







Learning Organiser for Year 1 History: Beaches Past and Present

National Curriculum Summary - Key Subject Concept		Key Questions
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should identify the similarities and differences between ways of life in different periods.		What is the same/different between holidays now and in the past? Can you name the places that you could visit on holiday? Can you identify some hot and cold places in the world? Can you identify what you might wear in hot or cold countries? Can you name what you might find in a village, town or city?
Key Vocabulary	Definition	Key Facts
Beach	a pebbly or sandy shore, especially by the sea between high- and low-water marks.	The First Holidays - Reasons were nearly always health related. Seawater was considered to have a beneficial effect on health and cure diseases. The first seaside holidaymakers were wealthy people. Improved Transport in the 19th Century - development of railways and use of other transport such as steamboats allowed many more people to visit resorts. As rail fares became cheaper, people began to travel further and more often. Families started to go on holiday and on day trips to the new seaside resorts. Air Travel - Air travel made holidays abroad cheaper and easier. Hot/Cold Holidays - People experience extreme changes in temperature on modern holidays and can prepare for this by taking suitable clothing e.g. sunglasses, ski boots etc. Holidays in the 21st Century - People are choosing to visit sights of significance including towns, cities, villages, beaches, mountains, ports, seas, rivers, cliffs etc.
Sea	the salt water covering most of the earth	
Cliff	a very steep, vertical, or overhanging face of rock, earth, or ice	
City	A city is a place where many people live closely together.	
Ocean	An ocean is a huge body of salt water.	
Town	a thickly settled area that is usually larger than a village but smaller than a city.	
Village	A village is a community made up of a small number of houses, usually in a country area.	
Farm	a piece of land used for growing crops or raising animals.	
Port	a town or city with a harbour where ships load or unload cargo	
Harbour	A harbour is a deep body of water that protects boats near land.	
Now	At the present time or moment.	
Then	At that time	
Present	Existing or occurring now.	
Past	Gone by in time and no longer existing.	
New	Something that is new has not been used or owned by anyone.	
Old	Something that is old has existed for a long time.	
After	In the time following.	
Before	During the period of time preceding	
Skills	Diagrams/Charts/Pictures	
Sequence 3 or 4 artefacts from distinctly different periods of time. Compare adults talking about the past - how reliable are their memories? Find answers to simple questions about the past from sources of information e.g. artefacts		
Possible Experiences	Biographical Information	
Weston Pier - beaches past and present talk. Weston Museum.		

Learning Organiser for Year 1 History: Florence Nightingale

National Curriculum Summary - Key Subject Concept		Key Questions
The lives of significant individuals in the past who have contributed to national and international achievements.		Why was Florence Nightingale significant? What impact has she had on hospitals today?
Key Vocabulary	Definition	Key Facts
Infection	An illness caused by spreading germs.	<p>Florence believed that God told her to spend her life looking after people so she became a Nurse. The Crimean war started and Florence went to go and look after the soldiers who has been hurt. The hospitals where she worked were awful and there was not enough, medicine or beds.</p> <p>Florence wanted to make things better. They cleaned the hospitals from top to bottom and all the nurses had to clean their hands to prevent infection.</p> <p>Florence was loved and adored by all the soldiers. They called her 'The Lady with the lamp' because she walked around the wards at night with a lantern. Florence spent the rest of her life trying to make hospitals a better place for everybody.</p> <p>She was awarded the Royal Red Cross by Queen Victoria in 1883.</p>
Unhygienic	Dirty or unclean.	
Lady of the Lamp	Florence was known as this as she would walk around the ward at night, caring for the soldiers.	
Founder	A person who starts something.	
Cholera and Typhus	Diseases suffered by the soldiers due to poor toileting and washing facilities.	
St Thomas's Hospital	In 1860 Florence opened her own training school here.	
Patient	A person that is ill in hospital.	
Skills		Chronological information
<p>Discussing a significant person.</p> <p>Recognise the difference between the past and present in others' lives.</p> <p>They know and recount episodes from stories about the past</p>		
Possible Experiences	Biographical Information	
Visitor in(?)	<p>Name: Florence Nightingale</p> <p>Born: 12 May 1820 Florence, Italy</p> <p>Died: 13 August 1910, London</p> <p>Jobs: Nurse Founder of Modern Nursing</p> 	



