

History Knowledge Organisers

Time spent on topic:



Year 5

Term: Autumn 1

Cornerstones Topic: A Child's War

Topic: WW2

What should I already know?

Dates of, and key events/facts from, the Great Fire of London, Roman Empire, Stone Age, Native American period, Viking and Anglo-Saxon periods.

Chronological Understanding

Order events from WW2 and dates on a timeline using dates accurately.

Know and sequence key events of time studied

Use relevant terms and periods labels

Make comparisons between childhood now and in the 1930s.

Interpretation

Find and analyse a wide range of evidence about the past;

Start to understand the difference between primary and secondary evidence and the impact of this on reliability.

Give reasons why there may be different accounts of history.

Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.

Know that people in the past represent events or ideas in a way that may be to persuade others;

Evaluate evidence to choose the most reliable forms.

Begin to evaluate the usefulness of different sources.

Important Facts:

- After World War One ended in 1918, Germany had to give up land and was banned from having armed forces
- In 1933 Adolf Hitler became leader of Germany and promised to make his country great again. He quickly began to arm Germany again and to seize land from other countries.
- Britain declared war against Germany on after their unprovoked invasion of Poland.

Enquiry

Recognise when they are using primary and secondary sources of information to investigate the past—letters, propaganda posters. Use a wide range of different evidence to collect evidence about the past, such as *ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites*;

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

Investigate their own lines of enquiry by posing historically valid questions to answer.

Use of library, e-learning, research.

Cross-curricular Opportunities

DT creating Anderson shelters

PE Lindy hop / Music—Glen Miller— cultural influence of USA joining the Allies

Vocabulary

Evacuee	Someone who was moved from a dangerous place to a safer place (usually from cities to rural areas)
Allies	Countries which fought against Germany (Britain, France, USA, Russia 1941-45)
Blitz	Series of aerial bombing raids on the UK
Black-out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes
Rationing	The controlled distribution of resources (mainly food and clothing)
Axis	Countries which fought on the German side (Italy, Japan, Russia 1939-41)
Air raid shelter	A building to protect people from bombs dropped by planes
Holocaust	Mass murder of Jews and other people by the Nazis

Key People

	Winston Churchill
	Adolf Hitler

Knowledge and Understanding

Identify and describe connections, contrasts and trends over time in the everyday lives of people, including the differences between men and women.

Choose reliable sources of information to find out about the past.


Examine causes and results of great events and the impact these had on people;


Describe how historical events studied affect/influence life today.


Timeline


-Germany's invasion of Poland on 1st September 1939	-January 1940—rationing introduced across the UK	-July 1940—Battle of Britain	-30th April 1945 Adolf Hitler commits suicide
-3rd September 1939 Britain declares war on Germany	-June 1940—evacuation of Dunkirk	-December 1941—Japanese attack Pearl Harbour and USA enter WW2	-7th May 1945 Victory in Europe day
		-6th June 1944—D-day and Normandy invasions	-September 2nd 1945 Japansurren-


Vocabulary Word Mat for A Child's War


<p><u>Word</u></p> <p>Evacuee</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>Someone who was moved from a dangerous place to a safer place (usually from cities to rural areas).</p>	


<p><u>Word</u></p> <p>Allies</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>Countries which fought against Germany (Britain, France, USA, Russia 1941-45).</p>	


<p><u>Word</u></p> <p>Blitz</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>Series of aerial bombing raids on the UK.</p>	

<p><u>Word</u></p> <p>Blackout</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes.</p>	

<p><u>Word</u></p> <p>Axis</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>Countries which fought on the German side (Italy, Japan, Russia 1939-41).</p>	

<p><u>Word</u></p> <p>Rationing</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>The controlled distribution of resources (mainly food and clothing).</p>	

<p><u>Word</u></p> <p>Air raid shelter</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>A building to protect people from bombs dropped by planes</p>	

<p><u>Word</u></p> <p>Holocaust</p>	<p><u>Picture</u></p> 
<p><u>Definition</u></p> <p>Mass murder of Jews and other people by the Nazis.</p>	

History Knowledge Organisers

Time spent on topic: 8 hours



Year 5

Term: Spring 1

Cornerstones Topic: Stargazers

Topic: History of Space

What should I already know?

Dates of, and key events/facts from, the Great Fire of London, Roman Empire, Stone Age, Native American period, Viking and Anglo-Saxon periods.

