

History | Intent and Implementation

Why do we teach history?

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, our children will develop a well-rounded knowledge of the past and its events, with intention to improve every child's cultural capital, understanding of the world around them and their own heritage.

History aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities and trips/visitors that give all students an opportunity to question the past.

What is our curriculum aim?

We have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of periods of British History
- To discover links and connections to the History they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past



History | Intent and Implementation

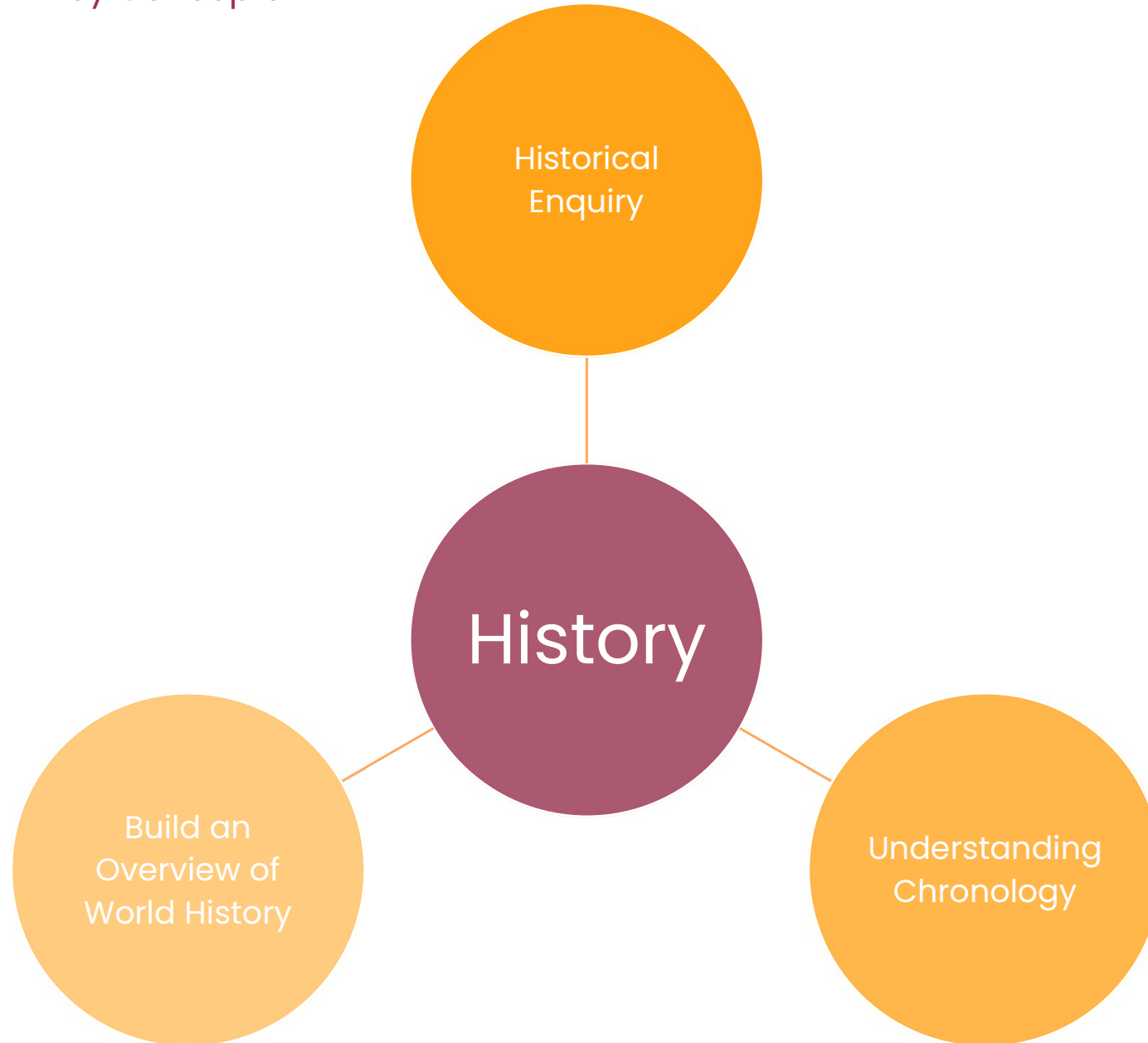
How is History taught?

History lessons focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way through engaging activities, trips and visitors that give all our students an opportunity to explore the past.

Children are encouraged to explore and analyse artefacts and sources to gain their own understanding of historical evidence and what this can tell us about the past.



History | Key Concepts



History | Content Spine



	Autumn	Spring	Summer
Y1	Changes within Living Memory and Local History Toys : A study of how children's toys and entertainment have developed.		Significant Individuals and Local History Kings and Queens : A study of the history of the monarchy in the UK
Y2	Significant Individuals Grace Darling : A study of a Grace Darling and her part in a sea rescue	Events beyond living Memory and local history Great Fire of London : A study of an individual (Samuel Pepys) and the events of the Great Fire	Significant individuals Mary Seacole
Y3	Stone Age to Iron Age : Romans A study of daily lives, beliefs and practices	Ancient Egypt A study of daily lives, beliefs and practices of ancient Egyptians	Lost Civilisations A study into the lives of the Maya, Indus Valley.
Y4	Settlements : Anglo Saxons and Vikings Historical enquiry A study of daily lives, beliefs and practices	Lost Civilisations A study into the lives of the Kingdom of Benin	Tudors A study of lives of the Tudor monarchy and people living under their reign Local History link
Y5	Victorians A study of life of Queen Victoria and changes in Britain during her reign		Greeks A study of daily lives, beliefs and practices of ancient Grecians
Y6	World War II A study into the impact that WWII had on the lives of children in Britain	Crime and Punishment A study over time tracing how aspects of history are reflected in the locality.	Theme in British history connections and trends over time Migrations – Windrush, Goldrush.

