

History Knowledge Organisers

Year 6

Term: Autumn

Cornerstones Topic: Fallen Fields

Time spent on topic: Half term

Topic: WW1



What should I already know?

- Events beyond living memory that have had significant impact on national life e.g. great fire of London
- The lives of significant individuals

Chronological Understanding

Sequence up to ten events on a time line using dates accurately
Place current study on time line in relation to other studies.
Accurately use dates and terms to describe historical events.
Understand and describe in some detail the main changes to an aspect in a period in history.
Understand how some historical events/periods occurred concurrently in different locations.

Interpretation

Find and analyse a wide range of evidence about the past. Evaluate the usefulness of different sources.
Understand the difference between primary and secondary evidence and the impact of this on reliability.
Know that people in the past have a point of view and that this can affect interpretation. Know that people in the past represent events or ideas in a way that may be to persuade others;
Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
Give clear reasons why there may be different accounts of his-

Important Facts:

- Franz Ferdinand assassination led to the start of WW1
- Start and end dates of WW1
- How WW1 is commemorated
- The different alliances (triple entente and central powers)
- Where key events in the war occurred
- The conditions of life in the trenches

The impact of the war on people in Europe

Knowledge and Understanding

- Identify and describe equipment and uniform used by soldiers in WW1
- Examine causes and results of great events and the impact these had on people.

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied.

Give reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and artefacts studied.

Describe how some of the things studied from the past affect/influence life today.

Vocabulary

Assassination	The murder of a prominent person
Alliances/ ally	Cooperating with someone else
Allied powers	An alliance consisting of GB, France, Russia, Italy and USA
Armistice	A ceasefire in fighting
No man's land	Area between opposing enemy trenches
Trench warfare	Soldiers fighting in trenches
Trench	Long ditch dug into the ground where soldiers lived in WW1

Key People

Franz Ferdinand	The Archduke of Austria—Hungary who was assassinated in 1914.
Black Hand Gang	A Serbian terrorist group responsible for the assassination

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 past, such as *pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, historic sites*;

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

Investigate own lines of enquiry by posing questions to answer.

Bring knowledge gathering from several sources to-

Cross-curricular Opportunities

- English: Newspaper reports, diaries from the trenches, WW1 poetry
- Remembrance day celebrations

Timeline

Franz Ferdinand assassination June 1914

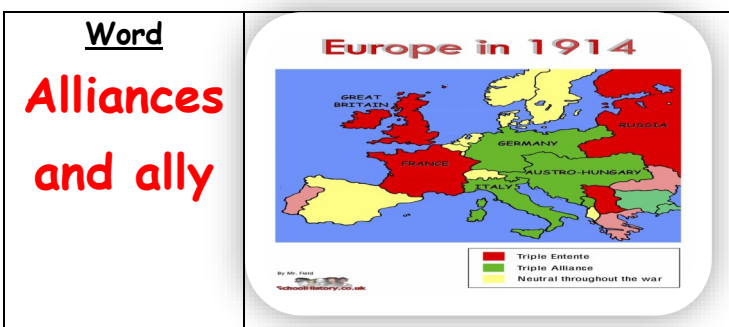
Christmas truce of 1914

Life of soldiers during the war (including trench life, uniform and equipment)

Treaty of Versailles and the end of the war



Definition
The murder of a prominent person.
In this case it relates to assassination of Archduke Franz Ferdinand of Austria on 28 June 1914 in Sarajevo, when they were mortally wounded by Gavrilo Princip a member of the Black Hand Gang.



Definition
A union or association formed for mutual benefit, especially between countries or organisations.



Definition
The **Allied Powers** included Britain, France, Russia, Italy and the United States.
These countries fought against the **Central Powers** which included Germany, Austria-Hungary, Ottoman Empire and Bulgaria.

Vocabulary Word Mat for Fallen Fields

Word
Armistice

Definition
An armistice is a formal agreement of warring parties to stop fighting. It is not necessarily the end of a war, as it may constitute only a cessation of hostilities while an attempt is made to negotiate a lasting peace.



