

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



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

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**.

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.

Chacewater School - LEAP Into Learning - Autumn 2 Buds

HISTORY - Flying High

?

?

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

What I might already know:

What we will be learning:



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

Key Vocabulary:

- Stone Age
- Bronze Age
- Iron Age
- BC
- Palaeolithic
- Mesolithic
- Neolithic
- Periods]
- Tools
- Farming
- trade

KEY QUESTIONS:



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

The **Stone age** was a **prehistoric era** which occurred before the eras previously studied (2.6 million years ago and lasted 2.5 million years. The **Bronze age** followed the Stone Age and began in 3300 BC to 1200 BC lasting almost 1,500 years. The **Iron Age** began in 1200 BC to 600 BC



British History

The **Stone Age** consisted of three different periods.

Palaeolithic – around 3,000,000 BC. Early humans used simple stone tools with sharp edges.

Mesolithic - around 10,000 BC. Humans were hunter-gatherers and constantly on the move in order to stay safe and warm.

Neolithic – around 4500-2400 BC. Farming developed and



The **Bronze age** began 3300 BC to 1200 BC.

The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade.

The Bronze age had roundhouses.

How much did life really change in the Iron Age, and how would we possibly know?

The Iron Age:

Iron replaced bronze which led to better tools. In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defenses and an increase in trade and land ownership.



What changes occurred between the Stone Age and the Iron Age?



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

BC

AD

3500 3000 2500 2000 1500 1000 500 1 500 1000 1500 2000

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?

Key Questions:

What does the chronology of Roman Britain look like?

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 orders 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.

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

BC

Roman Empire 753BC – 476AD

AD

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.



Indus Valley
2600 – 1900BC

Shang Dynasty
1760 – 1046BC

Ancient Sumer 3200 – 1792BC

Ancient Greece
1000 - 338BC

Ancient Egypt 3150 – 331BC

World History



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

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 |
| Foot cut off | 50 shillings |
| Thumb cut off | 20 shillings |
| Nose split up the middle | 6 shillings |
| Ear ripped off | 25 shillings |

Just how great was King Alfred, really?

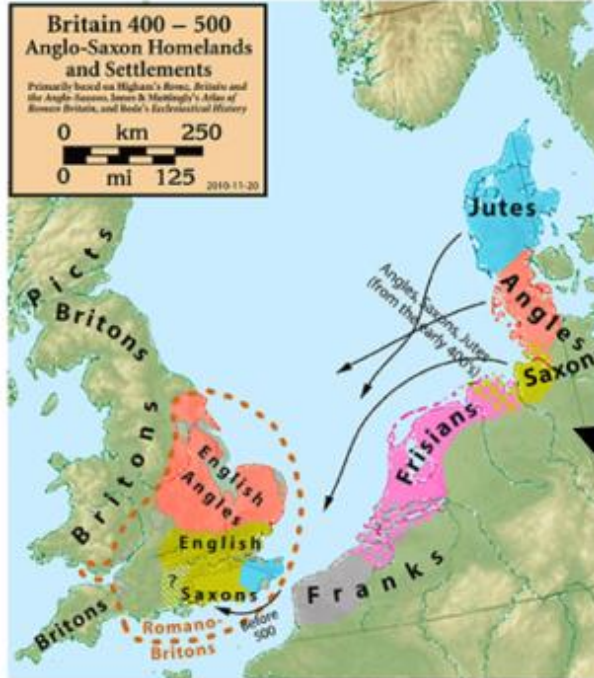
Alfred the Great was the most famous of the **Anglo-Saxon kings**. Despite overwhelming odds, he successfully defended his kingdom, Wessex, against the Vikings

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.

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

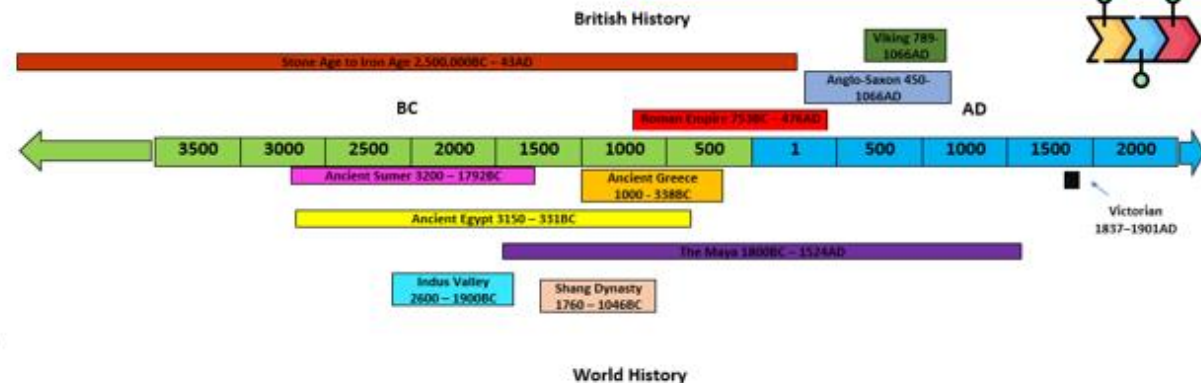
Gregory I the Great, who was **Pope** from AD 590, sent St Augustine and 50 monks to England in 596 to **convert the Anglo-Saxons to Christianity**.



