Year: One
Term: Autumn 2

History Knowledge Organiser

How do our favourite toys and games compare with those of our parents and grandparents?

SUPER 6

• I can recognise the difference between the present and the past	Red / Orange / Green
• I can use common words and phrases, or answer simple questions, to order events	Red / Orange / Green
• I can talk about events using phrases like 'long ago', 'before my parents were born'	Red / Orange / Green
• I can say how toys have changed over time	Red / Orange / Green
• I can say how toys have stayed the same over time over time	Red / Orange / Green
• I can say how historians divide up time	Red / Orange / Green

I can use common words and phrases related to the passing of time

timeline		A graph or set of pictures to show when things happened
decade		A period of ten years
century		A period of one hundred years
millennium		A period of one thousand years

Other language I might use…

…for talking		tradition, research, fiction, non fiction, event, artefact, museum, curator
…for ordering and chronology		long ago, yesterday, when, then, now, last, next, before, first second, days, months, prehistoric

Key questions I will think about

Trade		Where are toys made? Have toys always been made in faraway places?
Class		Why do some people have more toys than others?

Which toys are the oldest?



Lego
70 years old



A toy horse
900 – 1700 years old



Micky Mouse
100 years old



Clay baby rattle
1900 years old



Baby rattle
Modern

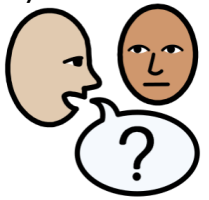


Lego spaceship
40 years ago



Lego space base
Modern

What is the oldest toy you can see?
How have toys changed over the years?
How have toys stayed the same over the years?
What is your favourite toy?
What toys did your parents like?
What toys did your grandparents like?





1980s	1990s	2000s	2010s	2020s

Year: One
Term: Summer 1

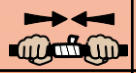
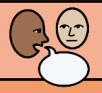
History Knowledge Organiser
What were homes like in the past?

SUPER 6

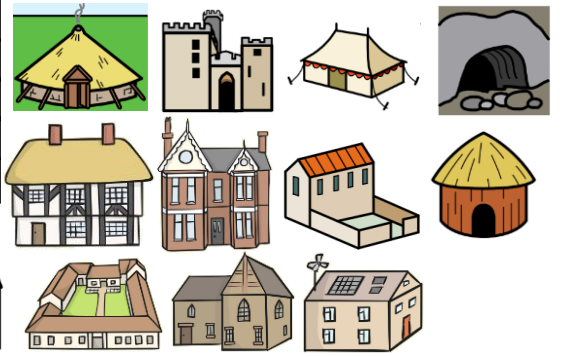
- I can make simple historical comparisons
- I can look at books, internet sites, artefacts and other sources that are given to me
- I can explain how people can find out about the past
- I can say how homes from the past are similar and different to my home
- I can describe how settlements have changed and stayed the same over time
- I can look at pictures of buildings and make a timeline

Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green

I can use common words and phrases related to the passing of time

artefact		A historic object made by a human being
restoration		Repair or bring something back to its original condition
archaeologist		Someone who studies the things people in the past made, used and left behind to find out more about their lives
unearth		To discover something in the ground
Other language I might use…		
…for talking		tradition, research, fiction, non fiction, event, artefact, museum, curator
…for ordering and chronology		long ago, yesterday, when, then, now, last, next, before, first second, days, months, prehistoric
Key questions I will think about		
Power		What type of home would a person with more power choose to live in? Why?
Class		Does everyone live in the same type of home?

Which homes are the oldest?



Look at these pictures. Which homes do you think are the oldest? Why do you think that?

How can we learn about the past?

Historians find **evidence** (clues) about the past.

Evidence can be:



-written records (diaries, letters, books, etc.)



-photographs and pictures



-**artefacts** that have been buried and then dug up

Can you think of any other ways we can learn about the past?



Our homes have lots of things in them. Do you think every home in the past had these things? Why or why not?





Ancient (very long ago)

Present day (modern)

Year: One
Term: Summer 2

History Knowledge Organiser
What does it take to be a great explorer?

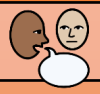
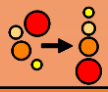
SUPER 6

• I can ask and answer simple questions about what I have heard	Red / Orange / Green
• I can explain the difference between fiction and non-fiction	Red / Orange / Green
• I can retell parts of stories to show I understand historical events	Red / Orange / Green
• I can say what is the same and what is different about people from the past	Red / Orange / Green
• I know the names of some famous explorers	Red / Orange / Green
• I can explain where people have been when they were exploring	Red / Orange / Green

I can use common words and phrases related to the passing of time

voyage		A long journey, usually by ship
indigenous		The first and original people to live in a place
discrimination		When someone or a group of people are treated unfairly
mission		A task that a person or group of people are given to complete

Other language I might use…

…for talking		tradition, research, fiction, non fiction, event, artefact, museum, curator
…for ordering and chronology		long ago, yesterday, when, then, now, last, next, before, first second, days, months, prehistoric

Key questions I will think about

Migration		Why do people go from one place to another? Why do people want to explore?
Trade		Why were they going to these places? What did they want to do?
Empire		Some people wanted to take over new lands. Was this the right thing to do?

Famous explorers



Sir Ranulph Fiennes

Born: 1944 in England
Famous for: exploring the North and South Poles and climbing Mount Everest three times



Amy Johnson

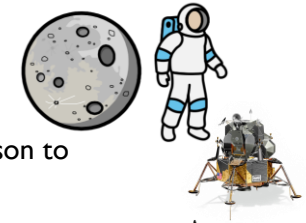
Born: 1903 in England
Disappeared: 1941
Famous for: first woman to fly solo to Australia and setting long-distance flying records



Christopher Columbus

Born: 1451 in Italy
Died: 1506 in Spain
Famous for: making four voyages across the Atlantic Ocean



Neil Armstrong

Born: 1930 in USA
Died: 2012 in USA
Famous for: first person to walk on the Moon

Why do people become explorers?



-to find new resources?
-to become rich?
-to be the first to do something?
-to go somewhere where people have never been before?
-to take over new places?

Could you be an explorer? Where will people explore in the future?




1492
Columbus' first voyage

1930
Amy Johnson flies from Britain to Australia

1969
Neil Armstrong lands on the Moon

1979-1982
Ranulph Fiennes' Transglobe Expedition

Year: Two
Term: Autumn 1

History Knowledge Organiser
Who is the greatest history maker?