Word
No man's land

Definition
No Man's Land was the empty strip of territory that divided two opposing armies. The enemies were divided by barbed wires and empty land. It was the place where cruel and deadly battles took place during the First World War



Word
Trench warfare

Definition
Trench warfare is a type of fighting where both sides build deep trenches to defend against the enemy. These trenches can stretch for many miles and make it nearly impossible for one side to advance.



History Knowledge Organisers

Year 6

Term: Spring

Cornerstones Topic: Revolutions

Time spent on topic: Half term

Topic: The Victorians



What should I already know?

- Events beyond living memory that have had significant impact on national life e.g. great fire of London
- The lives of significant individuals

Chronological Understanding

Sequence up to ten events on a time line using dates accurately. Place current study on time line in relation to other studies. Accurately use dates and terms to describe historical events. Understand and describe in some detail the main changes to an aspect in a period in history. Understand how some historical events/periods occurred concurrently in different locations.

Interpretation

Find and analyse a wide range of evidence about the past. Evaluate the usefulness of different sources.

Understand the difference between primary and secondary evidence and the impact of this on reliability.

Know that people in the past have a point of view and that this can affect interpretation. Know that people in the past represent events or ideas in a way that may be to persuade others;

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

Give clear reasons why there may be different accounts of history, link-

Change and development

Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Describe changes across an historical period (considering social, political, cultural and technological changes).

Sources as evidence

Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

Timeline

1837 Victoria becomes Queen.
1838 Slavery abolished.

1851 The Great Exhibition
1854 Crimean War

1861 Prince Albert dies.
1863 The London underground opens.

1901 Queen Victoria dies.
1903 Suffragette

Important Facts:

To know the chronology during the Victorian era.
To know about the British empire .
To understand what life was like in a Victorian Workhouse and to compare the lives of rich and poor children
To know about Queen Victoria's early life
To describe how the Victorian period has impacted on modern day society, including crime and punishment
To explore the role of women in Victorian times including the Suffragettes and their importance to Britain.
To know about the 'Industrial revolution', including the introduction of steam power and the ship building industry
The importance of Victorian inventions and why they were important
Identify important Victorian locations and their how they are connected to the Great Exhibition held in 1851

Knowledge and Understanding

Identify and describe connections, contrasts and trends over time in the everyday lives of people. Examine causes and results of great events and the impact these had on people. Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied.

Give reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and

Cause and effect

~~Independently studied.~~ answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.

Vocabulary

Suffragette	A <i>suffragette</i> was a member of a women's organisations in the early 20th century who fought for the right to vote
Workhouse	Public institution in which the destitute received board in return for work
Empire	A group of countries ruled by a single monarch
Victorian	Relating to the reign of Queen Victoria
Industrial Revolution	Period of major industrialisation and innovation
Industrialisation	Development of industries on a wide scale
Bobbies/Peelers	Police officer, named after Sir Robert Peel

Key People

Queen Victoria	The Queen of England
Dr Barnardo	Irish philanthropist

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 past, such as *pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, historic sites;*

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

Investigate own lines of enquiry by posing questions to answer

Cross-curricular Opportunities

DT Victorian fairground rides


Art William Morris prints

<u>Word</u>	<u>Definition</u>
Workhouse	Public institution in which the destitute received board in return for work. The workhouse was intended to help the poorest in society, but became known for its terrible conditions, forced child labour, long hours, malnutrition, beatings and neglect.



<u>Word</u>	<u>Definition</u>
Bobbies / peelers	Peelers was the name given to the first police officers. They were named after Sir Robert Peel who introduced them, first in Ireland, and then in England. They were also known as Bobbies in England.



<u>Word</u>	<u>Image</u>
British Empire	
<u>Definition</u>	
The British Empire comprised the countries, colonies and other territories ruled or administered by the United Kingdom.	