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.



History – Vicious Vikings – Fact or Fiction

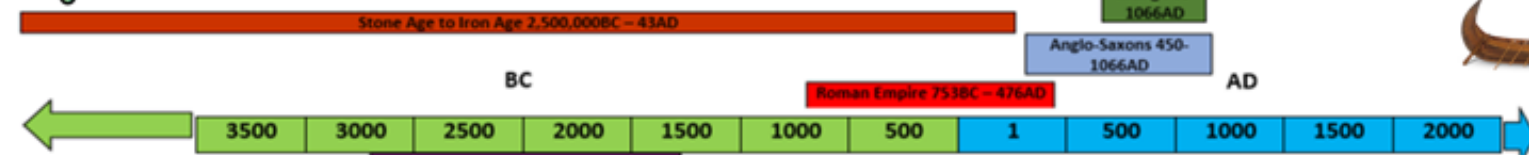
What I might already know: Invaders and settlers

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



Chronology: 789 – 1066AD

British History



The people of Britain called the invaders '**Danes**', but they came from **Norway** and **Sweden** as well as **Denmark**.

How have recent excavations changed our view of the Vikings?

Vikings sailed the seas **trading** goods. They were skilled at farming, fishing, craft work and hunting.

What image do we have of the Vikings?



Why have the Vikings gained such a bad reputation?

How did the Vikings try to take over the country?

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



There were three main areas where Vikings lived in England:

- Northumbria (which included modern-day Yorkshire)
- East Anglia
- The Five Boroughs (also known as a town: they were **Leicester, Nottingham, Derby, Stamford** and **Lincoln**)

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**.

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.



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

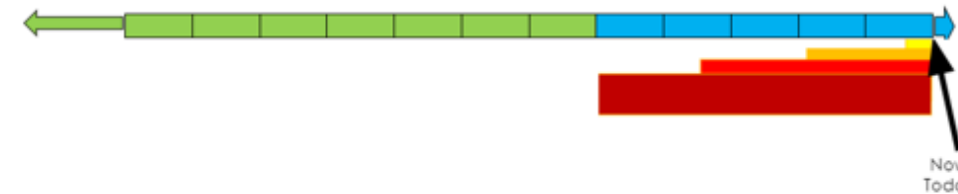


What did people do at the seaside 100 years ago?



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

HISTORY – To the Rescue

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



What we will be learning:

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?

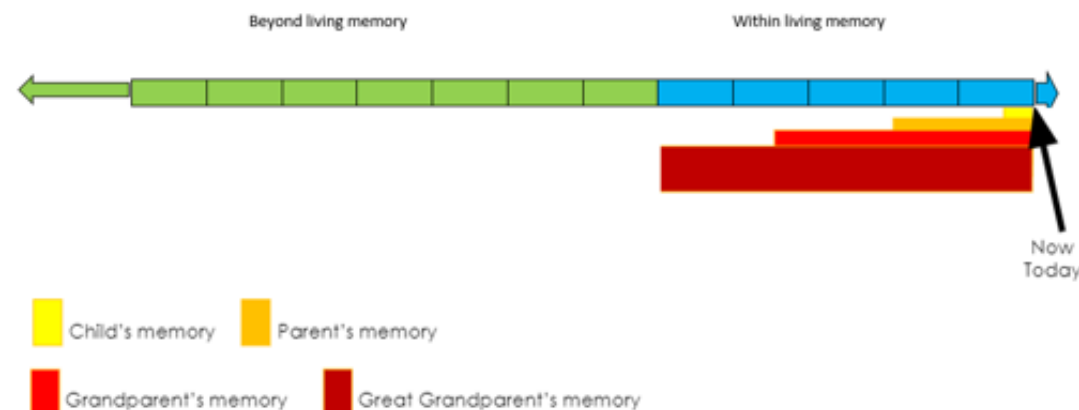
Compare modern and historical life-saving equipment . Link the use of materials to Science.

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.



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.