Learning Organiser for Year 1 History: Mary Anning

National Curriculum Summary - Key Subject Concept		Key Questions
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide range of vocabulary. They should ask and answer questions and understand some ways we find about the past.</p>		<p>Who was Mary Anning?</p> <p>When did Mary Anning die?</p> <p>What did she find?</p> <p>Where did she live?</p>
Key Vocabulary	Definition	Key Facts
Palaeontologist	A palaeontologist is a scientist who studies fossils.	<p>Mary Anning:</p> <ul style="list-style-type: none"> famous English fossil hunter spent months uncovering the body of her first fossil, a reptile that swam at the time of the dinosaurs. lived in a town called Lyme Regis. sold her fossils to make money for her family. has her own fossil named after her! <p>1799 Mary Anning is born</p> <p>1810 Mary Anning discovers her first fossil called an Ichthyosaur.</p>  <p>1823 Mary discovers a Plesiosaurus</p>  <p>1828 Mary discovers a Pterodactylus</p>  <p>1847 Mary died aged 47</p>
Pioneer	A person who is among the first to explore something	
Dinosaur	A fossil reptile of the Mesozoic era in many species.	
Fossils	The remains or impression of a prehistoric plant or animal embedded in rock and preserved in petrified form.	
Future	A period of time following the moment of speaking or writing	
Scientist	A person who is studying or has expert knowledge of one or more of the natural or physical sciences.	
Significant	Sufficiently great or important to be worthy of attention; noteworthy.	
Skeleton	An internal or external framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant.	
Source	A place, person, or thing from which something originates or can be obtained.	
Timeline	A graphical representation of a period of time, on which important events are marked.	
Skills		Diagrams/Charts/Pictures
<p>Recognise the difference between the past and present in others' lives.</p> <p>They know and recount episodes from stories about the past</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>		
Possible Experiences		Biographical Information
<p>Weston museum</p>		<p>Mary Anning 1799-1847</p> 

Learning Organiser for Year 2 History: Changes within living memory

National Curriculum Summary - Key Subject Concept		Key Questions
<p>Pupils should be taught:</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of changes in national life.</p>		<p>What did children play with in the past? How have computers changed over time? How did people listen to music in the past? How have phones changed over time? Have these things changed our lives for the better?</p>
Key Vocabulary	Definition	Key Facts
technology	The application of scientific knowledge for practical	1936 First computer invented.
telephone	A system for transmitting voices over distance.	1876 First phone invented. Alexander Graham Bell got patent for it.
cassette	A sealed plastic unit containing audio tape.	Toys were made of wood and metal but now more made of plastic.
gramophone	An old fashioned record player.	
Record player	A machine for plain music from records.	
record	A thin plastic disc carrying record sound.	
Skills		Diagrams/Charts/Pictures
<ul style="list-style-type: none"> Sequence artefacts closer together in time. Sequence photographs from different period in their life. Describe memories of key events in their lives. Identify differences between ways of life at different times. Observe and handle sources to answer questions about the past. 		
Possible Experiences		Biographical Information
<p>Artefacts box from Weston Museum for children handle real artefacts.</p>		




Learning Organiser for Year 2 History: Great Fire of London

National Curriculum Summary - Key Subject Concept		Key Questions
Pupils should be taught: Events beyond living memory that are significant globally or nationally. Lives of significant individuals in the past that have contributed to national achievements		When and where did the fire start? Why did the fire spread? How did they fight the fire? How did the fire stop? How many people died? What happened after the fire?
Key Vocabulary	Definition	Key Facts
London	Capital city of England where the fire started.	The fire of London started in a bakery in Pudding Lane on 2nd September 1666. It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade. They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks. The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out. 6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building. 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Streets were wider, houses were made of stone and the fire brigade was created.
River Thames	Main river through London.	
Diary	A personal record of a person's life.	
Eye witness	A person who saw events as they happened	
Bakery	Where bread and cakes are made and where the fire started.	
Embers	Small pieces of glowing wood or coal left from a fire.	
Flammable	A material that burns easily.	
St Paul's Cathedral	A Christian building that was burned to the ground by the fire and rebuilt by Christopher Wren	
Skills		Diagrams/Charts/Pictures
<ul style="list-style-type: none"> Place the time studied on a timeline. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Compare two versions of past events. Compare pictures or photos of people or events in the past. Discuss reliability of photos accounts and stories. Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 		
Possible Experiences		Biographical Information
Great Fire of London visitor. (Interactive show)		Samuel Peyps wrote a diary about the main events of the fire. 

