Key Vocabulary:

Angles, Saxons, Jutes,, Alfred the Great, settlers, invaders, ancient, AD, BC, chronology, primary and secondary sources, Britain

What we will be learning:

In the fifth century, there were people living in Europe called **Angles, Saxons and Jutes**. They became known as **Anglo-Saxons** when they moved across to England.



Why did the Anglo-Saxons invade and how can we possibly know where they settled?



Anglo-Saxons in Britain went from **invaders to settlers**. This is where the Saxons came from in the early AD 400s. That is 1600 years ago.

The Anglo-Saxons **successfully invaded** England in 450AD.

How effective was Saxon justice?

The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines.

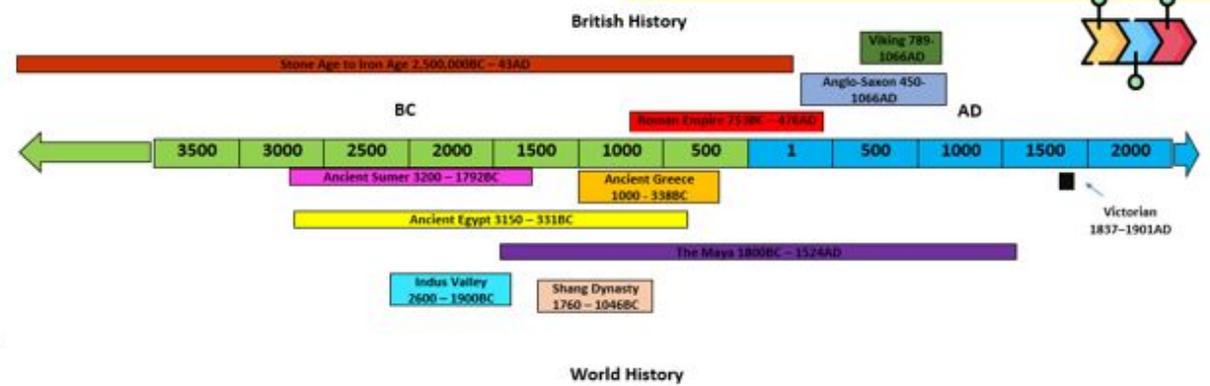
Punishment	Fine
Eye 'put out': knocked out of its socket	50 shillings
Wound to the belly	12 shillings
Broken Arm	6 shillings
Fool cut off	50 shillings
Thumb cut off	20 shillings
Nose split up the middle	6 shillings
Ear ripped off	25 shillings

How did people's lives change when Christianity came to Britain?

Gregory I the Great, who was **Pope** from AD 590, sent St Augustine and 50 monks to England in 596 to **convert the Anglo-Saxons to Christianity**.

Just how great was King Alfred, really?

Alfred the Great was the most famous of the **Anglo-Saxon kings**. Despite overwhelming odds, he successfully defended his kingdom, Wessex, against the Vikings



Chacewater School – LEAP Into Learning – Autumn 2 – Red Oaks

History – Vicious Vikings – Fact or Fiction

What I might already know: Invaders and settlers

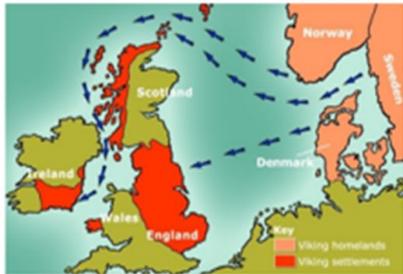
Romans invaded because they wanted Britain's precious metals gold, tin and iron – and its cattle
Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, later as settlers, to farm the land

Who were the Vikings and where did they come from?

The Vikings were **Norse** people, who came from an area called **Scandinavia** (countries such as Norway, Sweden and Denmark).

The people of Britain called the invaders '**Danes**'.

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'.

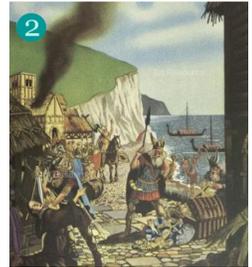


How have recent excavations changed our view of the Vikings?

Archaeologists from York revealed the houses, workshops and backyards of the Viking-Age city of **Jorvik** as it stood nearly 1,000 years ago.

This has changed the views of the Vikings from being **vicious fighters**, who attack monks to **peaceful farmers** and **traders**

What image do we have of the Vikings?



Why have the Vikings gained such a bad reputation?