Vocabulary Word Mat for Revolutions

<u>Word</u>	<u>Image</u>
suffragette	

<u>Definition</u>
A suffragette was a member of a women's organisations in the early 20th century who fought for the right to vote .

<u>Word</u>	<u>Definition</u>
Industrial revolution	The Industrial Revolution was the transition to new manufacturing processes in the UK and across Europe and the USA.



<u>Word</u>	<u>Image</u>
Hard labour	

<u>Definition</u>
Hard Labour describes the punishment exactly. Prisoners were often used as the main work force in quarrying, building roads or labouring on the docks. Criminals could be sentenced for just a few days, weeks or even years.

History Knowledge Organisers

Time spent on topic: 6 weeks



Year 6

Term: Summer 1

Cornerstones Topic: Gallery Rebels

Topic: History of art

What should I already know?

Different art periods from the past:

Year 1

Abstract (Mondrian)

Year 2

Cubism and post-impressionism (Van Gough and Picasso)

Year 4

Expressionism (Hokusai)

Year 5

Expressionism, Post-impressionism, Fauvism (John Constable, Matisse)

Year 6 Autumn term

Impressionism (Edgar Degas)

Important Facts:

The chronology of art movements throughout history. (see timeline)

Different artists specific to each movement

That graffiti is known to have started in NYC in the 1970s.

Graffiti was part of the Hip Hop culture which also saw the start of rapping and break dancing.

Rap music was a reaction to the disco music of the period. Disco was centred in the rich clubs of Manhattan and rap emerged on street corners as an alternative to those who couldn't afford this lifestyle.

Knowledge and Understanding

Identify and describe connections, contrasts and trends over time in the everyday lives of people.

Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Describe similarities and differences between some people, events and artefacts studied.

Describe how some of the things studied from the past affect/influence life today.

Know key dates, characters and events of time studied.

Enquiry

Use a wide range of different evidence to collect evidence about the past, such as *pictures, documents, printed sources, posters, online material, photographs, artefacts, figures*;

Investigate own lines of enquiry by posing questions to answer.

Vocabulary

Art movement

A tendency or style in art with a specific common philosophy or goal, followed by a group of artists during a specific period of time, (usually a few months, years or decades)

Graffiti

Writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.

Political activist

An **activist** is a person who campaigns for some kind of social change.

Stencil

A sheet of card or plastic with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Mural

Artwork on a wall.

Key People

Banksy

Political activist and graffiti artist

Cross-curricular Opportunities

- Writing a balanced argument about graffiti in English.
- Creating a piece of pop art in the style of Roy Lichtenstein in art

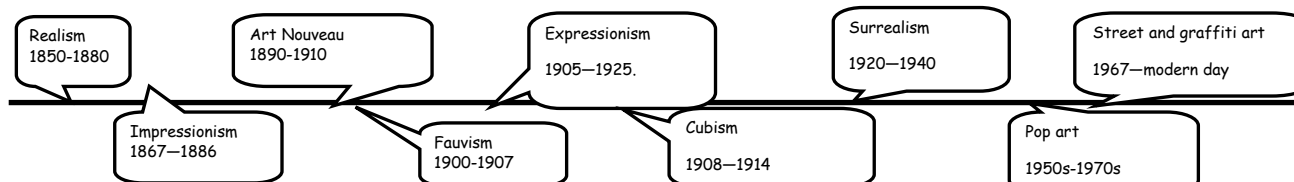
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Timeline



Word
Graffiti



Definition

Writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.

Word
Stencil



Definition

A sheet of card or plastic with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Word
Art movement

Definition

A tendency or style in art with a specific common philosophy or goal, followed by a group of artists during a specific period of time, (usually a few months, years or decades)

Word
**Political
activist**



Definition

An **activist** is a person who campaigns for some kind of social change.

Vocabulary Word Mat for Gallery Rebels

Word
Mural



Definition

Artwork on a wall.