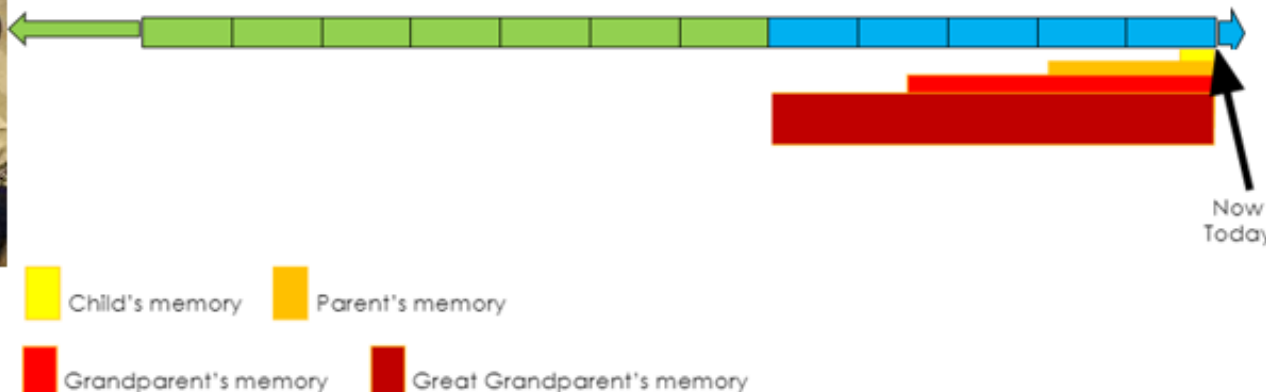
**Key Vocabulary:**

- **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 – Ancient Egyptians

What I might already know:



KEY QUESTIONS:



Who were the Egyptians?

Where and when did the earliest civilisations begin?

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

What are the Egyptians' greatest achievements?

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

What sources of evidence have survived and how were they discovered?

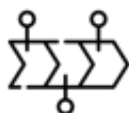


What we will be learning:

Key Vocabulary:

- Egypt
- Civilization
- Ancient
- Achievements
- Pharaoh

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



Inventions - key inventions include the plough, toothpaste, paper (papyrus) and ink.

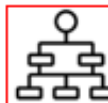
Pyramids were built as monuments to house the tombs of the pharaohs.

Ancient Egyptians used hieroglyphics to communicate

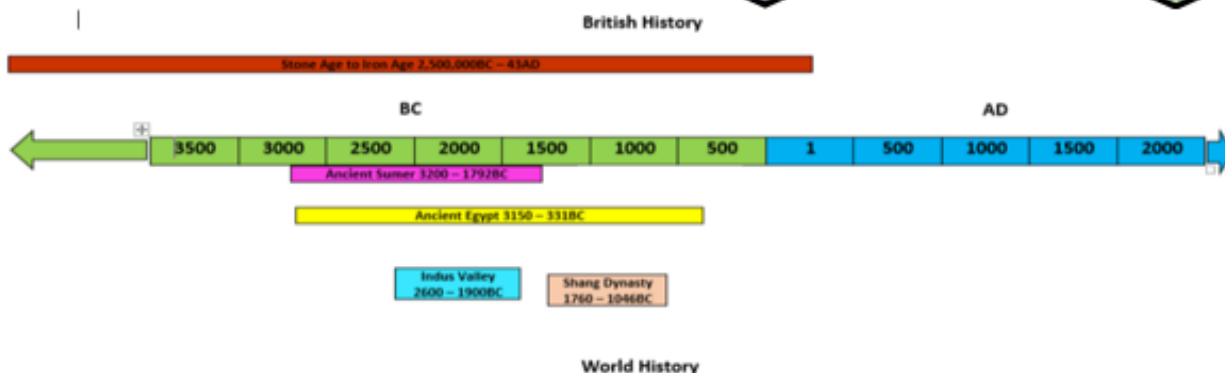
Egyptian society - The social pyramid
Pharaohs were at the top of the pyramid, followed by the scribes, traders, farmers and slaves.

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.



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.





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.