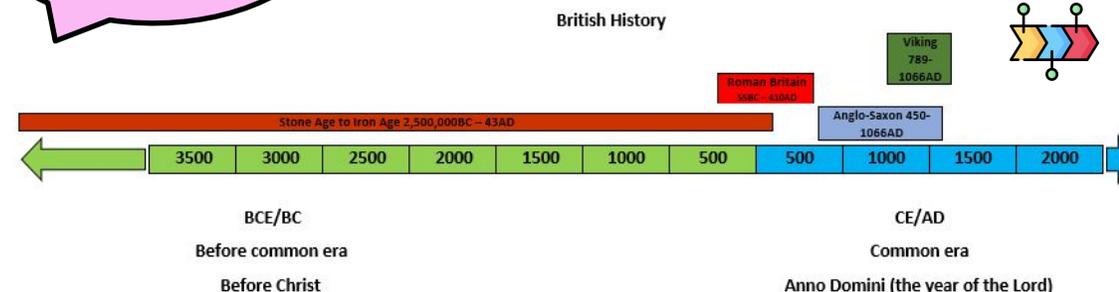
Raid on Lindisfarne
In **795 AD**, Viking longboats arrived at the **monastery** on the Scottish island of **Iona**. The raiders killed the monks who lived there and stole anything of value.

Many Vikings built **ships** and crossed the sea from Denmark to **conquer** large parts of north-eastern England and its centre in York.

The Vikings were **pagans**, not Christians like most people living in Britain at the time. They did not think twice about **raiding** a monastery. Christian monasteries in Britain were easy targets for the Vikings.

How did the Vikings try to take over the country?

Viking families came to **settle** on these lands. There wasn't much good **farmland** in the Vikings' own countries, and they were looking for a better life.



Chacewater School – LEAP Into Learning – Spring 1 – Buds

HISTORY – How has life at the seaside changed?

What I might already know:

We live in Cornwall, which is near the seaside.



Key Vocabulary:

Beyond living memory, significance, chronology, past, present,

How did seaside holidays become popular?



Only **rich** people could afford to go to the seaside. They travelled by **horse and carriage**.



Queen Victorian encouraged people to use trains to travel.

This meant seaside holidays became more popular.



What we will be learning:

past

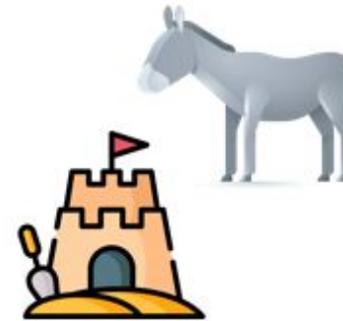


How have seaside holidays changed?

present



What did people do at the seaside 100 years ago?



Beyond living memory

Within living memory



- Child's memory
- Parent's memory
- Grandparent's memory
- Great Grandparent's memory



Now Today

Summer Term

A Focus on World History

What I might already know: The RNLI keeps us safe at sea.



What we will be learning:

Key Vocabulary:

- Present day, recent past,
- xx years ago
- modern, old, older
- 19th century - 1800s)

KEY QUESTIONS:



Who was Henry Trengrouse?

Why do we remember Trengrouse? What's his legacy?

What's the same and what's different about sea safety then and now?

Where do these people fit on a timeline?

Who was Grace Darling and why is she important?

Where can we go and who can we talk to to find out about historical sea safety?

Compare modern and historical life-saving equipment . Link the use of materials to Science.



Henry's invention saved hundreds of lives and was used across the world. Grace's bravery marked the beginning of the development of the RNLI and modern sea safety.



The sea was, and still is, a dangerous place. People risk their lives to save others. Inventions have made sea safety better.



Inventions from the past have created a safer environment for modern day sea-farers.



Beyond living memory

Within living memory



- Child's memory
- Parent's memory
- Grandparent's memory
- Great Grandparent's memory



What I might already know: Significant people from the past: Henry Trengrouse Y1



What we will be learning:



KEY QUESTIONS:

Who was Florence Nightingale and Mary Seacole?

Why do you think Florence took the brave steps to go to the Crimea and who influenced her?

What did Florence do to help the soldiers?

What were the most important achievements of Florence's life?

Who is Mary Seacole and how can we work out why Mary Seacole is famous?



Beyond living memory

Within living memory

Mary Seacole was a nurse. She was born in Jamaica in 1805.

Her mother was Jamaican and her father was Scottish. She died in Britain in 1881.

She travelled to the Crimean war and set up the 'British Hotel' for soldiers to receive, food, water and treatment. She also travelled to the frontline to give supplies to soldiers.