SUPER 6

• I can explain how people in different parts of history are the same and different	Red / Orange / Green
• I can explain how events from history are the same and different	Red / Orange / Green
• I can say what century events happened in	Red / Orange / Green
• I can say what it means to make history	Red / Orange / Green
• I can say why I think some historical people were important	Red / Orange / Green
• I can think of some ways people might make history in the future	Red / Orange / Green

I can use a wide vocabulary of everyday historical terms

discrimination	Where someone or a group of people are treated unfairly
motive	The reason someone has for acting in a particular way
famous infamous	Someone who is recognised for good (or bad) reasons
commemorate	Doing something to remember an event or person from the past

Other language I might use…

…for talking	document, technology, archaeologist, excavate, unearth, strategy, similarity, difference, represent
…for ordering and chronology	years, dating system, century, period, later, earlier, since, long after, long before, at the same time

Key questions I will think about

Civilisation	Were the places that these people lived all the same, or were they all different?
Class	Were all these people rich? All poor? How did their class affect their lives?
Power	Which of these people had lots of power? Does that make them more significant?

How did these people make history?



Guy Fawkes
Born: 1570 in England
Died: 1603 in England
Famous for: trying to blow up the Houses of Parliament



Hatshepsut
Born: about 1507 BC in Egypt
Died: about 1458 BC in Egypt
Famous for: being the second female **Pharoah** in Ancient Egypt



Grace O'Malley
Born: about 1530 in Ireland
Died: about 1603 in Ireland
Famous for: being a pirate queen and chieftain of an Irish clan

Elizabeth I
Born: 1533 in England
Died: 1603 in England
Famous for: being queen of England and the longest reigning Tudor monarch





Marie Curie
Born: 1867 in Poland
Died: 1934 in France
Famous for: the first woman to win a Nobel prize, the first person to win two Nobel prizes, and a famous scientist

Margaret Thatcher
Born: 1925 in England
Died: 2013 in England
Famous for: the first woman to be Prime Minister of the United Kingdom





Malala Yousafzai
Born: 1997 in Pakistan
Famous for: standing up for the rights of woman and children since she was 11; she was the youngest Nobel prize winner ever when she was 17; Malala chose to go to school even when girls in her area were banned from doing so

About 1507 BC
Hatshepsut born

About 1530
Grace O'Malley born

1533
Elizabeth I born

1570
Guy Fawkes born

1867
Marie Curie born

1925
Margaret Thatcher born

1997
Malala Yousafzai born

Year: Two
Term: Spring 1

History Knowledge Organiser
Why was Charles sent to prison?

SUPER 6

• I can voluntarily ask questions about what I have read and heard	Red / Orange / Green
• I can start to choose sources I use to find out about the past	Red / Orange / Green
• I can choose and use parts of stories I know to show I understand the key features of events	Red / Orange / Green
• I can say how people communicated in the past	Red / Orange / Green
• I can say how World War 1 affected children	Red / Orange / Green
• I can say how World War 1 affected animals	Red / Orange / Green

World War One took place between 1914 and 1918
Many people were killed on both sides; many soldiers from the **British Empire** came to fight in **Europe**
When **Britain** and **France** won the war, **Germany** and **Austria-Hungary** lost some of their land

I can use a wide vocabulary of everyday historical terms

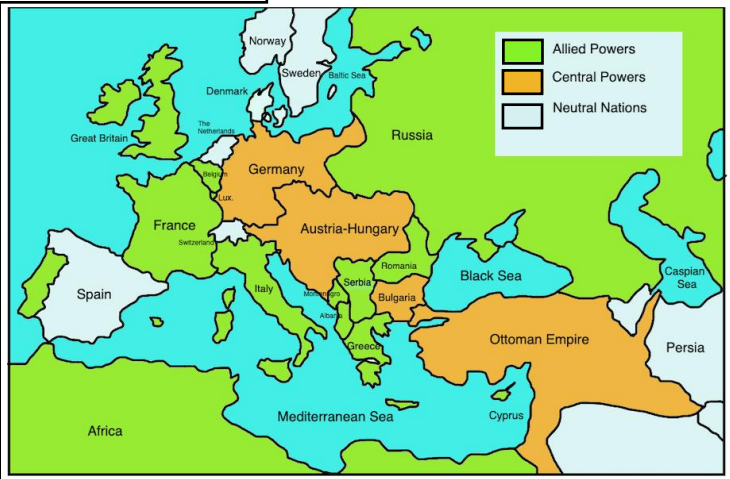
patriotic	A feeling of love and loyalty towards one's country
memorial	A ceremony, custom, tradition, building or statue to remember a dead person or event
enlist	Join one of the armed forces
rationing	Where you are only allowed to buy set amounts of food

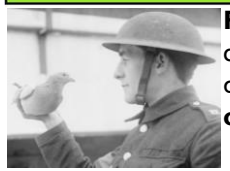
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…for talking	document, technology, archaeologist, excavate, unearth, strategy, similarity, difference, represent
…for ordering and chronology	years, dating system, century, period, later, earlier, since, long after, long before, at the same time

Key questions I will think about

Power	Should governments have the power to be able to send people to prison? Was it right for Charles to be sent to prison?
Class	Do you think that rich children or poor children were affected more by the war and rationing?
Empire	Why did soldiers from other countries fight for Britain?





Pigeons were very important because they could be trained to carry messages long distances so that armies could **communicate** without the enemy knowing



A lot of Britain's food came from other countries
German U-Boats (submarines) would try to sink ships carrying food
People in Britain had to grow more food to survive
Food was **rationed** so there was enough to go around

Many men and boys **enlisted** (joined) the armed forces to fight for their countries; some of them never came home

July/August 1914
WW1 begins when European countries declare war on each other

25th December 1914
Christmas Truce

January 1915
The first air raid in Britain

July 1916
The Battle of the Somme begins

April 1917
The USA joins the war

December 1917
Food rationing starts in Britain

November 1918
Armistice – the fighting stops

Year: Two
Term: Summer 1

History Knowledge Organiser
The Story of Basildon & the Plotlands

SUPER 6

• I can say how ways of life in different parts of history are the same and different	Red / Orange / Green
• I can order events and explain my thinking	Red / Orange / Green
• I can describe connections over time	Red / Orange / Green
• I can describe what life on the Plotlands was like	Red / Orange / Green
• I can compare maps of Basildon and say how they are the same and different	Red / Orange / Green
• I can say why the New Town was built	Red / Orange / Green

I can use a wide vocabulary of everyday historical terms

war		Armed conflict between different countries
smallholding		A place where people grow food or raise animals that is smaller than a farm
plot		A small area of land for building or gardening
New Towns		Towns built in the UK after the Second World War so people could have new homes

Other language I might use…

…for talking		document, technology, archaeologist, excavate, unearth, strategy, similarity, difference, represent
…for ordering and chronology		years, dating system, century, period, later, earlier, since, long after, long before, at the same time

Key questions I will think about

Migration		Why did people move from London to the Plotlands, and then to the New Town?
Class		What type of people do you think moved to Basildon? Were there different classes of people, or were they all similar?
Trade		Why did lots of farms go bust? Was this a good or bad thing in this instance?