Timeline

Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.	Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.	Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.
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Learning Organiser for Year 3 History: Egyptians

National Curriculum Summary - Key Subject Concept		Key Questions
<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>		<p>When were the Egyptians alive? How were the pyramids built? How was life different? What traditions and beliefs did they have? What was mummification and why did they do it?</p>
Key Vocabulary	Definition	Key Facts
Linen	A cloth made from a plant called flax, used for making clothes or sheets	<p>Cairo is the capital of Egypt. The River Nile is the longest river in the world. People settled here to use it as a source of water. Approximately 4000 Egyptian workers built the pyramids out of huge blocks of stone transported along the Nile. Pharaohs were usually buried under the pyramids, or sometimes in a chamber inside of it. Most Pharaohs were buried in the Valley of the Kings. <u>Key Gods:</u> Amun - King of the gods Ra - God of the Sun Anubis - God of mummification Horus - God of the sky Thoth - God of Knowledge Isis - Mother Goddess Osiris - God of Death and the Afterlife <u>Important Pharaohs</u> Narmer - First pharaoh Khufu - Built the Great Pyramid at Giza Tutankhamun - Youngest pharaoh Ramses II - Built the most statues and temples Cleopatra VII - Last pharaoh. Made alliances with the Romans</p>
Tomb	A large grave which is above ground with a sculpture or decoration on it.	
Monument	Large structure usually made of stone, which is built to remind people of an event in history.	
Chisel	A tool which has a long metal blade with a sharp edge at the end. Used for cutting wood or stone	
Hieroglyphics	A picture used as a form of writing instead of letters.	
Official	An important person who holds a position of authority in an organisation.	
Mummification	The process in which the flesh and skin of a corpse (dead body) can be preserved	
Pharaoh	An ancient Egyptian ruler (king or queen)	
Merchants	A person who buys or sells goods in large quantities.	
Pyramid	A building with triangular sides built as an Egyptian tomb (a place to bury the dead)	
Burial Chamber	A room that is often below ground level that is used to bury the remains of the dead.	
Sarcophagus	A large stone box that held a mummy's coffin.	
Skills	Timeline	
<p>Place the time being studied on a time line. Sequence several events or artefacts. Find out about everyday lives of the people being studied. Compare with our life today. Look at different representations of the time period - story, museum etc. Observe small details such as artefacts and pictures. Select and record information relevant to the study. Distinguish between different sources eg: newspapers. Use the library and the internet for research.</p>		
Possible Experiences	Biographical Information	
Bristol Museum - Egyptians exhibition.	 <p>Tutankhamun - Pharaoh of the 18th Dynasty, ascended to the throne aged 9. His tomb was discovered nearly intact in 1922 and received worldwide press coverage and inspired a renewed interest in Ancient Egypt.</p>  <p>Howard Carter - British archaeologist who discovered Tutankhamun's tomb in 1922.</p>	