History | Progression Map – Historical Enquiry



Year 1

Investigating sources:

- look at objects and pictures from the past and talk about them

Interpreting evidence:

- use historical language to describe objects

Representing information:

- draw pictures and write sentences about events in the past

Year 2

Investigating sources:

- use books, pictures and artefacts to talk about events and people in the past

Interpreting evidence:

- talk about what life might have been like in the past
- use historical language to describe events and objects

Representing information:

- write about people, objects or events from the past

Year 3

Investigating sources:

- use a range of sources to collect evidence about the past
- ask relevant questions about a period in the past

Interpreting evidence:

- understand that there may be different versions of the same event in history and give reasons for this
- use dates and historical terms accurately

Representing information:

- present information about the past using a variety of formats

Year 4

Investigating sources:

- ask specific questions about events and people from the past
- suggest sources of evidence to answer historical questions

Interpreting evidence:

- compare different versions of the same event in history and explain why the versions may be different

Representing information:

- choose and explain the most appropriate method to convey information about the past

Year 5

Investigating sources:

- choose reliable sources of evidence to help answer questions

Interpreting evidence:

- understand that some evidence from the past is propaganda, opinion or misinformation
- use key vocabulary of the time to convey understanding of the past

Representing information:

- present historical findings in interesting ways, using a variety of appropriate forms

Year 6

Investigating sources:

- evaluate evidence and use the most reliable forms

Interpreting evidence:

- give clear reasons why there might be different accounts of history linked to factual understanding of the past
- realise and explain why there is often not a single answer to historical questions

Representing information:

- choose the most appropriate way to present information for a specific audience

History | Progression Map – Understand Chronology

Year 1

Using timelines:

- understand how to put events into order to when they happened on a timeline

Describing chronology:

- understand the difference between things that happened in the past and present
- use words and phrases such as: now, yesterday, last week, a long time ago, when I was younger, before I was born

Year 2

Using timelines:

- use a timeline to place specific events or people

Describing chronology:

- understand and use the words past and present when telling people about an event
- recount events in my own life over time

Year 3

Using timelines:

- use timelines to place events I have found out about
- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Describing chronology:

- use words and phrases such as: century, decade, BC, after, before or during to describe the passing of time

Year 4

Using timelines:

- divide a timeline into centuries to place and compare events

Describing chronology:

- use words and phrases such as: era, period, century, decade, BC or AD to describe the passing of time
- recall the dates of significant events I have studied

Year 5

Using timelines:

- use a timeline accurately to place people, events or objects
- divide a timeline into periods (e.g. BC – ancient civilisations, Romans, Tudors, today etc)

Describing chronology:

- recall and compare dates of significant events that I have studied

Year 6

Using timelines:

- use a timeline to place events, periods and cultural movements
- use a timeline to demonstrate changes and developments in culture, technology, religion and society

Describing chronology:

- recall the date of any significant event from the past I have studied and place it in the right place on a timeline

History I Progression Map – Build an Overview of World History

Year 1

Historical understanding:

- find out some facts about people within living memory and from long ago (before living memory)
- find out some facts about events that happened long ago

Cause and consequence:

- say why some people acted as they did

Similarities and differences:

- describe similarities and differences between people now and in the past

Year 2

Historical understanding:

- find out information to describe people from the past
- recount the main events from a significant event in history

Cause and consequence:

- look at evidence to give and explain reasons why people in the past acted the way they did

Similarities and differences:

- use information to describe differences between then and now

Year 3

Historical understanding:

- describe houses, culture and beliefs, ways of life and buildings from specific eras in the past

Cause and consequence:

- explain how people's beliefs may influence actions

Similarities and differences:

- describe some differences and similarities between some people from the past (e.g. rich and poor)

Year 4

Historical understanding:

- give reasons why changes may have occurred during specific historical eras

Cause and consequence:

- describe how some of the events, people or artefacts from the past affect life today

Similarities and differences:

- use evidence to give reasons why life in the past may be different to life today

Year 5

Historical understanding:

- describe aspects of life (settlements, culture, leisure, beliefs and way of life) from a specific era

Cause and consequence:

- describe circumstances that may lead to events in the past, and the consequences of these

Similarities and differences:

- compare historical knowledge with modern life and society and explain why there may be changes

Year 6

Historical understanding:

- study aspects of a time or society from the past

Cause and consequence:

- understand the reasons why civilisations begin and end

Similarities and differences:

- make links between some features of past societies (e.g. religion, houses, society, technology)

History I Knowledge Organiser: Year 1 – Toys



Old Toys	New Toys
often made of wood	often made of plastic
mechanical or moved by hands	often use batteries to move
usually made by hand	usually made by machines

19 th Century	20 th Century	21 st Century
wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toy soldiers, leather footballs	teddy bears, Barbie dolls, action man, electronic toys, computers, games consoles	handheld games consoles, virtual reality

Key vocabulary	
21st century	a material which is light in weight and does not break easily
20th century	the hard substance which the earth is made of
modern	uneven and not smooth
old	things are bright and reflect light
material	no roughness, lumps, or holes
museum	not rough or hard
artefact	firm or does not bend easily
mechanical	slightly elastic

Historical investigation

- Some toys are thousands of years old and can be viewed in museums. These toys were made out of materials that were available at the time. Even stones and string have been made into toys!
- Teddy bears were invented over 100 years ago and were named after the US president at the time, Theodore Roosevelt.
- Even though toys have changed over time, some have always been popular with many generations (e.g. dolls, teddy bears, lego).
- Toys have changed a lot throughout history.



History I Knowledge Organiser: Year 1 - Kings and Queens

Key Facts

- The responsibilities of a monarch include: signing government laws, head of the armed forces, head of the Church of England, representing the nation through visits and at ceremonies.
- Buckingham Palace is located in London. This is the main home of the monarch, but there are many other buildings that the monarchy own such as Windsor Castle, Sandringham or Balmoral.
- After the death of Queen Elizabeth II, King Charles III is the head of state in Great Britain.