In the late 19th century, our local area was mostly farms and small villages (Pitsea, Laindon, Vange and Basildon)





Many of the farms closed, and the railway companies bought the land; the railway companies divided the land into small **plots** (areas) that they sold to people for holiday homes

These were known as the **Plotlands**; people would build their own houses and maybe grow crops and keep animals



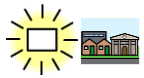




These **artefacts** are from the time of the Plotlands; what do you think they are?



During **World War Two**, many areas of London were bombed and people's homes were completely destroyed



After **World War Two**, the government decided to build **New Towns** to replace the houses that had been destroyed and give people nicer places to live

Basildon was one of the first New Towns!





The first house in the new town was completed in 1951

1870s
Farms closed and the land was sold in small plots

1910s-1930s
People from London build holiday homes

1939-1945
World War 2
London is bombed

1949
Basildon is declared a New Town

1951
The first new residents move in at Vange

1954
Whitmore Infant and Junior Schools open

2011
Sporting Village opens

2019
Basildon celebrates its 70th anniversary

Year: Three
Term:Autumn 1

History Knowledge Organiser
How did the lives of Ancient Britons change during the Stone Age?

SUPER6

• I am starting to realise that there are sometimes different versions of what has happened	Red / Orange / Green
• I can explain how the past can be interpreted to inform opinions	Red / Orange / Green
• I can share my ideas about historical changes, including cause and effects	Red / Orange / Green
• I can explain how life change throughout the Stone Age	Red / Orange / Green
• I can disprove some common misconceptions about the Stone Age	Red / Orange / Green
• I can explain how archaeologists have built a picture of the past	Red / Orange / Green

I can start using specialist vocabulary and historical terms

anachronism	Something that does not belong in a particular place or time in the past
prehistory	The time before humans used writing to record events
nomadic	People without a fixed home who wander from place to place
knapping	Shaping flint to make a tool or weapon
flint	A hard, grey rock
domesticate	Taming wild animals so they can be kept on farms or in homes

Other language I might use…

…for talking	organise, introduce, construct, population, tribe, rural, urban, primary, secondary, source, theory, myth, legend, folklore, narrate, saga, epic, survive, infer, clarify, equivalent, necessary, theme, version, opinion, interpret
…for ordering and chronology	during, while, several, years, more, recently, millennium, age, chronological, approximate, change, process, originate, trace, BC/AD, BCE/CE

Key questions I will think about

Civilisation	Did everywhere discover farming at the same time? How did these ideas spread?
Migration	Why were some Stone Age people nomadic? Do nomads still exist today?
Trade	How did different groups interact with each other? What evidence do we have for this?

Many people have lots of **misconceptions** about the **Stone Age**; in this unit, you will learn about what **archaeologists** think life then was actually like and how they have come to these conclusions





This is a picture of **Happisburg** beach in Norfolk, England
In 2013, archaeologists discovered footprints here that were between 850,000 and 950,000 years old
They are the earliest evidence we have of humans in Britain
What do you think they were doing there?









Stone Age people did not leave written records for us to find
Archaeologists have to rely on artefacts that they unearth and use these as clues to build a picture of what life was like in the Stone Age
What do you think these artefacts were used for?







Skara Brae was a **Neolithic** settlement that was inhabited about 5000 years ago; it is the best preserved Neolithic settlement in Western Europe
It was discovered by archaeologists in 1850
Beds, furniture, jewellery, gaming dice and tools have all been found there; archaeologists have learnt a lot about the Stone Age because of Skara Brae



The Palaeolithic, Mesolithic and the Neolithic periods make up the Stone Age – 99% of human history!

Different areas of the world have slightly different dates – the ones on this timeline are for Britain

2.3 Million years ago to 10000 BC
Palaeolithic Period

10000 BC to 5000 BC
Mesolithic Period

5000 BC to 2500 BC
Neolithic Period

2500 BC to 800 BC
Bronze Age

800 BC to AD 43
Iron Age

AD 43 onwards
All other British history

Year: Three
Term: Spring 1

History Knowledge Organiser
What is the secret of the standing stones?

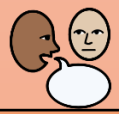
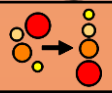
SUPER6

- I can start to frame questions and answers in historically valid ways
- I can describe connections over time
- I can spot connections across and within periods I am learning about and have learnt about before
- I know why and how the Stone Age came to an end in Britain
- I can make links between the behavior of ancient peoples and modern society
- I can suggest reasons why Bronze Age Britons built monuments

Red / Orange / Green	Red / Orange / Green	Red / Orange / Green	Red / Orange / Green	Red / Orange / Green	Red / Orange / Green

At the end of the **Neolithic period** of the **Stone Age**, people in Britain learnt how to use **smelting** to create **alloys** such as **bronze**. This was the start of the **Bronze Age** in Britain.



I can start using specialist vocabulary and historical terms		
smelting		Heating and melting a rock to extract metal
bronze		A metal made by combining tin and copper
status		Position or rank in society
interred		To bury a body in a grave or tomb
cist		A small stone coffin-link box used to hold the bodies of the dead
capstone		A large stone placed on top of a cist
Other language I might use…		
…for talking		organise, introduce, construct, population, tribe, rural, urban, primary, secondary, source, theory, myth, legend, folklore, narrate, saga, epic, survive, infer, clarify, equivalent, necessary, theme, version, opinion, interpret
…for ordering and chronology		during, while, several, years, more, recently, millennium, age, chronological, approximate, change, process, originate, trace, BC/AD, BCE/CE
Key questions I will think about		
Civilisation		How was Bronze Age life different to life in the Stone Age?
Class		Do you think everyone had such fine objects or burial monuments? Why or why not?
Power		What do the objects in graves tell us about what was important to Bronze Age people?



The **Amesbury Archer** is a man who lived in the early Bronze Age (c.2340 BC – c.2300 BC; he was about 40 years old when he died); he was buried near **Stonehenge.**





We do not know what he was really called; he is known as the Amesbury Archer because there were a lot of arrowheads in his grave. His grave contained the earliest known gold objects found in Britain, and is the earliest example of a high **status** individual's grave we have found. Archaeologists have examined his teeth and believe that he was born bear the Alps mountain range in modern-day Switzerland!





