

North Petherwin and Werrington Knowledge and Skills Organiser

History



Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Our scheme of learning for History is based on the National Curriculum.

The lessons have been sequenced to reinforce learning and build on knowledge.

Intention

History is about events that have taken place in the past, whether it is 100 years ago or last week. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship. We want our pupils to understand the motives of the past and to learn from this.

Aims

History at North Petherwin and Werrington Primary School aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then support with their historical knowledge. They should have a firm grasp of the research processes and are able to use the correct historical terminology.

At EYFS:

- To develop an awareness of time and change.
- To sequence events in stories and in their own lives.
- To use appropriate vocabulary.

In Key Stage 1:

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.

- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.
- To use the correct terminology.

In Key Stage 2:

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To use Historical vocabulary and English grammar in line with National curriculum.
- To ensure there is progression from Key Stage 1 through teaching and combination of in-depth and overview studies about British, local and world histories.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children’s learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil’s social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving, Creativity, Resilience and Determination.

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<p><i>Do I know what I need to do to complete my task?</i></p> <p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p>	<p><i>Can I explain my learning to someone else?</i></p> <p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p>	<p><i>Can I organise my knowledge to support new learning?</i></p> <p><i>I can look for and recognise similarities and differences in my tasks.</i></p>

	<p><i>How well have I achieved my success criteria? What is my next step? I can seek feedback from others to help me in my next steps.</i></p>	<p><i>I can share my ideas and questions to deepen my understanding. I know how I did at the end of my learning. I can explain how things link together.</i></p>	<p><i>I can organise my knowledge to support new learning. When have I applied my learning to another area? I know where I am heading in my learning. I understand what I am learning, where I am going and how to get there. I know what success looks like.</i></p>
EYFS	<p>To understand chronology I understand that times passes in sequential order. I understand that the passage of time changes the world around us.</p>	<p>Build an overview of world history; to compare and contrast/ understanding of similarities and differences I understand that the passage of time changes us all. I understand that I need to change what I do/wear in response to the passage of time.</p>	
	<p>Developing Historical interpretation/ enquiry / to investigate and interpret the past I can play with historical artefacts imaginatively and appropriately.</p>	<p>To use historical vocabulary I can use key vocabulary associated with the passage of time. Timeline. Everyday language linked to time- then, before, now, next, soon. Past/ present, future forms.</p>	
Metacognition	<p>Planning <i>What resources do I need to carry out my task? Can I describe what I am going to do? How can I link my learning with my own experiences to help me?</i></p>	<p>Monitoring <i>Am I doing well?</i></p>	<p>Evaluation <i>How did I do? Am I able to re-tell stories and link them to other areas of learning?</i></p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
Year A 1, 2, 3 Knowledge	<p>National Curriculum The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>National Curriculum Local History – Changes in Britain from the Stone Age to the Iron Age</p>	<p>National Curriculum The lives of significant individuals in the past who have contributed to national and international achievements:</p>
	<p>Enquiry – What does it take to be a great explorer?</p>	<p>Enquiry: How did the lives of Ancient Britain change during the stone age?</p>	<p>Enquiry: Who wears the Crown?</p>