Key vocabulary	
monarch	someone who reigns over states or countries
king	a male monarch
queen	a female monarch
jubilee	a celebration of time that a monarch has been on the throne
Buckingham Palace	the main home of the British king or queen since 1837
coronation	the act or ceremony of crowing a king or queen
heir	someone who has the right to inherit a person's money, property or title
reign	the period of time during which a king or queen is on the throne

History Timeline

Significant Kings and Queens

1066 William the Conqueror 1066 - 1087

1199 King John I 1199 - 1216

1272 King Edward I 1272 - 1307

1455 King Richard III 1483 - 1485

1483 Henry VIII 1509 - 1547

1485 Battle of Bosworth Last battle of the War of the Roses, 1485

1558 Queen Elizabeth I 1558 - 1603

1558 Spanish Armada 1558

1564 William Shakespeare 1564 - 1616

1564 Queen Victoria I 1837 - 1901

1564 King Charles I 1625 - 1649

1564 End of Victorian Era 1901

1625 Queen Elizabeth II 1952 - present day

1760 Industrial Revolution 1760 - 1840

1837

1901

1952

2000

Kings and queens wear a crown.

Kings and queens celebrated by having a banquet.

The Tudor period was between 1457 and 1509.

The king or queen is advised by a group of people on how to run the country. This group of people is known as a parliament.

The heir to the throne is the eldest son, if there is no son, the eldest daughter will become queen.

The medieval period is a time of history between the years 1154 to 1485.

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History | Knowledge Organiser: Year 2 - Grace Darling

Who was Grace Darling?

Grace Darling was a Lighthouse Keeper's daughter who helped to save 9 people after a ship crashed into the rocks and sank off the Northumberland coast near Bamburgh near her home in 1838. She was 22 years old when the rescue took place. Grace Darling became a heroine after her heroic actions.



Key vocabulary

lighthouse	a tower which has a light to warn ships at sea away from the land
shipwreck	a ship which has been destroyed in an accident at sea
coast	the area where the land meets sea
rescue	to save someone from a dangerous situation
heroine	a woman who has done something brave and who is admired by lots of people
Bamburgh	a village on the coast of Northumberland
museum	a building where interesting and valuable objects are kept
steamship	a ship that has an engine powered by steam

1690
Britain's oldest surviving lighthouse is built.

1815
Grace Darling is born.

1825
The Darlings move to Longstone Lighthouse.

1838
The SS Forfarshire crashes. Queen Victoria rewards

1842
Grace Darling dies.

1880
Grace Darling's biography is published..

History I Knowledge Organiser: Year 2 – The Great Fire of London

Key People	
Thomas Farrier	An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings
Samuel Pepys	One of the ways we know about the fire is because people wrote about it in their own personal diaries. Samuel Pepys was famous for his diary that he wrote.
King Charles II	King of England in 1666. After the fire he made a decree that houses must be built further apart and built from stone not timber

Key vocabulary	
bakery	a place where bread or cakes are made and sold
baker	a person whose job it is to make bread and cakes
diary	a book in which a daily record of events and experiences are kept
eye-witness	a person who has seen something and can describe it
embers	small pieces of glowing coal or wood seen in a dying fire
firebreak	a gap that stops a fire spreading to nearby buildings

Timeline	
Sunday 2 nd Sept 1666	1am – the fire begins 3am – the Lord Mayor goes to look at the fire but decides its not bad to leaves 7am – the fire spreads 11am – the Lord Mayor orders the pulling down of houses as instructed by King Charles II (who was informed by Samuel Pepys) 3pm – the King sails down the river to observe the fire
Monday 3 rd Sept 1666	The government orders fire posts to be set up. A group of boys successfully holds back the fire. 12pm – the fire can be seen 60n miles away in Oxford
Tuesday 4 th Sept 1666	The fire reaches its peak, It has spread from Temple West to the Tower of London where gunpowder was used to blow up houses to stop it reaching the Tower. St Paul's Cathedral and a number of prisons are destroyed by the fire.
Wednesday 5 th Sept 1666	The wind changes direction, blowing towards the River Thames.
Thursday 6 th Sept 1666	The final fires are extinguished.



History I Knowledge Organiser: Year 2 – Mary Seacole



I already know...

People's lives were different in the past.

Vocabulary

Crimea: a section of land in Eastern Europe.

soldier: a person who is a member of an army.

nurse: a person who is trained to give care to people who are sick or injured.

medicine: a substance used to treat disease or illness.

cholera: an infectious disease caused by bacteria.

racism: when people are treated unfairly because of their skin colour or background.

Key Facts

Mary Seacole:

- was born in **Jamaica**
- was a **nurse** and businesswoman
- knew how to treat **cholera**
- helped sick soldiers during the **Crimean War**

Sources

We can use these **sources** to find out about the life and achievements of Mary Seacole.



Books



Photographs



Maps



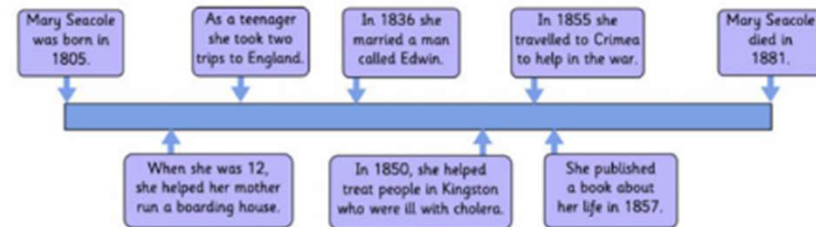
Letters

Timeline

Mary Seacole lived in the 19th century. Much of the 19th century was also known as the **Victorian Era**.



We can use **timelines** to show the main events in Mary Seacole's life.



Enquiry questions

We can ask **questions**.

- How did Mary Seacole help people during the Crimean War?
- How did racism affect Mary Seacole?
- What is Mary Seacole's greatest achievement?
- Why is it important to remember Mary Seacole today?