People in the Bronze Age built large monuments made from standing stones; these include **Stonehenge** and **Merrivale**. We have discovered over 1,300 of these in Britain. We aren't always sure why they built these; but perhaps they built them for the same reasons that we build monuments today?







There were many differences between life in the Stone Age and life in the Bronze Age.

Key questions for you to think about:

How did life change from the Stone Age to the Bronze Age?

Did **everything** change?

Were changes slow or gradual? How do we know?





About 2500 BC
Beaker people start to arrive in Britain

About 2300 BC
Bronze starts to be used in Britain

About 2200 BC
Amesbury Archer buried

About 1650 BC
Stonehenge completed

By 1600 BC
Trade routes between Britain and Europe start

By 1400 BC
Lots of stone circles in Britain

About 800 BC
First hillforts in Britain

About 750 BC
Iron starts to be worked in Britain

Year: Three
Term: Summer 1

History Knowledge Organiser
Why did the Egyptians build pyramids?

SUPER6

- I can explain the difference between primary and secondary sources
- I can choose the sources I need to answer my questions
- I can start to identify themes within topics
- I can describe some key features of Ancient Egyptian society
- I can explain how and why the Ancient Egyptians built pyramids and other monuments
- I know when and where the key ancient civilizations were

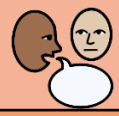
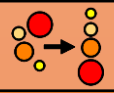
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Red / Orange / Green
Red / Orange / Green



I can start using specialist vocabulary and historical terms

civilisation		A society with its own system of government, laws and language
pharaoh		A king or queen in Ancient Egypt
sarcophagus		A large stone or wooden coffin often covered with inscriptions and decoration
embalming		The process of preserving something, such as a body, to stop it decaying
desiccate		Remove the moisture from something so it is completely dry
artefact		An object of historical significance made by a human being

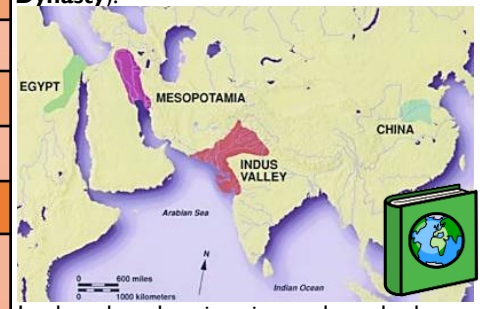
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…for ordering and chronology		during, while, several, years, more, recently, millennium, age, chronological, approximate, change, process, originate, trace, BC/AD, BCE/CE

Key questions I will think about

Civilisation		Why did the Ancient Egyptian civilisation last as long as it did?
Class		What different groups of people were there in Ancient Egypt? Could people move between groups?
Empire		How did Ancient Egyptian civilisation end? Was this the only time they were conquered? Why do you think the ancient civilisations you have found out about happened in these places?
Power		Who had the most power in this civilisation? Did anyone else have power?

Ancient Egypt is sometimes called an **original** or **foundational civilisation** because it did not develop from an older civilisation. Other foundational civilisations include the **Indus Valley**, **Mesopotamia** and **Ancient China** (also known as the **Shang Dynasty**).



Look at these locations in an atlas – do they have anything in common? Can you speculate why the first civilisations started in these places?

Key features of Ancient Egyptian society

- A rigid and strict hierarchy / class-based system
- Religion was very important
- The afterlife was very important
- The Nile river and agriculture were crucial to survival

Types of sources

Historians use sources to learn about the past. **Primary sources** are evidence that comes directly from the time you are learning about; **secondary sources** give you information, but were created after the time you are learning about.

Timeline

About 11000BC to 5500BC
The first settlements in the Nile valley

About 3400BC
Natural mummies

About 3200BC
Hieroglyphic signs start to be used

About 2700BC
Mummification processes are improved

Between 2700BC and 2500BC
The step pyramid is built
The bent pyramid is built
The pyramids at Giza and the Sphinx are built

About 1500BC
Pharaohs start to be buried in the Valley of the Kings

332BC
Alexander the Great invades Egypt and founds Alexandria

30BC
Egypt becomes part of the Roman Empire

Year: Four
Term: Autumn 1

History Knowledge Organiser
The story of the Trojan Horse: historical fact, legend or classical myth?

SUPER 6

- I can ask and answer historically valid questions
- I can comment on cause and effect
- I can start to critique other people's opinions about the past
- I can explain the different ways historians use to learn about the Ancient Greeks
- I can explain if I believe in the story of the Trojan Horse and give reasons for my answers
- I can describe some key ways in which the Ancient Greeks have influenced Western civilisation

Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green

I can use specialist vocabulary and historical terms

prehistoric	The time before humans used writing to record historical events
myth	A traditional story about a being, hero or event that is not true
legend	An old story originally based on a factual event, usually involving a heroic action
siege	Where enemy forces surround a place to cut off its essential supplies
city state	A small nation or country with a single large settlement, surrounded by its territory
depiction	Show something or somebody visually in pictures, drawings, sculptures or paintings

Other language I might use…

…for talking	prosper, monarchy, aristocracy, heritage, revolution, transition, develop, abolish, structure, campaign, ardent, typical, unique, trivial, characteristic, conventional, eventful, intricate, assume, reliability, alternative, critique, summarise, contrast
…for ordering and chronology	occasion, accurate, uncertain, seldom, former, latter, cause, abrupt, consequence, phase, decline, trend, continuity

Key questions I will think about

Civilisation	What is a city state? Why were all the Greek city states so different? How has Greek civilisation influenced ours?
Class	What were slaves? How were they treated? Was it possible to stop being a slave?
Trade	Was warfare the only way the Greeks interacted with other civilisations?

The story of the **Trojan Horse** is a famous event from **Ancient Greek** legends – but is it based on a real event?

Types of sources

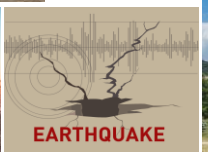
Historians use sources to learn about the past. **Primary sources** are evidence that comes directly from the time you are learning about; **secondary sources** give you information, but were created after the time you are learning about.

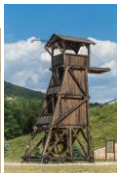


Do you think these **depictions** are primary or secondary sources? Why? Do you think they are accurate portrayals of the event?





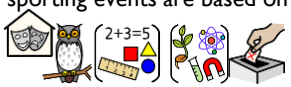






Historians and archaeologists have created different theories to explain what may have happened at the end of the siege – you will research different possibilities to see which you agree with.