	<p>What an explorer does (past and present) Achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer. The accomplishments of Amy Johnson and why they were remarkable. What Christopher Columbus succeeded in doing and why he was able to succeed. Who Neil Armstrong was and what he achieved in 1969. What the 'space race' was in the 1960's The personal qualities that most explorers must have in order to succeed.</p>	<p>How time is divided into history, prehistory, and deep time. Why the Stone Age is part of 'prehistory' How archaeologists use artifacts to understand life in the Stone Age. Why most Ancient Britons were hunter gathers. The difference between Stone Age winter and summer camps. Why in the New Stone Age Ancient Britons began to build permanent settlements. How and why life for Ancient Britons changed from the Old to New Stone Age.</p>	<p>Describe what a crown is and explain why kings and queens wear them. Know that the Queen of England is Elizabeth II. Know what a coronation is. Describe some of the things that happen during the coronation ceremony of a king or queen of the United Kingdom. Identify some of the objects that the crowned monarch wears and holds during a coronation.</p>
Vocabulary	<p>Voyage, explore, pioneer, discrimination, New World, navigate, merchant, indigenous, mission, motive</p>	<p>Anachronism, archaeologist, prehistory, artefact, evacuation. reconstruction, hunter-gatherer, nomadic, flint, knapping, domesticate, ceremony</p>	<p>Coronation, state coach, Westminster Abbey, London, balcony, Buckingham Palace, United Kingdom, ceremony, robes, oath, orb, sphere, sceptre, throne. Historic, landmark, River Thames, House of Parliament, park, hotel, gallery, theatre, market, capital city, castle, statue, bridge, St Paul's Cathedral, millennium, Tower of London.</p>
Year B 1,2, 3 Knowledge	<p>National Curriculum Significant historical events, people and places in their own locality.</p> <p>Enquiry: Who is the greatest history maker? Who Guido (Guy) Fawkes was Why Guy Fawkes and his conspirators planned to blow up the houses of parliament How this failed attempt is commemorated each year.</p>	<p>National Curriculum Events beyond living memory that are significant nationally or globally.</p> <p>Enquiry – Why did Delia buy a new hat? Recall that the Edwardian period in history was between 1901-1910 and that the monarch was King Edward VII Identify and describe the extreme wealth and poverty in the Edwardian times.</p>	<p>National Curriculum Events beyond living memory that are significant nationally or globally.</p> <p>Enquiry – How do we know so much about what happened in the Great Fire of London? Identify and describe the probable cause of the Great Fire of London in 1666. Describe what living conditions in London were like for most people in 1666.</p>

	<p>Why Guy Fawkes is considered a significant person in History.</p> <p>What Malala Yousafzai, Margret Thatcher, Hatsheput, Marie Curie, Grace O'Malley and Elizabeth I achieved.</p>	<p>Identify and describe who people referred to as aristocracy were.</p> <p>Compare and contrast the life of aristocracy with people in the working classes.</p> <p>Describe who an emigrant is compared with an immigrant.</p> <p>Explain why so many working-class immigrants left Britain and Ireland to begin a new life during Edwardian times</p> <p>Explain why there were so many emigrants on the Titanic on its maiden voyage to New York in 1912.</p> <p>Describe what occurred on the Titanic during the final 24 hours of its voyage on April 15th, 1912.</p>	<p>Suggest reasons why these conditions enabled the fire to spread so quickly.</p> <p>Describe and sequence some of the main events that occurred during the fire.</p> <p>Describe the main effects of the fire on the city.</p> <p>Suggest why some sources of evidence are more reliable than others.</p> <p>Describe who Samuel Pepys was and why is diary is an important source of primary evidence.</p> <p>Describe the main actions taken to control of the fire.</p>
Vocabulary	<p>Discrimination, new world, motive, conspiracy, commemorate, effigy, chieftain, Pharoah, X-ray, pirate, privateer, famous, infamous</p>	<p>Period, poverty, emigrant, immigrant, maiden voyage, domestic, commemorate steerage, manifest, embark, disease, famine</p>	<p>Extinguish, firebreak, sporadic, reconstruct, militia, reticence, compensation, lamentable, hovel, inflammable, tenement, debris</p>
<p>Disciplinary Thinking Skills</p> <p>KS1</p>	<p>Recognise</p> <p>Identify</p> <p>Describe</p> <p>Observe</p> <p>Select</p> <p>Categorise/classify</p> <p>Sequence</p> <p>Compare and contrast</p> <p>Recall</p> <p>Reason/speculate</p> <p>Summarise</p> <p>Empathise</p>	<p>Name and point out who or what something is</p> <p>Distinguish something or someone from others that may be similar</p> <p>'Say what you see'. Give an account in words of something or someone</p> <p>Identify and distinguish with a degree of analysis some things that may be potentially more noteworthy or important than others</p> <p>Decide upon and choose the information considered most suitable or relevant</p> <p>Arrange information into particular groups according to shared qualities or characteristics</p> <p>Place a set of related events or things that follow each other into an order</p> <p>Find similarities and differences</p> <p>Remember and recount something learned</p> <p>Thinking and forming ideas about something without necessarily firm evidence yet to back it up</p> <p>Outline or sum up briefly the main points about something</p> <p>Placing yourself in another's position to better understand their motives, decisions, and actions</p>	
KS2	<p>Reasoning and speculating</p> <p>Synthesising</p>	<p>Forming ideas about something without firm evidence</p> <p>Combining a range of ideas and facts from different sources</p>	

Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Have I done anything like this before?</i> <i>How can I link my learning with my own experiences to help me?</i> <i>What type of resources will I need to complete my learning?</i> <i>Have I got everything I need to complete my task?</i>	Monitoring <i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>	Evaluation <i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i> <i>How did the feedback I received help me?</i>
Year A 4,5,6 Knowledge	<p>National Curriculum A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Why was winning the Battle of Britain so important? Why Adolf Hitler came to power in Nazi Germany. Why Britain entered into war with Nazi Germany in 1939. Which countries were allies of Britain in the war. Why Nazi Germany invaded and occupied most of Western Europe by 1940. Why Britain faced the threat of invasion by Nazi Germany in 1940. Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion The main events of the Battle of Britain. How and why Britain defeated Nazi Germany in the Battle of Britain. The significance of this victory in terms of the final outcome of the Second World War.</p>	<p>National Curriculum The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</p> <p>Shang Dynasty Enquiry – How did a pile of dragon bones help to solve an Ancient Chinese mystery? That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC. This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation. That until 1899 there was no evidence that the Shang Dynasty had ever actually existed. What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty. The likely purpose of carved oracle bones during the Shang Dynasty. What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty. Why there is no evidence of the lives of ordinary people of the Shang Dynasty.</p>	<p>National Curriculum The Roman Empire and its impact on Britain.</p> <p>How did the arrival of the Romans change Britain? (Local History) What an empire is. Modern day countries that were once part of the Roman Empire. Why Claudius invaded Britain in AD 43. Who Boudica was and why she was such a threat to the Roman settlement of Britain. The lifestyle of many high-status Romans living in Britain. Why the Romans constructed Hadrian's Wall in AD122. How and why the Romans designed and built many towns in Britain. What a gladiator was and why gladiatorial games were organised in Britain.</p>

		<p>How and why the impacts of the reigns of King Cheng Tang and Di Xin were so different.</p> <p>The importance of the Shang burial chamber. discovered at Yi Au in 1976.</p> <p>What the artefacts and remains found in the tomb tell us about the person who was probably buried there.</p> <p>Why tombs of monarchs and noblemen often became the target of graverobbers during the Shang Dynasty.</p> <p>How life during the Shang Dynasty compared with life for most people in Bronze Age Britain.</p>	<p>Why so much evidence remains today in Britain of the Roman occupation.</p> <p>Why most Romans eventually left Britain and returned to Rome.</p>
Vocabulary	Fuhrer, Prime Minister, Reich, allies, radar, evacuation, combat, blitzkrieg	Reconstruct, artefact, legend, myths, emperor/empress, parchment, oracle, intercede, inscription, divining, conquest, ceremonial, restore	Natural resource, occupied, epitome, pacify, uprising, plebian, lanista, philospher
Year B 4,5,6 Knowledge	<p>National Curriculum</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Bronze Age – What is the secret of the Standing Stones? <i>(Local History)</i></p> <p>The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age.</p> <p>How bronze was made from smelting copper and tin.</p>	<p>National Curriculum</p> <p>Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Anglo Saxons -Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>What happened in Rome in AD 410 that convinced the Romans to leave Britain.</p> <p>Who the Anglo Saxons were and where they came from.</p> <p>Why the Anglo Saxons settled in England after the Romans began to leave.</p> <p>Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.</p> <p>Why the Anglo Saxons were referred to as ‘pagan’.</p>	<p>National Curriculum</p> <p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</p> <p>Ancient Egypt - What happened to the boy in the golden mask?</p> <p>The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC</p> <p>What a Pharaoh was and the role they played in Ancient Egyptian society</p>