Use of atomic weapons at the end of WW2

Moon landing in 1969

Some of the planets of the solar system

Chronological Understanding

Order the key events in the history of Space on a timeline using dates accurately. Begin to order these with events from previous time periods studied, including WWII.

Make comparisons between different times in history, including a discussion of the changes to technology and travel that have allowed further exploration of space

Interpretation

Deepen their understanding that historical knowledge comes from a range of sources, Understand that there can be many versions of the same events in history, giving reasons why these may exist. Start to understand the difference between primary and secondary evidence and the impact of this on reliability.

Sources as evidence

Accept, reject and comment on how useful sources are when carrying out research.

Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.

Important Facts:

Animals were sent to space first in order to check that it was safe for humans.

For many years, America and Russia were in a competitive race to reach space (during the Cold War). Russia were the first.

Sputnik 1 was the first spacecraft to travel to space, followed by Sputnik 2.

Tim Peake is the most recent astronaut to carry out extensive research from the international space station.

Enquiry

Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the history of space, such as pictures, posters, online material and photographs. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions, for example 'Is there life on other planets?' Use of library, e-learning, research.

Change and development

Discuss changes, similarities and differences.

Deepen understanding of trends/themes over time.

Describe what life was like for people living at the same point.

Cause and effect

Ask and answer clear and accurate questions about what happened.

Ask 'why' questions to further historical understanding.

Debate and discuss different opinions about historical causes and effects.

Vocabulary

NASA	National Aeronautics and Space Administration
ISS	International Space Station
Satellite	An artificial body placed in orbit around the earth, moon or another planet in order to collect information or for communication.
Orbit	The curved path of one object in space around another object.
Lunar	Related to the moon
Space probe	A robotic spacecraft that does not orbit Earth, but instead, explores further into outer space.

Key People

Yuri Gagarin	The first human to journey into outer space (1961).
Neil Armstrong	First person to walk on the moon (1969).
Tim Peake	First British astronaut to walk in space (2016).

Timeline

1949 Albert II is the first monkey in space
1957 (October) Sputnik launched
1957 (November) Laika the dog goes into space

1959 the Russians crash-land a space probe on the moon
1961 Yuri Gagarin is the first person to go into space
1963 Valentina Tereshkova is the first woman in space

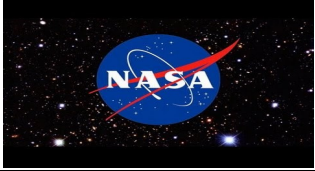
1965 first person to do a spacewalk
1966 Russians and then Americans land a space probe safely on the moon
1969 Neil Armstrong walks on the moon


1973 Russian space probe explored Mars
1981 the first space shuttle is launched
2000 the first permanent crew moved onto the ISS

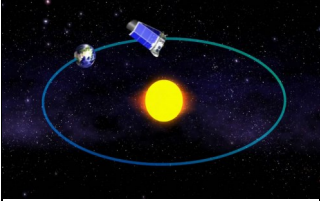
Cross-curricular Opportunities

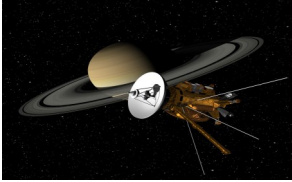
Science: Spece, forces / gravity.
English: newspaper article and non chronological report
Art: Peter Thorpe—space art.


Vocabulary Word Mat for Stargazers


<u>Word</u> NASA	<u>Picture</u> 
<u>Definition</u> National Aeronautics and Space Administration.	


<u>Word</u> ISS	<u>Picture</u> 
<u>Definition</u> International Space Station.	


<u>Word</u> Orbit	<u>Picture</u> 
<u>Definition</u> The curved path of one object in space around another object.	

<u>Word</u> Space Probe	<u>Picture</u> 
<u>Definition</u> A robotic spacecraft that does not orbit Earth, but instead, explores further into outer space.	

<u>Word</u> Lunar	<u>Picture</u> 
<u>Definition</u> Related to the moon.	

<u>Word</u> Satellite	<u>Picture</u> 
<u>Definition</u> An artificial body placed in orbit around the earth, moon or another planet in order to collect information or for communication.	

<u>Word</u> Tim Peake	<u>Picture</u> 
<u>Definition</u> First British astronaut to walk in space (2016).	

<u>Word</u> Neil Armstrong	<u>Picture</u> 
<u>Definition</u> First person to walk on the moon (1969).	