Learning Organiser for Year 3 History: Stone Age to Iron Age

National Curriculum Summary – Key Subject Concept		Key Questions
<p>Changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture 		<p>When were the Stone, Bronze and Iron age? Why were they named in this way? How did humans evolve their way of life in these periods?</p>
Key Vocabulary	Definition	Key Facts
Artefact	An object made by a human being.	<p>The period of prehistory in Britain generally refers to the time before written records began. It begins when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43.</p> <p>The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain. Some of the major advances in technology were achieved during this period, including the control of fire, agriculture, metalworking and the wheel.</p> <p>The stone age is the name given to the earliest period of human culture when stone tools were first used.</p> <p>The bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.</p> <p>The iron age is the time period when iron became the preferred choice of metal for making tools.</p>
Winter/Summer Solstice	Shortest/longest day.	
Settlement	A place where a group of people live together in multiple buildings.	
Neolithic	The Neolithic is the youngest part of the Stone Age. The Neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.	
Forage	To look widely for nourishment or other provisions.	
Thatched	A thatched house or a house with a thatched roof has a roof made of straw or reeds.	
Pre-Historic	Prehistoric means the time before recorded history.	
Monument	A group of huge stones, often set up in a line or circle.	
Tribe	Iron age people who lived in the same area and did similar things.	
Skills	Timeline	
<p>Place the time studied on a time line. Use dates relating to the study and the passing of time. Sequence several events and artefacts. Find out about everyday lives of the people being studied. Compare with our life today. Compare between the periods of time being studied. Identify reasons for, and results, of people's actions. Understand why people may have wanted to do something eg: progress. Use a range of resources to find out about the time period being studied. Observe small details – artefacts, pictures etc. Begin to use se the library and internet for research.</p>	<p>The diagram is a horizontal timeline from 13,000 BC to AD 43. It is divided into three main sections: <ul style="list-style-type: none"> 5. Stone Age - Neolithic Life and Neolithic Life (13,000 BC - 4,500-3,500 BC): Shows a person with a spear and a plow. Text: 'Farming plants and begins to grow', 'People make some pottery'. 6. Bronze Age (4,000-3,000 BC - 2,500 BC): Shows a horse-drawn plow and a chariot. Text: 'The first plow is made and used', 'The first iron tools are made'. 7. Iron Age (800-700 BC - 43 AD): Shows a hill fort and a Roman soldier. Text: 'The first hill forts are built', 'The Romans invade Britain - Iron Age ends'. Other dates and events marked include: 11,000 BC (The first pottery was made and used), 1,000 BC (The first iron tools were made), 1,200-800 BC (The first plow was made), 1,000-4000 BC (The first plow was made and used), 1,000-800 BC (The first iron tools were made), 800-700 BC (The first hill forts are built), 700-500 BC (The first iron tools were made), and AD 43 (The Romans invade Britain - Iron Age ends).</p>	
Possible Experiences	Biographical Information	
<ul style="list-style-type: none"> - Character visit for Iron Age man. - Hillfort visit. 		

Learning Organiser for Year 4 History: Anglo-Saxons

National Curriculum Summary - Key Subject Concept

Key Questions

- **Britain's settlement by Anglo-Saxons and Scots**
 Could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion - Canterbury, Iona and Lindisfarne
 resistance by Alfred the Great and Athelstan, first King of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066

Who were the Anglo-Saxons?
 Why did they invade Britain?
 Who was Alfred the Great?

Key Vocabulary

Definition

Key Facts

Pagan
 A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods

Wergild
 A payment system used in Anglo-Saxon times to settle disputes between the criminal and the victim or the victim's family.

Danelaw
 The name given to parts of the country ruled by the laws of the Danes

Settle
 To live and take up residence

Runes
 The letters used in the Runic alphabet.

Invalidate
 An armed force enters a country or region in order to occupy it.

AD 449: Anglo Saxon invaders arrive in Britain.
 AD 600: Anglo Saxons gradually take over England.
 AD 793: The Vikings attack from Norway.
 AD 871: Alfred the Great becomes King of Wessex.
 AD 924: Athelstan becomes the King of Wessex.
 AD 937: Athelstan defeats rebels in battle.
 AD 939: The Vikings invade England and take back the north.
 AD 1042: Edward the Confessor becomes king.
 AD 1066: King Harold is killed in the Battle of Hastings.