Enquiry skills

We can **compare** some aspects of what life was like in Mary Seacole's lifetime with what life is like **now**.

Medicine used to treat cholera:

then



Warm poultice

now



Antibiotics

History I Knowledge Organiser: Year 3 – Stone Age to Iron Age

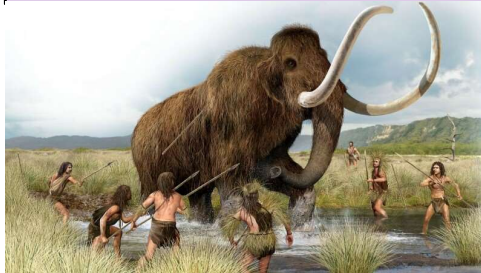
Before Christ (BC) / Before Common Era (BCE)
The number of years before Christians believe Jesus was born.

Ano Domini (AD) / Common Era (CE)
Used for all years after the year 1, when Christians believe Jesus was born.

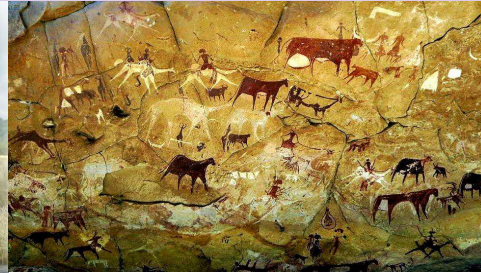
Key Vocabulary

Agriculture 	Growing crops and keeping animals for food and materials (farming).
Archaeologist 	A person who studies the past by excavating historical places and studying objects and remains.
Hunter-Gatherer 	A person who moves from place to place in search of food. Surviving by hunting, fishing and collecting berries, fruits and seeds.
Pre-historic 	From a time in the past before there were written records.
Settlement 	A place where people live together in a community.

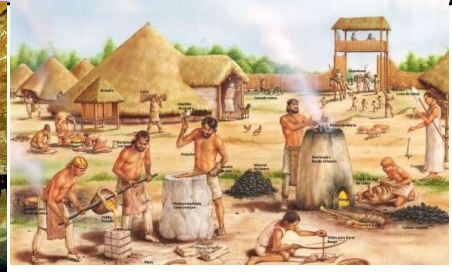
The Stone Age
Lasted a very long time. It began when the first humans started to make tools out of stone. In the **Palaeolithic** period, people were hunter-gatherers. In the **Mesolithic** period, people started to learn about agriculture. In the **Neolithic** period, people started to live in permanent **settlements** having been introduced to **agriculture**.



Hunter-gatherers killing a woolly mammoth



The first cave paintings were drawn



People learnt to farm for different foods

The Bronze Age
During this era, people learnt how to make bronze. This was a huge development and meant their tools would be much stronger.



Metal starting to be used to make tools

The Iron Age
This was the last period of prehistoric Britain before the Romans arrived. People were making tools from Iron, which is an alloy made from copper and tin.



First hillforts are made



Coins made and used for the first time

Using a timeline...

Palaeolithic (Old Stone Age)	Mesolithic (Middle Stone Age)	Neolithic (New Stone Age)	Bronze Age	Iron Age	Roman Britain
3,000,000 BCE – 10,000 BCE	10,000 BCE – 4,500 BCE	4,500 BCE – 2,400 BCE	2,400 BCE – 800 BCE	800 BCE – 43 CE	43 CE – 411 CE

History I Knowledge Organiser: Year 3 – Ancient Rome

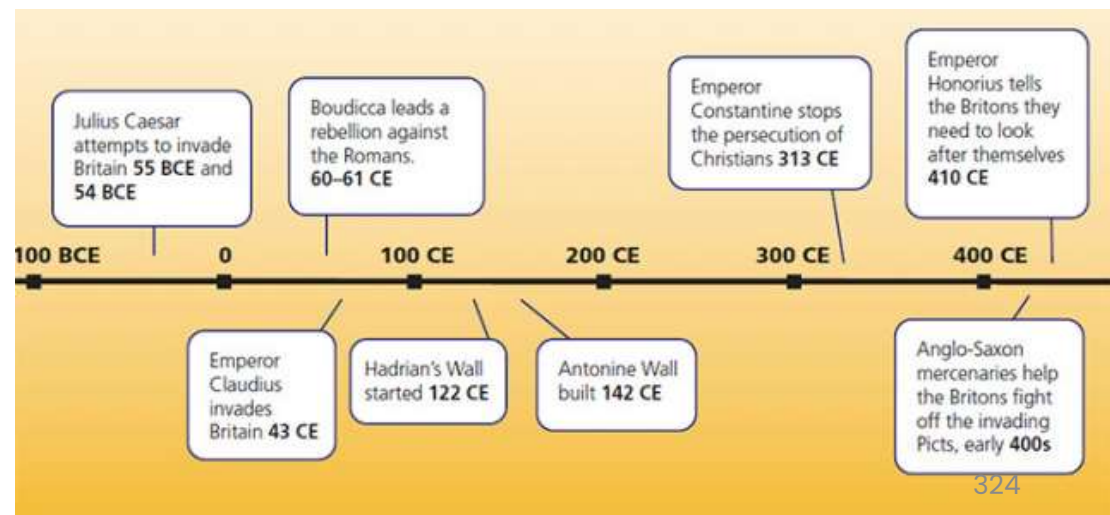


Key Facts

- Julius Caesar failed to invade Britain twice in 55BC
- Emperor Claudius successfully invaded Britain in 43AD
- The organisation of their army enabled them to succeed
- Boudicca, an Iceni leader, led a Celt revolt against the Roman invaders.
- The Romans were great inventors and left us many things that we use today.
- The Romans built roads across the empire which were long and straight. They helped move armies quickly and let trade travel across long distances.
- The Romans built new towns. they had a grid structure and featured a forum, basilica and public baths.
- Hadrian's wall was built in 122AD as the northern border of the empire. It was 120km coast to coast and kept Scotland (Caledonia) out.