Life in Ancient Greece was very different to our lives today, but there are still many ways that our civilisation has been influenced by them. Ancient Greek stories are still told today; democracy is an Ancient Greek invention; many of our words have Ancient Greek roots; famous buildings are inspired by their buildings; and even sporting events are based on Ancient Greek ones!







The Ancient Greeks lived in **city states**. The most famous were **Athens** and **Sparta**. Each city state had their own laws and ways of living – they were all different. Different city states were powerful at different times and they often fought wars against each other.

Trojan War timeline

- Paris kidnaps Helen of Sparta and takes her to the city of Troy
- Menelaus raises an army led by his brother Agamemnon
- The hero Achilles joins Menelaus' army
- Over 1000 ships carry the army to Troy
- Troy is defended by an army led by King Priam and the Trojan hero Hector
- The Greek army lays siege to Troy for ten years
- Achilles kills Hector in battle and is then killed by Paris
- Odysseus, a Greek general, comes up with the wooden horse plan

Year: Four
Term: Autumn 2

History Knowledge Organiser

How do artefacts help us understand the lives of people in Iron Age Britain?

SUPER 6

• I can spot connections, contrasts and trends over time and also across places and cultures	Red / Orange / Green
• I can comment on continuity and change	Red / Orange / Green
• I can identify themes within and between topics	Red / Orange / Green
• I can describe what daily life was like in Iron Age Britain	Red / Orange / Green
• I can explain how life in Britain was similar and different to earlier periods	Red / Orange / Green
• I can examine artefacts and speculate about their purposes	Red / Orange / Green

In the **Iron Age**, people started using a metal called iron to make tools and weapons. The Iron Age is the last **prehistoric** period in British history because the people who lived at the time did not leave written records. We have to use artefacts and other sources to find out how people lived in that time.

I can use specialist vocabulary and historical terms

hillfort	A hill top earthwork of defensive banks and ditches
inscription	Words written or cut into something
palisade	A fence of sharpened wooden stakes
Celts	Groups who lived in North West Europe in the Iron Age
barter	Exchanging goods or services without the use of money
votive	Objects used as offerings as part of a religious ceremony

Other language I might use…

…for talking	prosper, monarchy, aristocracy, heritage, revolution, transition, develop, abolish, structure, campaign, ardent, typical, unique, trivial, characteristic, conventional, eventful, intricate, assume, reliability, alternative, critique, summarise, contrast
…for ordering and chronology	occasion, accurate, uncertain, seldom, former, latter, cause, abrupt, consequence, phase, decline, trend, continuity

Key questions I will think about

Civilisation	How were the Celtic tribes similar or different to what had come before in Britain?
Class	Did every Celt have fine artefacts? Why or why not?
Trade	How did groups of Celts interact with each other? How did they interact with non-Celts?







Celts were people who lived in many parts of Britain. They sometimes built large structures called **hillforts**.

The Celts were divided into large groups called **tribes**. These tribes had divided up the land between them, but as they farmed more and their populations grew, they often fought each other. The Iron Age was often a violent time to live in. Hillforts were built as a way to defend land and stay safe.

Many Celtic artefacts have been found underwater. One of the most famous is the **Witham shield** that was found in 1826. It is made of bronze and wood. It was decorated with a leather wild boar and pieces of red coral. Archaeologists believe that the coral came from the Mediterranean. This tells us that the Celts **traded** with people from other places.



Why do you think such a fine artefact ended up in a river? What does this tell us about the Celts?



About 3000BC
Skara Brae first inhabited at the end of the Neolithic period

About 2300BC
Bronze working first introduced to Britain

About 800BC
First hillforts in Britain

About 750BC
Iron starts to be worked in Britain

By 500BC
Iron working is widespread

About 120BC
First currency coins introduced in Britain

About 50BC to 43AD
Very large settlements known as 'oppida' emerge

43AD
Britain becomes part of the Roman Empire

Year: Four
Term: Summer 1

History Knowledge Organiser
How did the arrival of Romans change Britain?

SUPER 6

- I can select and use sources to form my own opinions about the past
- I can start to explain the usefulness and reliability of different sources
- I know that historical 'facts' can change depending on the source, and I can explain possible reasons for this
- I can explain why the Romans wanted to conquer Britain
- I can explain why we cannot be sure about all the facts of Boudicca's rebellion
- I can describe how life changed when the Romans were in charge

Red / Orange / Green		
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Red / Orange / Green		

The **Iron Age** in Britain ended when the **Romans** took over, but not everyone was happy about this.

I can use specialist vocabulary and historical terms

natural resource	A material occurring in nature that is used by people
occupied	Being invaded, and then ruled, by a foreign power
uprising	A revolt or rebellion against the ruling power
pacify	Calm down people who are angry or rebelling, sometimes using violence to do so
plebeian	Someone belonging to the general, common people
Romanisation	When the places that the Romans conquered became more like Rome

Other language I might use…

…for talking	prosper, monarchy, aristocracy, heritage, revolution, transition, develop, abolish, structure, campaign, ardent, typical, unique, trivial, characteristic, conventional, eventful, intricate, assume, reliability, alternative, critique, summarise, contrast
…for ordering and chronology	occasion, accurate, uncertain, seldom, former, latter, cause, abrupt, consequence, phase, decline, trend, continuity

Key questions I will think about

Civilisation	How did the Ancient Greeks influence Roman society?
Class	How did life change for ordinary Britons when the Romans took over?
Trade	How did trade change life in Britain during Roman times?
Migration	How did soldiers from Africa end up in Britain?
Power	Who held the power in Britain before the Romans? Who held the power when the Romans were in charge?
Empire	What did it mean for the people in Britain to be part of the Roman Empire?



Boudicca was queen of a **Celtic** tribe called the **Iceni**. Her husband had promised that the **Roman emperor** could have half his land when he died, but the Romans took it all. Boudicca led her tribes and others in an **uprising**; she attacked and destroyed **Camulodunum** (Colchester), **Londinium** (London) and **Verulamium** (near St Albans). Boudicca and her army were defeated by the Roman army and the Romans **occupied** Britain for about 350 years after.

Our main sources of information about Boudicca's rebellion are from three Roman historians – are these **primary** or **secondary sources**? Would these sources be **reliable** or **biased**?

c.61 AD – Boudicca's uprising
c.98 AD *Agricola* and c.110 AD *Annals* by **Tacitus** – he was not there but his father-in-law was an eyewitness to the events
c.121 AD *Lives of the Caesars* by **Suetonius**
c.202 AD to c.235 AD – **Cassius Dio**'s history of the Empire – this is the longest and most detailed account but written about 140 years after the events!