Battle of Edington		At the Battle of Edington, an Anglo-Saxon army led by King Alfred the Great defeated the Great Heathen Army, a collection of Viking warriors led by Guthrum.	When? May 878 AD	Key Fact: Afterwards, Guthrum was baptized and made to accept Alfred as his leader.
Battle of Stamford Bridge		This battle took place in the village of Stamford Bridge, in the east riding of Yorkshire. King Harold of England defeated a Viking army led by Harold Hardrada	When? 25/09/1066 – widely considered the end of the Viking era	Key Fact: Harold's army was defeated only 3 weeks later at the Battle of Hastings.
Battle of Hastings		3 weeks after the Battle of Stamford Bridge, King Harold was killed by the Normans at the Battle of Hastings. William of Normandy, who became the first Norman King.	Who? William became known as 'William the Conqueror.'	Key Fact: The common belief that Harold was killed by an arrow in the eye is unproven.

Skills

Biographical Information

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms, e.g. BC/AD
- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied.
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research.

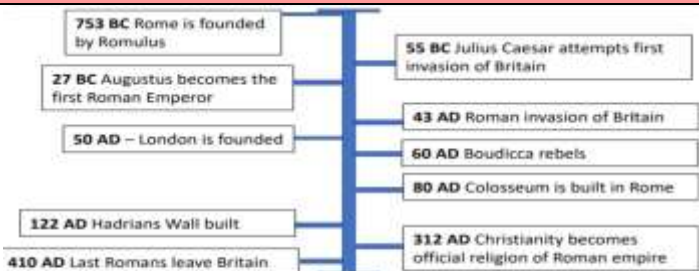
<p>Alfred the Great (849-899 AD)</p> <p>Alfred the Great was an Anglo-Saxon king of Wessex, who was famous for his victories against the Vikings. Alfred, a great military mind, made (strategic) changes to ensure that Wessex stood strong, where other kingdoms fell to the Vikings. He eventually established Danelaw to keep Vikings in the east. He was also deeply interested in learning – he translated texts from Latin to English, and began to develop law across the land.</p>	<p>Edward the Elder (874/77-924 AD)</p> <p>Edward the Elder was the son of Alfred the Great, and was King of Wessex from 899 until his death in 924. He was involved in several battles throughout the time of his father's reign, and this continued throughout his own reign. His succession to the throne was threatened by his cousin Ethelwald, who sided with the Vikings. The two battled numerous times, until Ethelwald was eventually killed in battle at Haima in Essex.</p>
<p>Saint Bede the Venerable (673AD-735AD)</p> <p>Saint Bede was a monk at the monastery of St. Peter and St Paul in the Kingdom of Northumbria. Bede travelled to several monasteries as a young boy, being lucky to avoid the plague that killed most at Jarrow monastery. He was an author and scholar, and his most famous work: The Ecclesiastical History of the English people, led to him being named 'The Father of English History'. He was also a skilled linguist and translator.</p>	<p>Egbert (Egberht) (771/73AD-839AD)</p> <p>Egbert (also spell Egberht) was King of Wessex from 802AD until his death in 839AD. He was the first monarch to establish a (stable) and extensive rule over Anglo-Saxon England, and as a result is often referred to as the first King of England, after his victories in Mercia and Northumbria, and he was recognised by the title Bretwalda ('ruler of the British'). A year before he died, he defeated a combined force of the Danes and Cornish.</p>
<p>Edward the Confessor (779C-1066AD)</p> <p>Edward the Confessor was the last but one of the Anglo-Saxon kings, known for his deep religious faith, which governed all aspects of his life. It is rumoured that Edward promised the throne to up to four different potential heirs before his death. This led to the eventual successor, Harold Godwinson, inheriting an unstable throne. Many believe this triggered the downfall of Anglo-Saxon rule.</p>	<p>Harold Godwinson (1022AD-1066AD)</p> <p>Harold Godwinson, often called Harold II, was the last crowned Anglo-Saxon King of England. He had a short reign, lasting from 5th January 1066, until his famous death at hands of the Normans in the Battle of Hastings (on 14th October of the same year). Only weeks before, he had successfully repelled an attack from the Danish leader Harold Hardrada at Stamford Bridge.</p>

Possible Experiences

Beowulf text

Learning Organiser for Year 4 History: Romans


National Curriculum Summary - Key Subject Concept	Key Questions
<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. Could include: - Julius Caesar's attempted invasion - Roman Empire by AD 42 and the power of its army - Successful invasion by Claudius and conquest including Hadrian's Wall - British resistance, e.g. Boudica - Romanisation of Britain 	<ol style="list-style-type: none"> 1. Why was Rome so powerful? 2. Why did the Romans want to invade Britain? 3. What buildings and events did the Romans introduce to Britain? 4. How significant were the Romans for Britain? 5. Why did the Roman Empire fall? 6. What did the Romans leave behind? 7. Who was Julius Caesar? 8. What was life like for a Roman?