Key vocabulary			
battle	a fight for control during the war	chronology	the sequence of historical events
empire	the land/countries ruled by a group of people or person	BC	Before Christ – a way of dating years before the birth of Jesus Christ.
conquer	to defeat an opposing force in a battle/war	AD	Anno Domini – “in the year of our Lord.” AD is used to show the years after the birth of Jesus.
Emperor	the ruler of an Empire	Celt	a person who lived in ancient Britain before the time of the romans
Invalidate	to enter a country with the purpose of taking control	revolt	when a large number of people refuse to be ruled and take action against it.
defence	a strategy to avoid being conquered	mosaic	a pattern or picture made from small pieces of material
resist	to not give in easily/put up a fight	legion	a large group of soldiers who form part of an army
leisure time	time away from working	gladiator	a person who fought for the entertainment of Roman audiences



History I Knowledge Organiser: Year 3 – Ancient Egypt



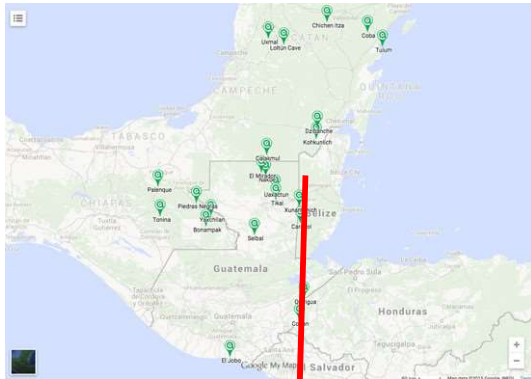
Key Facts

- The Nile was important because it provided water for crops but also fertile soil – this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems .
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.
- We know about ancient Egyptian life (culture and religious beliefs) because of ruins such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.
- Egyptian society was very hierarchical – this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.
- What Egyptian life was like for different groups of people.
- The purpose and features of pyramids.
- Mummification was the process of preserving a body – this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.
- The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.
- Howard Carter discovered Tutankhamen’s tomb.
- Religion was very important in Ancient Egypt. They were polytheists – they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.



Key vocabulary			
afterlife	A life that some people believe begins when you die, for example a life in heaven or as another person or animal.	hieroglyphics	Symbols in the form of pictures which are used in some writing systems, for example those of ancient Egypt.
ancient	Belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410).	irrigation	Supply land with water in order to help crops grow.
archaeologist	Someone who studies the past by exploring old remains.	mummification	If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth.
architecture	The art of planning, designing and constructing buildings.	papyrus	A tall water plant that grows in Africa.
artefacts	An object from the past that shows evidence of what life was like.	pharaoh	A king of ancient Egypt.
chronology	The order of events in time.	polytheists	The worship of or belief in more than one god.
circa	Latin meaning ‘around’. c. 800 BC means around 800 BC.	preserve	Making sure that something remains as it is, and does not change or end.
civilisation	A human society with its own social organisation and culture.	pyramids	Ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.
climate	The general weather conditions that are typical of a place.	sarcophagus	A large decorative container in which a dead body was placed in ancient times.
continent	A very large area of land that consists of many countries. Europe is a continent.	Settler settlement	People who migrate to a new place. When people start a community, this is a settlement.
culture	Activities such as the arts and philosophy, which are considered to be important for the development of civilisation.	society	People in general, thought of as a large organized group.
deities	A god or goddess.	tomb	A large grave that is above ground.
fertile	Rich in nutrients to support the growth of many plants.	trade	The activity of buying, selling, or exchanging goods or services.

History I Knowledge Organiser: Year 3 – Lost Civilisations



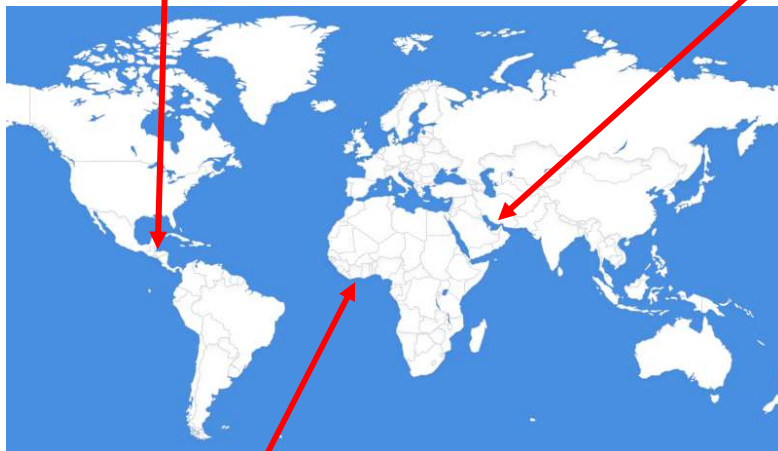
Maya Civilisation

This thrived in Central America from 1000 BCE to 1500 CE. The Maya were great astronomers and scientists, building observatories to track stars and planets. Great pyramids were built in their main cities, some of which still survive.



Indus Valley Civilisation

This thrived in Pakistan and Northern India from around 4000 BCE to 500 BCE, making it one of the earliest known human civilisations. The best known sites are Harappa and Mohenjo Daro, which were excavated in the 20th century.



Kingdom of Benin

This thrived in part of modern Nigeria from around 400 to 1900 CE. Led by the Oba, the people of Benin had a well organised society with many different craftsmen producing high quality work. Trade with other groups was common.