The Roman Empire started with the city of Rome in what is now Italy, and spread around Europe and the Mediterranean. The Western Roman Empire lasted over 1200 years.



Life in Britain changed a lot under Roman rule. Cities and towns became bigger, and there were people from all over the Empire living here. The Romans built amphitheatres, temples and public baths in towns and cities.



The Romans conquered Britain so they could get slaves, farmland and important metals like gold, tin and iron.

54BC and 53BC
Julius Caesar invades Britain

43AD
Claudius invades Britain

61AD
Boudicca's rebellion

78AD
Wales conquered

122AD
Hadrian's Wall starts to be built

About 367AD
Raids by Anglo-Saxons, Picts, Scots and Franks

400AD
Roman soldiers start to be withdrawn

Between 400AD and 430AD
End of Roman authority in Britain

Year: Five
Term: Autumn 2

History Knowledge Organiser

Who were the Anglo-Saxons and how do we know what was important to them?

SUPER6

• I can show a historical perspective by explaining short-term trends and contrasts	Red / Orange / Green
• I can show a historical perspective by explaining long-term trends and contrasts	Red / Orange / Green
• I can start to suggest reasons for connections over time and across places and cultures	Red / Orange / Green
• I can explain what happened in Britain after the Romans left	Red / Orange / Green
• I can explain how religion in Britain changed in Anglo-Saxon times	Red / Orange / Green
• I can explain why Sutton Hoo was an important discovery	Red / Orange / Green

I can use specialist vocabulary and historical terms in appropriate ways

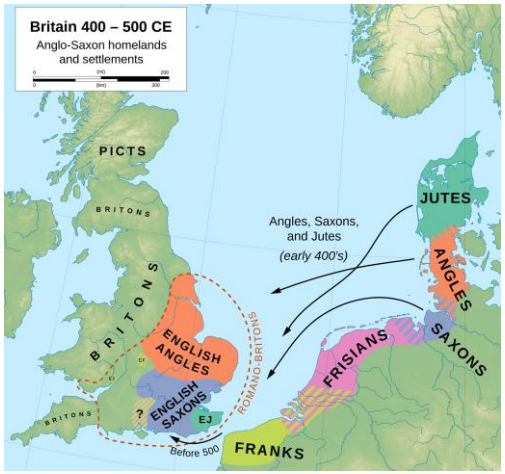
barbarian	A person belonging to a culture that the Romans saw as savage, primitive and not civilised
pagan	A person in Anglo-Saxon times who was not a Christian
conversion	Changing your religious beliefs of persuading someone else to do so
chronicle	Record things in a book in the order in which they happened
noble	A class of people of very high rank and status
serf	Someone of the lowest class, such as a servant or farm labourer

Other language I might use…

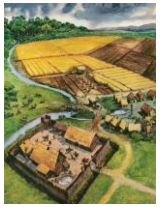
…for talking	impact, complex, sustain, surpass, spares, abundant, capacity, obstacle, futile, crucial, pivotal, exceptional, generalise, rigorous, verify, unintelligible, inform, phenomenon, perspective
…for ordering and chronology	contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context

Key questions I will think about

Trade	How did the Anglo-Saxons interact with other civilisations?
Migration	Why did the Anglo-Saxons come to Britain?
Power	Who held the most power in Anglo-Saxon society?
Class	What was the Feudal System?



This map shows where **Angles**, **Saxons** and **Jutes** migrated from; the Angles and the Saxons were the largest tribes, so they three tribes became known as **Anglo-Saxons**.



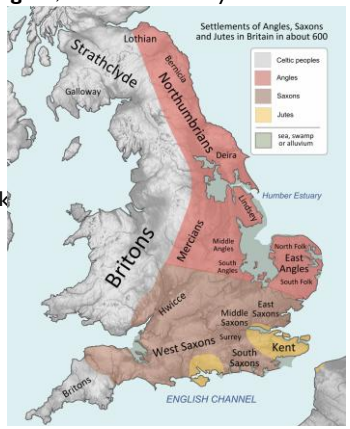
After the **Romans** left Britain, life was very different. Many of the Roman towns and cities were abandoned. The **Anglo-Saxons** were mostly farmers, and they had no need for paved roads and built-up settlements. The Roman cities and towns became ruins, and some of the remains of the buildings were even taken and used for other purposes.

Christianity had come to Britain during Roman times, but the **Anglo-Saxons** were **pagans**, and so Christianity declined in Britain.

Each of the Anglo-Saxon tribes settled in different areas, and each had their own rules and traditions. These eventually developed into different kingdoms.

Sutton Hoo

Sutton Hoo is an Anglo-Saxon burial site that was discovered in 1938. It is in Suffolk it what used to be the kingdom of East Anglia. One burial mound even had a ship buried beneath it; some people believe a king was buried there. Some of the items recovered from the graves show that the Anglo-Saxons were skilled craftspeople who traded with other civilisations.







410
Sack of Rome by barbarians

425
Anglo-Saxons start to settle in England

430
Most Roman armies have left Britain

By 556
Seven Anglo-Saxon kingdoms in England

597
St Augustine begins to convert Anglo-Saxons

793
First Viking raid

Between 878 and 890
Treaty to split England into two parts: Viking and Anglo-Saxon

927
Athelstan becomes the first king of England

1066
Harold II is defeated at the Battle of Hastings – Normans rule England

Year: Five
Term: Spring 1

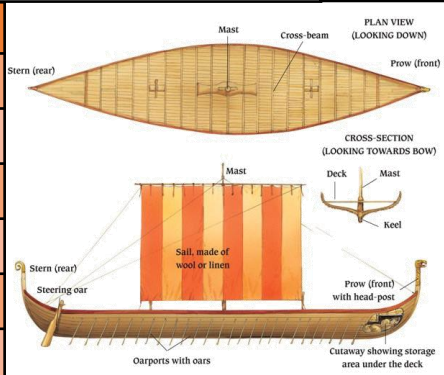
History Knowledge Organiser
What did the Vikings want and how did Alfred stop them getting it?

SUPER 6

- I can select, organise and use information from more than one source to construct an informed response or opinion
- I can accurately summarise other people's opinions about the past
- I can identify is a source is a primary or secondary source
- I can explain why the Vikings came to Britain
- I can dispel some famous historical myths
- I can describe the key achievements of Alfred the Great

Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green
Red / Orange / Green

I can use specialist vocabulary and historical terms in appropriate ways	
Scandinavia	Denmark, Sweden and Norway (and Finland and Iceland in modern times)
invasion	Enter a place using armed force
migration	People moving from one place to another
temperate	A moderate climate with no extremes of weather
Witan	A 'council of wise men' set up to advise Anglo-Saxon kings
longship	A light and fast ship used for trade, exploration and raiding
Other language I might use…	
…for talking	impact, complex, sustain, surpass, spares, abundant, capacity, obstacle, futile, crucial, pivotal, exceptional, generalise, rigorous, verify, unintelligible, inform, phenomenon, perspective
…for ordering and chronology	contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context
Key questions I will think about	
Trade	Did the Vikings just fight, or did they explore and trade as well? What did they trade?
Migration	Why did the Vikings leave Scandinavia?
Empire	When the Vikings took over new land, was this an empire? Why or why not?