	<p>Some ways in which the invention of bronze changed the lives of people.</p> <p>Why metal workers who could smelt bronze had such high status in Bronze Age society.</p> <p>The significance of the artefacts buried with the 'Amesbury Archer'.</p> <p>Why the 'Amesbury Archer' was given the richest burial known in Bronze Age Britain.</p> <p>What a monument is.</p> <p>Why Bronze Age people may have built so many stone circle monuments.</p> <p>The design, layout and possible purpose of the stone monuments at Merrivale.</p>	<p>Why England began to convert to Christianity after the arrival of Constantine in AD 597.</p> <p>How ordinary people were affected by England's conversion to Christianity.</p> <p>Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</p>	<p>The religious beliefs of Ancient Egyptians</p> <p>The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at</p> <p>The importance of the Book of the Dead</p> <p>The significance of the Valley of Kings to Pharaohs</p> <p>When Tutankhamun became Pharaoh and when he died</p> <p>The role that Horemheb and Ay played in Tutankhamun's life as Pharaoh</p> <p>Who Howard Carter was and his work as an archaeologist</p> <p>The significance of the discovery of the tomb of Tutankhamun in 1922</p> <p>The range of artefacts that the tomb contained</p> <p>What these artefacts suggest about the life and beliefs of Pharaohs</p> <p>Why ensuring that a Pharaoh entered Afterlife was so important to ordinary people in Ancient Egypt</p> <p>Why the cause of Tutankhamun's death remains a mystery</p> <p>What the possible causes of his death may have been based on the evidence available</p>
Vocabulary	Smelting, alloy, bronze, status, monument, ceremony, interred, cist, commemorate, capstone	Barbarian, village, pagan, roman Catholicism, Pope, conversion, chronicle, noble, serf, feudal system, reconstruct	Artefact, Pharaoh, sarcophagus, embalming, desiccate, malaria, forensic
Disciplinary thinking skills	Reasoning and speculating Synthesising Explain	Forming ideas about something without firm evidence. Combining a range of ideas and facts from different sources to develop an argument or explanation. Demonstrate understanding of how or why something is the way it is as a result of synthesising information.	

	<p>Empathise</p> <p>Informed conclusion</p> <p>Reasoned judgement</p> <p>Justify</p> <p>Apply</p> <p>Evaluate</p> <p>Critique</p> <p>Hypothesise</p>	<p>The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values).</p> <p>A knowledgeable summing up of the main points or issues about something.</p> <p>A personal view or opinion about something supported by factual evidence.</p> <p>Give reasons to show or prove what you feel to be right or reasonable.</p> <p>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation.</p> <p>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Come up with an idea, question, or theory that can be investigated to see whether it has any validity or truth.</p>	
Metacognition	Planning	Monitoring	Evaluation
	<p><i>What resources do I need to carry out my task?</i></p> <p><i>Where do I start and what strategies will I use?</i></p> <p><i>What type of resources and materials will I need to complete my learning?</i></p> <p><i>How can I break down the task into smaller steps?</i></p>	<p><i>Am I finding this challenging?</i></p> <p><i>Is there anything I need to stop and change to improve the understanding of my learning?</i></p> <p><i>Do I need to re-read information to make it clearer?</i></p> <p><i>Do I need to change my strategies?</i></p>	<p><i>Did I use the right strategy?</i></p> <p><i>How did the feedback I received help me?</i></p> <p><i>For future tasks, would I use another strategy?</i></p> <p><i>Did I pace myself appropriately to get the task done?</i></p>