Key vocabulary

archaeology	The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
artefact	An object made by a human being, typically one of cultural or historical interest
Benin bronzes	Metal plaques and sculptures which decorated the palace of the Oba in the kingdom of Benin. They were seized by British troops in 1897.
cenote	A natural underground reservoir of water found in the limestone rocks of Yucatan, Mexico.
Chichen Itza	An ancient city of the Maya civilisation, located in Yucatan, Mexico
civilisation	The society, culture, and way of life of a particular area
codex/codices	An ancient manuscript in book form. Only 4 of the Maya codices survive.
Harappa	An ancient city of the Indus Valley civilisation, located in the Punjab region of Pakistan.
Mohenjo Daro	An ancient city of the Indus Valley civilisation, located in the Sindh region of Pakistan.
Oba	The King of the Benin civilisation.
pokatok	A ball game played by the Ancient Maya civilisation.
religion	The belief in and worship of a superhuman controlling power, especially a God or gods.
seal	A small device for making an impression in wax, clay or other material. Seals were used to represent the owner, like a modern signature.
source	Documents, artworks, sound/video recordings or other artefacts which give an understanding of things that have happened in the past from the point of view of the people who lived through them.
trade	The exchange of goods, services or both.

History I Knowledge Organiser: Year 4 – Anglo Saxons to Vikings



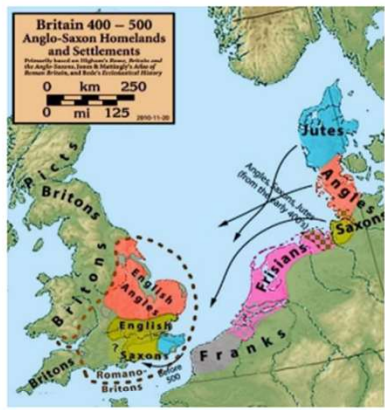
ANGLO- SAXONS

Key Events


- 410CE Roman army left England and Wales.
- Tribes began to raid southern Britain from Germany, Denmark and the Netherlands.
- Anglo-Saxons were ruled by warlords who split the country into seven different kingdoms.
- Anglo-Saxons were Pagans but converted to Christians.

Vocabulary


conquered	To take control of an area or country by force.
settlement	A place where people make their homes.
pagan	To worship many gods.
archaeologist	A person who studies places and objects from the past.
raid	A surprise attack.




Key people




King Offa



Saint Bede



King Alfred



Sutton Hoo Helmet

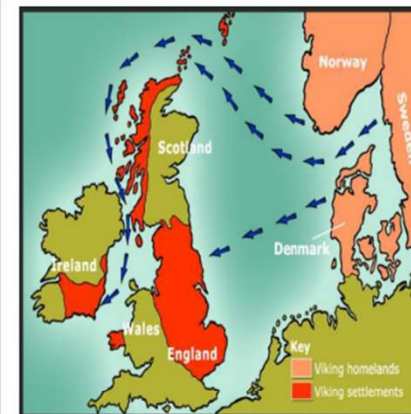
VIKINGS

Key Events


- Britain was split into 7 kingdoms in AD 660: Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent.
- The Vikings were invaders and settlers who came from the Scandinavian countries: Denmark, Sweden & Norway and travelled by longboats.
- The word "Viking" meant "pirate raid" in the Old Norse language.

Vocabulary


Monastery	A place where monks live.
Runes	Scripture or writing carved using tools, into stone, bone, wood and metal.
Scandinavia	An area in northern Europe that includes countries such as Norway, Sweden, Denmark.
Odin, Loki, Thor	The main Viking gods.
Longboats	A type of Viking warship.




Key people




King Athelstan



Edward the Confessor



King Cnut



William the Conqueror

TIMELINE OF KEY EVENTS

410AD Romans leave Britain.	450 AD The Saxons row across the seas to invade Britain.	556AD Seven kingdoms created in England.	597AD Augustine began converting Anglo-Saxons to Christians.	793AD The Vikings raid the monastery on Lindisfarne and kill monks.	866AD Danes captured York (Jorvik) and rule there.	886AD Alfred the Great was King of Wessex.	927AD King Athelstan became first King of united England.	1016AD King Cnut became King of England.	1042AD Edward the Confessor became King of England.	1066AD Battle of Hastings William the Conqueror is crowned king.	1100AD End of the Viking age.
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Our Curriculum: Humanities Faculty

History I Knowledge Organiser: Year 4 – Anglo Saxons to Vikings

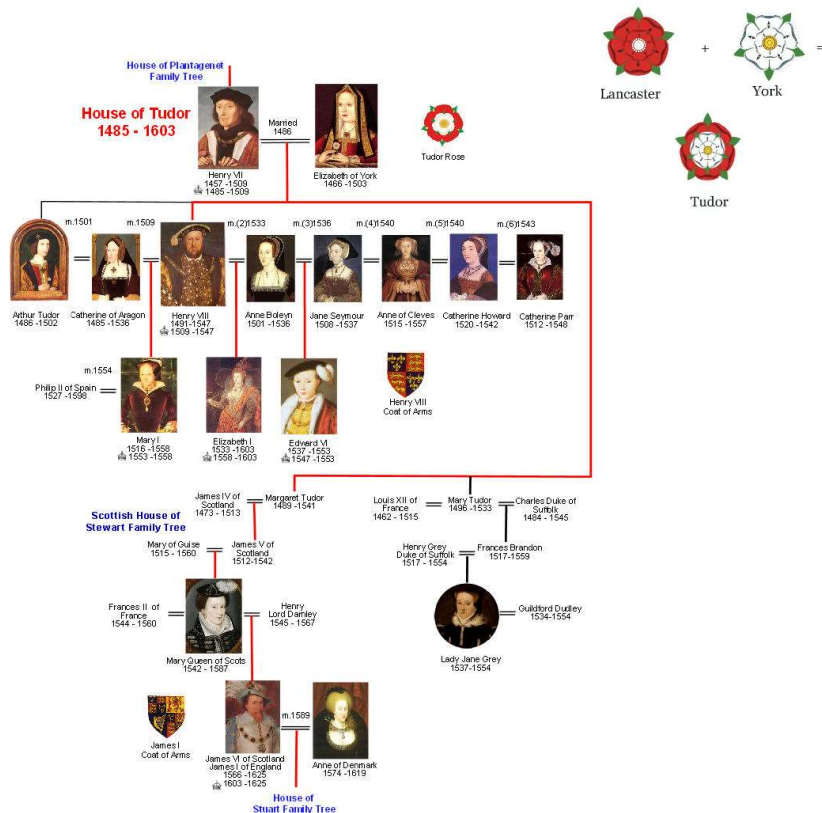


History | Knowledge Organiser: Year 4 – The Tudors



Key Facts

- The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England's most successful and famous monarchs, Henry VIII and Elizabeth I.
- From 1154 – 1485, England was ruled by the Plantagenet family. In the 1450s, war broke out between two branches of the family, the House of York and the House of Lancaster. This war was named the War of the Roses.
- The war continued until 1485 when Henry Tudor, who was related to the House of Lancaster, killed King Richard III, the last Plantagenet king at the battle of Bosworth Field.