Key Vocabulary	Definition	Key Facts						
Invasion	One country attacking another to take it over	 <p style="text-align: center; background-color: #4a7c9c; color: white; padding: 5px; font-weight: bold;">What legacy did the Romans leave behind in Britain?</p> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #e9ecef;"> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Language</td> <td>Latin, the official Roman language, forms the roots of many of our words</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Buildings</td> <td>Public baths, amphitheatres, temples can all be seen around Britain</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Names</td> <td>We use Roman names for months (January, July) and planets (Mars, Jupiter)</td> </tr> </table> <p>In 55BC and 54BC, the general of Rome called Julius Caesar, invaded Britain. He brought his organised army that had 25,000 men and 800 ships. Julius Caesar won some battles but had to return to Gaul (an area we now call France) as people had begun to rebel against him.</p> <p>In 41 AD, The new emperor of Rome, Claudius, decided to invade Britain again. He came to Britain with 40,000 soldiers, war machines and elephants. He conquered most of Britain. People and their land now belonged to Rome.</p> <p>Around 250 AD the Roman Empire became very large and they needed more soldiers. It was difficult to maintain such a big army and the Romans started to have problems because of this. Too many rebels attacked and by 400 AD the Roman Army left Britain.</p>	Language	Latin, the official Roman language, forms the roots of many of our words	Buildings	Public baths, amphitheatres, temples can all be seen around Britain	Names	We use Roman names for months (January, July) and planets (Mars, Jupiter)
Language	Latin, the official Roman language, forms the roots of many of our words							
Buildings	Public baths, amphitheatres, temples can all be seen around Britain							
Names	We use Roman names for months (January, July) and planets (Mars, Jupiter)							
Legion	One unit of the Roman army; had 4,000 to 6,000 soldiers in. Led by a Centurion							
Emperor	The leader of an empire. Similar to a King or Queen							
Amphitheatre	Where the Romans would go to be entertained							
Temple	A place of worship. A house of a Roman God or Goddess							
Mosaic	One picture made up of thousands of small tiles							
Senate	The Roman government							
Settlement	A place where people live.							










Skills	Biographical Information										
<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms, e.g. BC/AD • Use evidence to reconstruct life in time studied • Identify key features and events of time studied. • Look for links and effects in the time studied • Offer a reasonable explanation for some events • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions <p>Use the library and internet for research.</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e9ecef;"> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Emperor Claudius</td> <td>First Roman emperor to successfully invade Britain</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Julius Caesar</td> <td>Famous Roman leader who attempted to invade Britain</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Boudicca</td> <td>Saxon queen who fought back against the Romans</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Paulinus</td> <td>Roman governor (ruler) of Britain in AD60</td> </tr> <tr> <td style="background-color: #4a7c9c; color: white; font-weight: bold;">Romulus and Remus</td> <td>Mythical twin brothers, and founders of Rome</td> </tr> </table>	Emperor Claudius	First Roman emperor to successfully invade Britain	Julius Caesar	Famous Roman leader who attempted to invade Britain	Boudicca	Saxon queen who fought back against the Romans	Paulinus	Roman governor (ruler) of Britain in AD60	Romulus and Remus	Mythical twin brothers, and founders of Rome
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Boudicca	Saxon queen who fought back against the Romans										
Paulinus	Roman governor (ruler) of Britain in AD60										
Romulus and Remus	Mythical twin brothers, and founders of Rome										

Possible Experiences
Caerleon Museum - Roman artefacts box Mock Roman Bath set up Roman Baths in Bath Set up own Roman Museum

