

Learning Organiser: What does it mean to be a history maker?

Key objective

To understand what a range of people remembered by history achieved and to consider which you feel was the most significant

Important things I will know, understand and do

Who Guido (Guy) Fawkes was

Why Guy Fawkes and his conspirators planned to blow up Parliament in 1605

How this failed attempt is commemorated each year

Why Guy Fawkes can be considered a significant person in history

What Malala Yousafzai, Margaret Thatcher, Hatshepsut, Marie Curie, Grace O'Malley and Elizabeth I achieved

How the accomplishments of these people compare

Which I consider made the most significant contribution

What perspective means when it comes to judging people and events

Important people I will investigate



Guido (Guy) Fawkes



Malala Yousafzai



Hatshepsut



Margaret Thatcher



Grace O'Malley



Marie Curie



Elizabeth I

Important historical concepts I will understand

Significance	identifying events, sources, people or ideas I think are the most important
Sources	evidence I use to gather information and reach judgements
Chronology	arranging things that happened in the past in their correct order
Causation	where something happens as a result of another previous event
Perspective	seeing events from different viewpoints
Empathy	placing myself in another's position to better understand their actions
Empire	a group of countries ruled by a single person, government or country
Conquer	take control of a place or people by force
Monarch	a king or queen that rules a country
Equality	having exactly the same rights in life as everybody else
Prime Minister	the leader of an elected government.
Parliament	an assembly of people who make the laws for a country

Important historical sources I will use

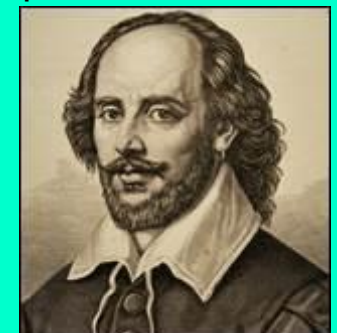
- Photographs
- Paintings
- Statues
- Sculpture
- Maps
- Murals
- Buildings
- Engravings
- Books

Important Commemoration



Guy Fawkes Night

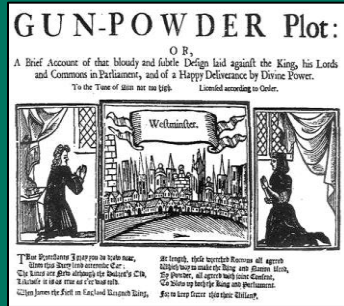
Important author



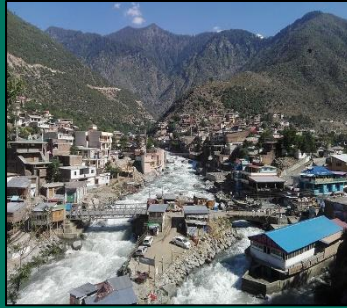
William Shakespeare

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Important places I will visit



The House of Lords, Westminster, London 1605



Swat Valley, Pakistan



Hatshepsut's temple, Egypt



Ten Downing Street, London



Rockfleet Castle, County Mayo, Ireland



Elizabethan England

Important subject vocabulary I will learn

Discrimination	where someone or a group of people are treated differently or unfairly
New World	the lands of North America and South America that were not known to most Europeans until the 1500s
Motive	the reason someone has for acting in a particular way
Conspiracy	a secret plan by a group to do something unlawful
Commemorate	doing something to mark an event or person from the past
Effigy	a model of a person such as a statue or dummy
Chieftain	a leader of a tribe or clan of people
Pharaoh	the kings and queens of Ancient Egypt
X-ray:	a photograph of the inside of the body created by using a small amount of radiation
Pirate	a person who attacks and robs ships at sea
Privateer	a person granted permission by a monarch to attack and rob ships owned by another country
Famous	someone known and recognised by many people for generally good reasons
Infamous	someone well known for doing something bad or unlawful

Disciplinary thinking skills I will use to understand what I learn

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant to answer a question
Categorise/ Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/ speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition
Summarise	Outline or sum up briefly the main points about something
Empathise	Placing yourself in another's position to better understand their motives, decisions and actions