Viking **longships** were one of the reasons why the Vikings were successful at raiding monasteries. They were lightweight and could be rowed up rivers, as well as travel longer distances across the sea. The were vast, agile, and could carry large numbers of warriors.



Wessex was the only Anglo-Saxon kingdom that the Vikings had not successfully invaded by 870.
After **Alfred** became king in 871, he bribed the Vikings to stay away, but he knew this would not work for long. In 877, the Viking king **Guthrum** started to attack Wessex.
After a series of battles, Alfred arranged for his eldest daughter to marry the king of Mercia. This meant the two kingdoms would be allied against the Vikings. Eventually, Alfred and Guthrum made an agreement to divide Britain. Some parts would be ruled by the Vikings – this area was called **Danelaw**.



793
The first Viking raid

871
Alfred becomes king of Wessex

872
Vikings conquer London

878
England divided into two parts

886
Alfred retakes London



890
Permanent army and navy founded

891
Anglo-Saxon Chronicle begun

896
Naval victory in the Solent

899
Alfred dies; his son becomes king

Year: Five
Term: Summer 2

History Knowledge Organiser
Why have people argued about the art of Benin?

SUPER6

- I can ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions) — Red / Orange / Green
- I can explain the usefulness and reliability of different sources — Red / Orange / Green
- I can start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions — Red / Orange / Green
- I can describe some of the key beliefs and rituals of the Benin Kingdom — Red / Orange / Green
- I can discuss the significance of the Benin bronzes — Red / Orange / Green
- I can explain how and why the Benin Kingdom came to an end — Red / Orange / Green

I can use specialist vocabulary and historical terms in appropriate ways

brass	A yellowish metal that is an alloy of copper and zinc
animists	People who believe that humans, animals and objects all have souls or spirits
Oba	A Yoruba word that means 'king'
Ife	The holy city of near the Kingdom of Benin, ruled by the Yoruba people
Benin City	A modern city in Nigeria, previously called Edo and Igodomigodo before that
Ogiso	An Edo word meaning 'kings of the sky'

Other language I might use…

…for talking	impact, complex, sustain, surpass, spares, abundant, capacity, obstacle, futile, crucial, pivotal, exceptional, generalise, rigorous, verify, unintelligible, inform, phenomenon, perspective
…for ordering and chronology	contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context

Key questions I will think about

Trade	What objects were traded between the Benin people and other civilisations?
Civilisation	How does the Benin civilisation compare to European society at the time?
Power	How does the power of the Ogiso compare to other rulers you have learnt about?
Class	How was the Benin society organised? Is this similar to any other societies you have learnt about?
Empire	Why did the Benin civilisation come to an end?

The **Benin Bronzes** are plaques and statues that depict religious events, ceremonies, kings and warriors. Museums around the world have exhibited them since 1897; some of them are in the British Museum in London. Some are made from bonze, and others from brass (an alloy of copper and zinc). Some are made from a mixture of brass and bronze.





The ancient West-African kingdom of **Benin** was located in what is now **Nigeria**. Don't confuse the Benin kingdom with the modern country of Benin!
The bronzes are an important part of the kingdom's heritage, and historians have used them to learn about the Benin kingdom.
In 1897, the British army invaded the capital city of the Benin kingdom and took the city's royal treasures, including the Benin Bronzes. This was known as the **Benin Expedition**.

Pro-**repatriation** argument:

The **artefacts** should be sent back to their home countries so everyone there can learn about and feel proud of their own history, traditions and culture.

Anti-**repatriation** argument:

It's good to keep the **artefacts** in big museums around the world because more people from different places can see and learn about them.

For many years, Nigeria has asked other countries to return items that were looted from the Benin kingdom.

Benin City was a well-planned city. It was surrounded by many kilometres of defensive walls and ditches. Smaller villages, where farmers lived, surrounded the city and these also had their own walls. Merchants and craftspeople lived inside the city itself, and this is where many of the Benin Bronzes were made.

- 400 — The Yoruba start to use iron tools to clear the rainforest
- 900 — Benin Kingdom created when villages join together to form a larger community
- 900 — Work starts on a large moat to mark the boundaries of the kingdom
- 1130 — Last Ogiso – Ogiso Owodo
- 1180 — First Oba
- 1283 — Oba Ogule has the Benin City walls built
- 1440 — Oba Ewuare the Great expands the Benin Kingdom
- 1451 — Benin starts to trade with Portugal
- 1514 — Benin starts to trade with Britain and the Netherlands
- 1700 — The Benin Kingdom starts a period of decline after a civil war
- 1897 — The Benin Expedition – Britain takes control of the Benin kingdom

Year: Six
Term: Autumn

History Knowledge Organiser

Why did Britain once rule the largest empire the world has ever seen?

SUPER 6

- I can establish clear narratives with and across periods, and at local, national and world level
- I can compare and contrast places, people and cultures
- I can thoughtfully select, organize and use relevant information from a range of sources to inform my responses
- I can explain why Britain wanted a large empire
- I can explain how the history of empire had an impact on life in Britain in the 20th Century
- I can explain why the *Windrush* was important to Essex

Red / Orange / Green		
Red / Orange / Green		
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Red / Orange / Green		
Red / Orange / Green		



Cecil Rhodes

I can use specialist vocabulary and historical terms in sophisticated ways

imperialism		Powerful countries wanting to take control of other places around the world to create an empire
independence		Freedom from the control or influence of other countries
Triangular Trade		The process where slaves were taken from Africa to the Americas, raw materials were taken to Europe, and processed goods were taken to Africa to exchange for more slaves
HMT Empire Windrush		A ship that brought one of the first groups of post-war immigrants to Britain; they arrived at the port of Tilbury
Dominion		A self-governing nation of the British Empire, equal to Britain (these were Canada, Australia, New Zealand, Newfoundland, South Africa, and the Irish Free State)
immigrant		A person who goes to live in another country

Other language I might use…

…for talking		demographic, hierarchy, doctrine, stance, attribute, controversy, prejudice, robust, authentic, plausible, appropriate, analyse, corroborate, discern, paraphrase, epitomise, characteristic, extrapolate, bias, tertiary
…for ordering and chronology		simultaneous, cumulative, decontextualize

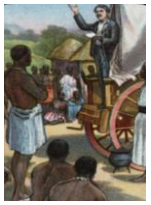
Key questions I will think about

Class		Even though everyone was a citizen of the British Empire, were they all treated the same? How is this similar or different to the Roman Empire?
Migration		Why did people move to Britain from the colonies after WW2? Was this migration welcomed?
Civilisation		Why did the British see themselves as superior to other countries?
Trade		What did the British want when they took over other countries
Empire		How did ruling an empire help Britain? Did it do the same for the people in the colonies?