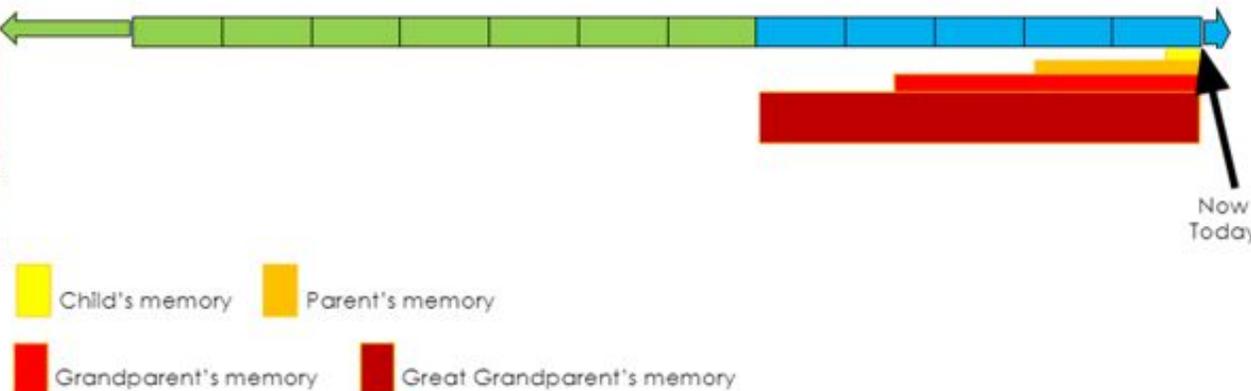
Key Vocabulary:

- **Infection:** an illness caused by spreading
- **Crimean War:** the war that Florence Nightingale served in.
- **Patient:** a person that is ill in hospital.
- **Red Cross:** The award given in exceptional services in military nursing
- **cleanliness, Victorians, hygiene, Jamaica, England, statue, soldiers,**

Florence Nightingale was a British nurse born in 1820 in Florence, Italy. She became a nurse in 1853. She treated injured soldiers during the **Crimean War**, here she became know as 'The lady with the lamp'.



Florence dramatically improved nursing conditions and cleanliness in hospitals.



HISTORY –

What I might already know: Where and when did the earliest civilisations begin?

What we will be learning:



Key Vocabulary:

Pharaoh, achievement, Egypt, Ancient, Civilisation, Chronology, Pyramid, mummy

Egyptians created a number of Inventions that we still use today - key inventions include the plough, toothpaste, paper (papyrus) and ink.

Ancient Egyptians used hieroglyphics to communicate

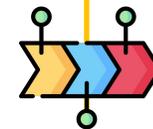


Pyramids were built as monuments to house the tombs of the pharaohs. The process of putting a body into the tomb was called mummification. They believed that the Gods would watch over the dead.

Where and when did the earliest civilisations begin?

Ancient Egypt was one of several ancient civilisations, including the Shang Dynasty, Indus Valley, and Sumer.

Ancient Egypt -3100BC to 332BC
 Shang Dynasty - 1600BC to 1046BC
 Indus Valley -2600 BC to 1900BC
 Sumer - 3200 BC to 1792 BC



KEY QUESTIONS:



What are the Egyptians greatest achievements?

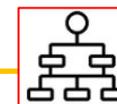


Egypt is in North Africa and that 90% is a desert area. The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.



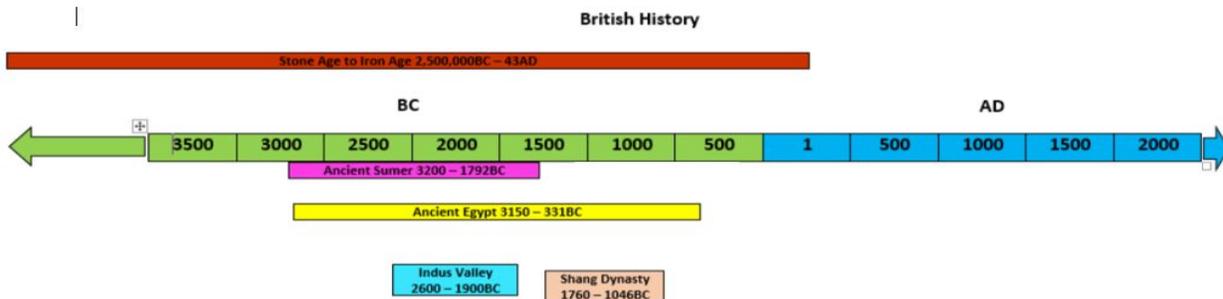
What did the Ancient Egyptians believe about life after death and how do we know?

What does the evidence tells us about everyday life for men, women and children?



Egyptian society - The social pyramid Pharaohs were at the top of the pyramid, followed by the scribes, traders, farmers and slaves.

The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. A Pharaoh represented the Gods on Earth and performed rituals and built temples to honour the gods.



Chacewater School – LEAP Into Learning – Summer 2 – Bur Oaks

HISTORY – How did the Ancient Greeks influence our world today?