History Knowledge Organisers

Time spent on topic: 6



Year 5

Term: Summer 2

Cornerstones Topic: Pharaohs

Topic: Ancient Egypt

What should I already know?

Dates of, and key events/facts from, the Great Fire of London, Roman Empire, Stone Age, Plague, Viking and Anglo-Saxon periods., WW2—child's war, Space race
Used a range of sources of evidence, including artefacts, pictures and written sources.
Studied the way of life of people living a long time ago

Chronological Understanding

Make comparisons between different times in history by drawing a time line adding Stone age and Roman Empire
Add key events from Ancient Egypt to the timeline using dates accurately. (see timeline below)
Establish what is meant by 'ancient' and 'modern'.

Interpretation

Use pictures or a replica of an object from ancient Egypt. What does this source tell us about life in ancient Egypt?
Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs.
Start to understand the difference between primary and secondary evidence and the impact of this on reliability.
Consider why it is important for historians to consider a wide range of sources of information. Give reasons why there may be different accounts of history.
Know that people in the past represent events or ideas in a way that may be to persuade others;
Evaluate evidence to choose the most reliable forms.
Begin to evaluate the usefulness of different sources.

Cross-curricular Opportunities

Geography—Nile river

Important Facts:

We know about **ancient** Egyptian life because of evidence such as the pyramids, the **artefacts** that were found there and methods of communications such as the use of **hieroglyphics** and **papyrus** rolls.

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.

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**.

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**.

Tutankhamun's tomb was discovered in 1922 by Harold Carter, the British archaeologist.

Religion was very important in Ancient Egypt. They were polytheistic.

Enquiry

Use a wide range of different evidence to collect evidence about the past, such as pictures of artefacts, historic statues, figures, sculptures, ceramics. Sort these in different ways, eg Which are made from wood, paper, pottery, stone etc? Which tell us about food, death, daily life, clothes, houses? Which tell us about rich people, poor people?

Why do they think these objects have survived?

Recognise when they are using primary and secondary sources of information to investigate the past

Vocabulary

Ancient	Belonging to the distant past, especially to the period in history in history before the end of the Roman Empire
Archaeologist	a person who studies human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Primary source	Any piece of information that was created by someone who witnessed first hand or was part of the historical events that are being described.
Secondary source	Information that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching.
Artefact	An object from the past that shows evidence of what life was like
Pharaoh	A King of Ancient Egypt
Obelisk	A tall, slender, four-sided stone pillar shaped from a single stone
pyramid	Triangular building built as Egyptian tomb
Scarab	a beetle that was sacred to the ancient Egyptian
Sphinx	Egyptian statue having the body of a lion and the head of a man
Valley of the Kings	The area of desert canyons where many Pharaohs
Thebes	Capital of ancient Egypt
Hieroglyph	Form of writing using pictures

Key People

Tutankhamun	A young pharaoh who became famous because his tomb was untouched when it was discovered
Rameses the	One of the most powerful of all pharaohs

Knowledge and Understanding

Describe similarities and differences of Egyptian life for


Timeline


7500BC First settlers in Nile Valley	3100 BC Narmer unites region of Lower and upper Egypt	2335-2550BC Pyramids at Giza built and pyramids texts written	1279 BC Rameses II becomes Pharaoh
3500BC first use of Hieroglyphics	2650 BC First pyramid built	1336 Tutankhamen becomes pharaoh	332 Alexander the Great conquers Egypt
		1100 BC upper and lower Egypt split	30 BC Egypt becomes a Roman province.


Vocabulary Word Mat for pharaohs


<u>Word</u> Pharaoh	
<u>Definition</u> Ancient Egyptian ruler	


<u>Word</u> Obelisk	
<u>Definition</u> A tall, slender, four-sided stone pillar shaped from a single stone	


<u>Word</u> Pyramid	
<u>Definition</u> Triangular building built as Egyptian tomb	


<u>Word</u> Scarab	
<u>Definition</u> A beetle that was sacred to the ancient Egyptian	

<u>Word</u> Sphinx	
<u>Definition</u> Egyptian statue having the body of a lion and the head of a man	

<u>Word</u> Valley of the Kings	
<u>Definition</u> The area of desert canyons where many Pharaohs	

<u>Word</u> Thebes	
<u>Definition</u> Capital of ancient Egypt	

<u>Word</u> Hieroglyph	
<u>Definition</u> Form of writing using pictures	

<u>Word</u> Tutankhamon	
<u>Definition</u> A young pharaoh who became famous because his tomb was untouched when it was discovered	