By 1921, the **British Empire** was the largest empire the world had ever seen. There were many reasons why so many countries had been taken over and turned into **colonies**, including:

-resources -soldiers
-slaves -spreading religion









After WW2, Britain needed over 1 million extra workers to help rebuild the country. At the same time, many colonies wanted to become **independent**. In 1948, the British government invited people who lived in colonies to move to Britain and become UK citizens. In 1948, a ship called *HMT Empire Windrush* docked at Tilbury, Essex, bringing **immigrants** from the Carribean to live and work in Britain.

Life was often tough for these immigrants – the weather was very different to what they were used to; they worked in difficult jobs; and they had left behind friends and family.

The **'Windrush Generation'** refers to British citizens from the **Caribbean** who settled in the UK between 1945 and 1973.

Many people in the **Windrush Generation** had to deal with racism and discrimination.

Black people were often excluded from jobs and not allowed in restaurants and shops. Some landlords would not rent homes to black families.

In 1958 in Notting Hill. London, people were attacked and their property vandalized. The riots continued for weeks as people defended themselves. Claudia Jones organised the first Notting Hill carnival in 1959 to celebrate Caribbean culture and bring people together.

1607 First permanent colony in Jamestown, Virginia

1620s English colonies in the Caribbean

1757 British gain more control in India

1763 Britain takes control of Canada and Florida

1770 Britain claims control of parts of Australia

1787 First prisoners transported to Australia

1807 Slave Trade abolished in the British Empire

1833 Most enslaved people in the British Empire freed – slave owners given compensation

1877 Queen Victoria is proclaimed Empress of India

1881-1919 'Scramble for Africa'

1914-1918 First World War

1926 Canada, Australia, New Zealand and South Africa independent

1939-1945 Second World War



1948 British Nationality Act
NHS founded
Windrush docks at Tilbury in June

1956 Transport workers recruited directly from the West Indies

1963 Bristol bus boycott

1968 Racial discrimination in housing, jobs and banking is banned

2013 Laws passes to make it easier to remove people from the UK if they weren't born here

2018 'Windrush Scandal' uncovered

Year: Six
Terms: Summer

History Knowledge Organiser
Why was winning the Battle of Britain so important?

SUPER 6

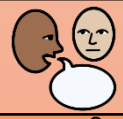
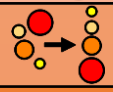
- I can thoughtfully select, organize and use relevant information from a range of sources to justify my opinions
- I can start to use and choose different levels of precision when dating events, and start to explain why that is important
- I can regularly ask and answer perceptive questions in historically valid ways
- I can explain the dangers faced by Britain in early 1940
- I can explain why Britain was able to win the Battle of Britain
- I can explain how people from all over the world worked together to defeat fascism

Red / Orange / Green		
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I can use specialist vocabulary and historical terms in sophisticated ways

Fuhrer		A dictatorial leader with absolute power
Prime Minister		In Britain, the leader of the elected government
Reich		The territory controlled by Nazi Germany from 1933-1945
RADAR		A system for detecting moving objects such as aircraft
blitzkrieg		Lightning warfare – a series of quick and decisive battles to achieve a knockout blow using mobile ground troops and air support
The Blitz		The British name for the German bombing campaign against London and other British cities; it comes from the word *blitzkrieg*, but was not an example of it

Other language I might use…

…for talking		demographic, hierarchy, doctrine, stance, attribute, controversy, prejudice, robust, authentic, plausible, appropriate, analyse, corroborate, discern, paraphrase, epitomise, characteristic, extrapolate, bias, tertiary
…for ordering and chronology		simultaneous, cumulative, decontextualize

Key questions I will think about

Power		Who held the power in Britain? Who held the power in Nazi Germany? How were the two systems different? How did the military strengths of the two countries compare?
Migration		Is evacuation a form of migration?
Civilisation		Do you think Great Britain and Nazi Germany could have peacefully coexisted?
Trade		How did people from other countries help Britain in the Battle of Britain?

There are many reasons why Britain won and the Germans lost the **Battle of Britain**, and historians continue to debate the most important factors today.

The Dowding System
This was an air-defence network that used observers, RADAR towers and fighter controls stations to detect German aircraft and intercept them quickly.

Spitfires and Hurricanes
The Spitfire was fast and agile and could shoot down German fighters; the Hurricane was strong and sturdy and good at shooting down bombers.

Home advantage
If RAF pilots bailed out, they would be rescued and able to re-join their units. German pilots would be captured.

Replacing losses
The British were able to replace pilots and planes that were shot down quicker than the Germans as their factories and airfields were closer to the action.

German errors
When the *Luftwaffe* switched to attacking cities, this allowed the RAF time to repair airfields and air defences.

Extra help
The RAF also had the benefit of experienced pilots who had escaped German invasions of their own countries helping them; 2800 RAF pilots flew in the Battle of Britain and over 500 of them were from other countries, including the Empire, Commonwealth and Europe.

Phase 1 – 10 July – 12 August 1940 – Attacks on Channel Shipping

Phase 2 – 13 – 18 August 1940 – Attacks on Airfields and Radar Stations

Phase 3 – 19 August – 6 September 1940 – *Luftwaffe* bomb towns, cities and airfields across England

Phase 4 – 7 September 1940 – 31 October 1940 – Mass bombing raids against London and other major British cities.

30th June 1940 – Channel Islands invaded

July 1940 – Nazi Germany prepares to invade Britain

August 1940 – The *Luftwaffe* attacks RAF airfields and RADAR stations

25th August 1940 – The RAF first bomb Berlin

September 1940 – The Luftwaffe switch targets from airfields and defences to London and other cities

17th September 1940 – Hitler postpones Operation Sea Lion indefinitely

31st October 1940 – The last daylight raid by the *Luftwaffe* – the Battle of Britain is over


Hawker Hurricane


Supermarine Spitfire


RADAR towers

Air Chief Marshall Hugh Dowding: Commander in Chief of RAF Fighter Command