Key vocabulary

battle	a fight for control during the war	armada	a fleet of ships
break with Rome	the time that England no longer had the Catholic religion as the state religion	family tree	a diagram showing how members of a family are related
explorers	people who discover new countries	dynasty	a family of rulers who rule over a country for a long time
successor	a person who inherits the throne after the death of the previous king or queen	Catholic	the oldest and largest branch of Christianity ruled over by the Pope
monastery	place where monks live	Protestant	the second largest branch of Christianity that became separate from the Catholic church in the 16 th century.
monarch	king or queen who leads a state	reformation	an attempt in the 16 th century to change the Catholic church that resulted in the creation of Protestant churches
century	a period of 100 years	dissolution	a formal, legal ending of something

Wives of Henry VIII

Name	Length of Marriage	Fate
Catherine of Aragon	23 years 11 months	divorced
Anne Boleyn	2 years 11 months	beheaded
Jane Seymour	1 year 4 months	died
Anne of Cleves	6 months	divorced
Catherine Howard	1 year 3 months	beheaded
Catherine Parr	3 years 6 months	survived

History I Knowledge Organiser: Year 5 – Victorians



Key Facts

<p>Queen Victoria Queen Victoria became queen at 18 years old and ruled Great Britain and Ireland for 64 years. (1837-1901) She was married to Prince Albert and together they had nine children. Victoria was so upset when Prince Albert died that she spent the rest of her life wearing black clothes.</p>	<p>Victorian Inventions The Victorians were great inventors and invented many things including bicycles, motor cars, sewing machines, photographs, Christmas cards and ice cream, to name a few! Prince Albert organised 'The Great Exhibition' in London to showcase some of these amazing Victorian inventions to the public.</p>	<p>The Industrial Revolution The Industrial Revolution was when new machines invented in Victorian times led to lots of factories being built in towns. Many people moved from the countryside to the towns to work in these new factories. Towns became dirty and overcrowded and many people's jobs were very dangerous.</p>
<p>Children's jobs During Victorian times, poor families often had to sent their children out to work as young as five, to earn money. Poor children did a variety of dangerous jobs including chimney sweeps, coal miners, gong scourers and working in the cotton mills.</p>	<p>Victorian Schools In rich families, boys were often sent to boarding school and girls were educated at home. Queen Victoria improved education for poor children and passed a law in 1880 to say that all children aged 5-10 had to attend school. Victorian teachers were very strict and punishments were very harsh.</p>	<p>Victorian Holidays The invention of the railways in Victorian times meant that people could travel to the seaside to go on holiday much more easily. People went to the seaside to enjoy the fresh air away from the smoke-filled cities. They enjoyed donkey rides, walks along the piers and watching Punch and Judy shows.</p>
<p>Brunel Isambard Kingdom Brunel was a famous Victorian engineer, most famous for designing bridges, railways and ships. One of his most famous designs was the Clifton Suspension Bridge in Bristol. Brunel also worked with his father to build the first tunnel under the River Thames.</p>	<p>William Morris William Morris was a famous Victorian designer. He used flowers and animals in his wall paper designs to help people feel closer to nature. He repeated the patterns many times by block printing onto large pieces of paper to make patterned wallpaper.</p>	<p>A Victorian Christmas Before Victorian times, Christmas was hardly celebrated. The Victorians introduced many Christmas traditions including Christmas cards, Christmas crackers and decorating Christmas trees. Charles Dickens helped spread these Christmas traditions through his well known book, 'A Christmas Carol.'</p>

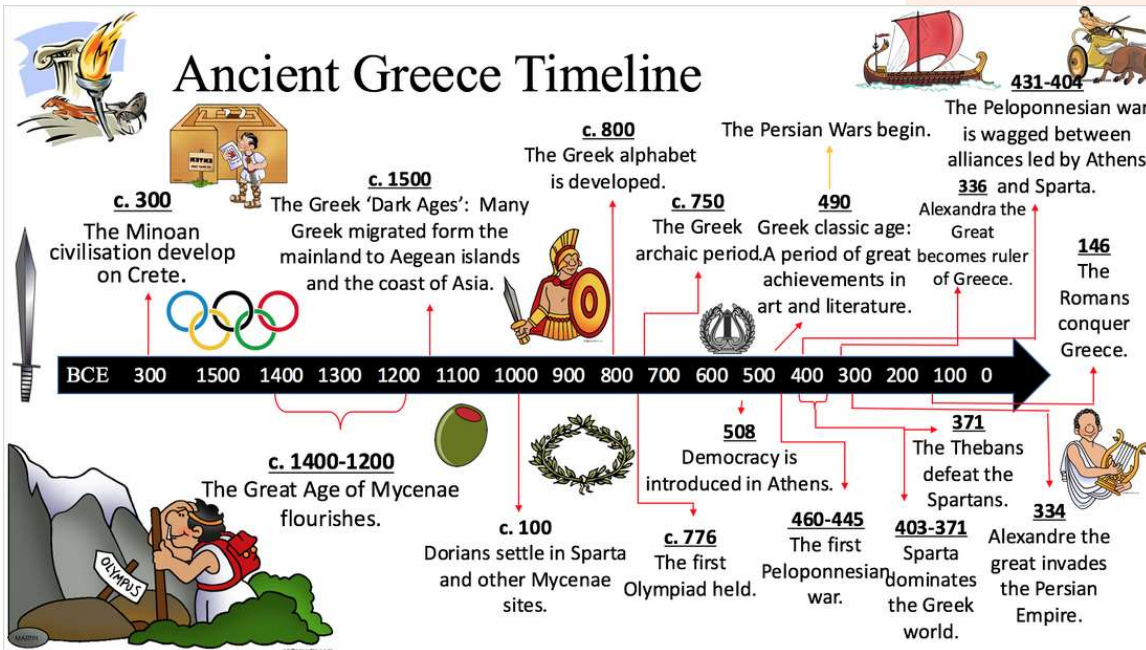
Key vocabulary			
bathing machines	A wheeled hut, drawn by horses to the edge of the sea, used for changing in and bathing from.	gong scourer	A man or boy whose job was to search through the sewers for lost treasures.
The British Empire	All the lands controlled by Britain and ruled over by the British King/Queen.	The Industrial Revolution	A time when the inventions of new machines led to many factories being built in cities. People moved from the countryside to the cities to work in the factories.
chimney sweep	A person whose job is cleaning out the soot from chimneys.	parlour games	Indoor games played by families or at parties.
coal mine	A deep hole underground from which coal is removed.	pier	A long platform sticking out from the land over the sea which people walk along or use when getting onto or off boats.
cotton mill	A factory for producing cotton fabrics.	Prince Albert	The husband of Queen Victoria for 21 years until his death in 1861.
engineer	A person who designs or builds machines or structures.	steam engine	A machine using steam power to work.
Victorian era	The period of time that Queen Victoria ruled Britain for. (1837 –1901)	workhouse	A place where very poor people could live and do unpleasant jobs in exchange for food.

