



<b>History Knowledge Organiser</b>	<b>Year 5: Cycle B (based on Y5 curriculum)</b>
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<b>Assessment of Skills.</b> <b>By the end of Year 5, children will be able to:</b>	<b>Tombs &amp; Treasure</b>	<b>Early Islamic Civilisation</b>	<b>Industrial Revolution</b>
<p><b><u>Chronology</u></b></p> <ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies.</li> <li>Know &amp; sequence key events of time studied.</li> <li>Use relevant terms &amp; periods.</li> <li>Labels relate current studies to previous studies.</li> <li>Make comparisons between different times in history.</li> </ul>	<p>This unit will continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>This unit will continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p>	<p>This unit will continue to develop a chronologically secure knowledge and understanding of British history.</p>
<p><b><u>Range in Depth of Historical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Study different aspects of life of different people- differences between men &amp; women.</li> <li>Examine causes &amp; results of great events &amp; the impact on people.</li> <li>Compare life in early &amp; late times studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Study an ancient civilisation in detail (e.g. Benin, Shang Dynasty, Egypt)</li> </ul>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<p><b><u>Interpretations of History</u></b></p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources - fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>	<p><b>Children should be taught</b> about the achievements of the earliest civilisations including an in-depth study of one of the following Ancient Sumer, The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><b>Children should be taught</b> about a non-European Society that provides contrasts with British History: e.g. early Islamic civilisation, including a study of Baghdad c.AD 900.</p>	<p><b>Children should</b> study an aspect or theme in British history that extends the pupils' chronological understanding beyond 1066. This could include:</p> <ul style="list-style-type: none"> <li>the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain.</li> </ul>
<p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of life in times studied.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, as well as significance.</li> </ul>	<p><b><u>Key Vocabulary:</u></b></p>		
<p><b><u>Organisation &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>Fit events into a display sorted by theme time</li> <li>Use appropriate terms, matching dates to people and events</li> <li>Record &amp; communicate knowledge in different forms.</li> <li>Work independently &amp; in groups, showing initiative.</li> </ul>			



## History Knowledge Organiser

## Year 6: Cycle A (based on Y6 curriculum)

<b>Assessment of Skills.</b> <b>By the end of Year 6, children will be able to:</b>	<b>Maya Civilisation</b>	<b>Power to the People</b>	<b>Children at War</b>
<b><u>Chronology</u></b> <ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies.</li> <li>Use relevant dates &amp; terms.</li> <li>Sequence up to ten events on a timeline.</li> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Use a developed historical vocabulary.</li> </ul>	<p>This unit will continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>This unit will focus on the growth of Western democracy and those who have fought for freedom. It will make links to leadership and those in leadership, e.g. abolition of slavery, suffragettes, civil rights movement. This unit will also establish clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>This unit will focus on children during WWII and its links to local history. The children will learn about the impact of the Battle of Britain, but especially upon the children. This unit will continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<b><u>Range in Depth of Historical Knowledge</u></b> <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views &amp; feelings.</li> <li>Compare beliefs and behaviour with another period studied.</li> <li>Write another explanation of a past event, in terms of cause &amp; effect, using evidence to support &amp; illustrate their explanation.</li> <li>Know key dates, characters &amp; events of time studied.</li> <li>Compare &amp; contrast ancient civilisations.</li> <li>Note connections, contrasts &amp; trends over time.</li> </ul>			
<b><u>Interpretations of History</u></b> <ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confident use of the library etc for research.</li> </ul>			
<b><u>Historical Enquiry</u></b> <ul style="list-style-type: none"> <li>Recognise primary &amp; secondary sources</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathering, from several sources, together in a fluent account.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><b>Children should be taught</b> about a non-European Society that provides contrasts with British History: e.g. Maya civilisation c.AD 900.</p>	<p><b>Children should be taught</b> about how the Greeks began democracy and their influence on the western world and about changes in social history and/or significant turning points in British history.</p>	<p><b>Children should be taught</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. a significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
<b><u>Organisation &amp; Communication</u></b> <ul style="list-style-type: none"> <li>Select aspect of study to make a display</li> <li>Use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>Communicate knowledge and understanding including extended writing</li> <li>Plan and carry out individual investigations</li> </ul>			