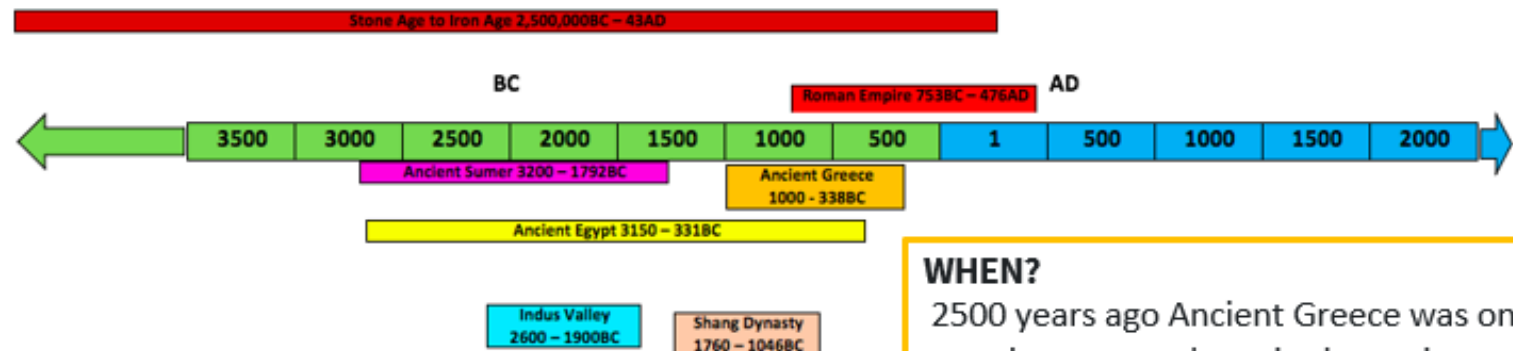
WHERE?

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:

Key Vocabulary:

- Maya
- Mesoamerica
- Maize
- Sacrifice
- Codices

The Maya lived *Mesoamerica*, which was made of Mexico and parts of Central America.

They stayed in the same place and had permanent homes.



KEY QUESTIONS:

Who were the Maya?

How were the Maya able to grow so strong?

What were the Maya's significant achievements?

What was everyday life like in Maya civilisation?

How can we possibly know what life was like for the Maya?

Why did the Maya empire decline?

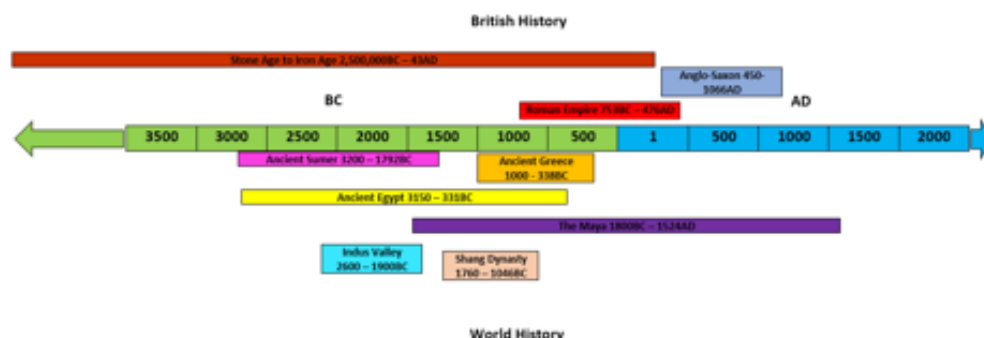
By 900 AD, the Maya were a very *advanced society*.

The Maya grew so strong because they knew how to *grow crops like maize* and *irrigate fields*, *how to hunt* and to *trade*.

- 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.

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*.



HISTORY - The VICTORIAN INDUSTRIAL REVOLUTION: Were the Victorian Times a Dark Age or a Golden Age?



What I might already know

Key figures from the Victorian era: Queen Victoria, Florence Nightingale, Charles Darwin



What we will be learning:

Key Vocabulary:

- Industry
- Agriculture
- Transport
- Poverty
- Sanitation
- Conditions
- Population
- Economy
- Mass production
- Child labour

The Industrial Revolution

A **period of change** took place **between 1760 and 1900** when technology altered the jobs people did and the way they lived.

KEY QUESTIONS:

Who were the Victorians?

What were the main changes during this time?

How did country life compare to city life?



What were the main changes in transport and the impact on rich and poor?

How did life differ for rich and poor children?

Before the Industrial Revolution, most people lived in **small villages** and worked on **farms** or made crafts and clothes in their homes.

During this period, people (men, women and children) **moved away** from their villages to work in **mines or factories**.



In factories, **products could be mass produced**: machines could make more products of identical standard, more quickly and at a lower cost.

10 Industrial Revolution Facts

1. It began in **Britain**
2. It was one of the **biggest events in human history**
3. **machines** replaced people
4. More people lived in **cities**
5. **Economic conditions** improved for most people
6. Industrialisation caused new problems: **pollution, poor living and working conditions, health issues**
7. **Production** of clothing and fabrics was transformed
8. The **steam engine** improved transport and production
9. The industrial revolution created a **new economic system**
10. Some countries have yet to experience an industrial revolution