History I Knowledge Organiser: Year 5 – The Ancient Greeks

Key Facts

- Greece was divided into city states that each had their own laws and ways of life, but who all spoke the same language. Two well known states were Athens and Sparta.
- In Athens, Greek styles of art, architecture, philosophy were developed – these helped shape our modern society along with science and maths.
- Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain.
- In Sparta, life was very different; all that was important was being able to defend Sparta in battle.
- The first Olympic games were held in 776 in the city-state Olympia.
- Religion was very important in ancient Greece. They believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.

Key vocabulary			
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successor	a person who inherits the throne after the death of the previous king or queen	Catholic	the oldest and largest branch of Christianity ruled over by the Pope
monastery	place where monks live	Protestant	the second largest branch of Christianity that became separate from the Catholic church in the 16 th century.
monarch	king or queen who leads a state	reformation	an attempt in the 16 th century to change the Catholic church that resulted in the creation of Protestant churches



History I Knowledge Organiser: Year 6 – WW II

Key Facts

- Allies: Australia, Belgium, Brazil, Canada, China, Czechoslovakia, Denmark, Estonia, France, Greece, India, Latvia, Lithuania, Malta, The Netherlands, New Zealand, Norway, Poland, South Africa, United Kingdom, United States, USSR and Yugoslavia.
- Axis: Germany, Italy and Japan.
- Adolf Hitler led a political party called the National Socialists which they shortened to Nazis. He believed that Germany was a superior nation and that they should have more land within Europe.
- When the war started, some men volunteered to join the army, but it was not enough. In 1940, two million British men aged between 19 and 27 were ordered to fight.
- Soldiers carried a water-bottle, ammunition pouches, spades, a groundsheet and a backpack containing: a mess-tin, tinned rations, extra iron rations, spare socks and laces.
- Children in Britain were evacuated to the countryside to escape the bombing. They were put onto trains with a label on them like they were parcels. They would live with another family in the countryside. It was a difficult time for the children as they were split from their families.



1940 - 1941
Germany invaded France, the Netherlands, Belgium, Norway and other countries.

27th May 1940
340,000 British and French troops were evacuated from Dunkirk in France, unable to hold out against the advancing German forces.

10th June 1940
Italy declared war on France and Britain.

7th September 1940
The London Blitz began. Other British cities including Plymouth, Cardiff, Liverpool and Coventry were badly bombed during the war, with huge loss of life.

20th September 1940
Germany, Italy and Japan signed an agreement called the Tripartite Pact, where they agreed to join forces.

7th December 1941
The Japanese bombed Pearl Harbour in Hawaii, USA. The following day, the USA joined the war on the side of the Allies.

15th February 1942
Japan invaded Singapore.

8th November 1942
The Allies seized back control of North Africa.

6th June 1944
Allied troops landed in northern France and began seizing control of more of Europe.

January 1945
Russian allied troops continued to fight from the east. By January 1945, they had control of much of Poland and Hungary. The Allies continued to defeat Axis forces and it was clear that a matter of time.

30th April 1945
Hitler committed suicide in his underground bunker in Berlin.

7th May 1945
Germany surrendered to the Allies.

8th May 1945
VE Day (Victory in Europe Day).

6th August 1945
The USA drop atomic bombs on the Japanese cities Hiroshima and Nagasaki.

15th August 1945
VJ Day (Victory over Japan Day). Japan announced they were going to surrender although their surrender wasn't official until the 2nd of September 1945.

Key vocabulary

Adolf Hitler	leader of Germany throughout World War 2	blitz	short for the German word 'Blitzkrieg', which means lightning war. The blitz happened from September 1940 to May 1941 and Germany regularly bombed London and other cities.
air raid	an attack in which bombs are dropped from an aircraft	blackout	when towns or cities are made dark so they cannot be seen by air
allies	the people who were fighting alongside Britain	bomb shelter	a place that was safe to shelter from falling bombs. People built shelters in their homes, gardens or used public underground shelters.
Anne Frank	a young Jewish girl who hid from the Nazis during the war	evacuee	a person who was moved away from a area of danger
atomic bomb	a nuclear bomb that causes an enormous, devastating explosion	Nazi	a member of the German political party National Socialists
axis	the countries we were fighting against	war	a state of armed conflict between different countries