What I might already know: ? Greece is in Europe

Key Vocabulary:

- Ancient
- Civilisation
- Government
- Democracy
- Artefact
- Olympics
- Architecture
- columns
- legacy



When and where was ancient Greece?

KEY QUESTIONS:

How were the ancient Greeks governed?



What do artefacts tell us about life in ancient Greece?



How did the ancient Greeks change the way we think?



How did the ancient Greeks influence architecture?



How did the ancient Greeks influence sport?

HOW DID ANCIENT GREEKS INFLUENCE THE WORLD TODAY?

- The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- The ancient Greeks developed new ideas for government, science, art, philosophy and religion.
- The Greeks sailed the seas to find new lands and took their ideas with them. They started a way of life that's similar to the one we have today.
- The Romans respected the Greek way of life and when they took over, they carried Greek ideas to even more countries, including Britain.

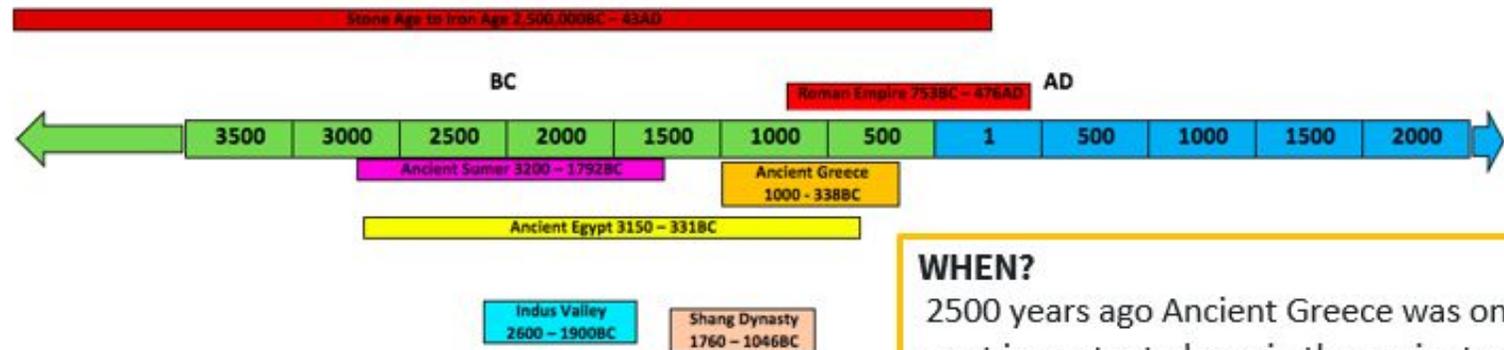
WHERE?

The ancient Greeks lived in mainland Greece, the Greek Islands and countries surrounding the Mediterranean Sea such as Italy and Turkey.

WHAT DID THE ANCIENT GREEKS DO?

- Democracy started in ancient Greece
- The Greeks began the Olympic games in Olympia
- Ancient Greek thinkers made many great discoveries

British History



World History

WHEN?

2500 years ago Ancient Greece was one of the most important places in the ancient world.



Chacewater School – LEAP Into Learning – Summer 2 – Red Oaks

HISTORY - MAYA

What I might already know: Trade *involves an exchange of goods* in return for other goods and services or money.
The countries of North and South America



What we will be learning:

Who were the Maya and where did they come from?



The Maya were an **ancient civilisation** of people who lived in an area that used to be known as **Mesoamerica**. People had lived in the area from around 5000 BC but it wasn't until around 300 BC that the first cities started to form. Before this people were hunter gatherers, or lived in small villages.

How were the Maya able to grow so strong?

By 900 AD, the Maya were a very **advanced society**.
The Maya grew so strong because they knew how to **grow crops like maize** and **irrigate fields**, **how to hunt** and to **trade**.

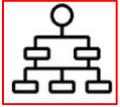


What were the Maya's significant achievements?

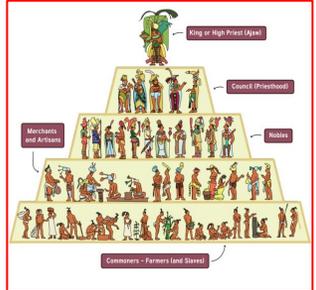


They were highly advanced in **art, writing and mathematics**.
They made **astronomical observations** and understood a lot about the Moon, as well as many stars and planets.

What was everyday life like in Maya civilisation?



Society was **hierarchical**. At the top of Maya society were the **King and Royal family**, who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the **ruling class**. They occupied the finest buildings in the city and the lives of common people are very poorly recorded.



Why did the Maya empire decline?

Maya civilization was in decline at time of **Saxon control in Britain**.
It is difficult to be certain as to the reason for the Maya empire decline, **without written records**.