Learning Organiser for Year 5 History: World War 2

National Curriculum Summary - Key Subject Concept		Key Questions
<p>A study over time beyond 1066. A study of an aspect or theme in Britain history that extends pupils chronological knowledge beyond 1066.</p>		<p>When did the war begin? What were the main events of WW2? What was life like in Britain during WW2? Should we always believe what we are told in the media?</p>
Key Vocabulary	Definition	Key Facts
Adolf Hitler	German leader of the Nazi Party.	<p>World War 11 involved many countries around the globe fighting against each other, including the UK. It lasted six years, from 1939 - 1945. Together with the Nazi party, Hitler wanted Germany to rule Europe. To gain more land and power, on the 1st September 1939 German troops invaded Poland. After Hitler refused to stop the invasion Britain and France declare war on Germany. World War 2 had begun. The bombing of London, known as the blitz lasted for 57 consecutive nights. Hitler wanted to quash the British spirits so they would surrender.</p> <p>The USA didn't join the war until 1941 when Japan attacked the US at the naval base at pearl harbour in Hawaii.</p> <p>While many countries were involved in the war, they each took sides - either with the Allies or the Axis. The UK were part of the Allies.</p> <p>World War 11 ended in Europe on 8 May 1945 - this is also known as VE Day.</p> <p>World War 11 carried on for a few months after it ended in Europe, and officially ended when Japan formally surrendered to the Allies on 2nd September 1945.</p> <p>Over 3.5 million children were evacuated.</p> <p>Rationing lasted until 1954, almost 9 years after the war ended.</p> <p>Examples of other areas to cover and discuss:</p> <ul style="list-style-type: none"> Rationing Evacuees Uniform Air raid shelters
Air raid	A raid by aircraft, especially for bombing a particular area.	
Allies	A group of nations which are joined together for a common cause or purpose.	
Anderson Shelter	A small prefabricated air-shelter built in the UK during WW2 designed to protect from bombing raids.	
Blitz	An intensive aerial bombing.	
Evacuation	The removal of people from an endangered area.	
Evacuee	A person who is removed from a place of danger.	
Gas mask	A protective mask to cover your face against poisonous gas.	
Nazi Propaganda	Information, especially of a biased or misleading nature used to promote a political cause or point of view.	
Rationing	Allow each person to only have a fixed amount.	
Skills	Diagrams/Charts/Pictures	
<p>Place events from period studied on a timeline. Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>		
Possible Experiences	Biographical Information	
<p>Dress up as an evacuee. Museum trip? Visitor in.</p>	<p>Adolf Hitler - Leader of the Nazi Party and chancellor of Germany 1933-1945. Winston Churchill - Prime Minister 1940 to 1945 and again from 1951 to 1955. Neville Chamberlain - Prime Minister May 1937 to May 1940.</p>	

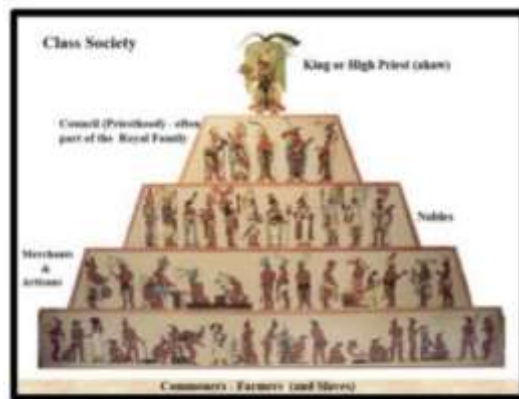
Learning Organiser for Year 5 History: Greeks: Inventors and philosophers.

National Curriculum Summary - Key Subject Concept		Key Questions													
A study of Greek life and achievements and their influence on the western world.		What is an inventor? What is a philosopher? Who were the Greeks? What did they do?													
Key Vocabulary	Definition	Key Facts													
Democracy	is a country in which the people choose their government by voting for it.	The Olympic games began over 2,700 years ago in Olympia, Greece. The Games were part of a religious festival, held in honour of Zeus, king of the gods and took place every four years at Olympia. They included the following events - running, discus, javelin, long jump, wrestling, boxing, chariot racing and the pentathlon. People from all over the Greek world came to watch and take part. The Greek Olympics inspired the modern Olympic Games (which began in 1896).													
Myth	is a <u>well-known</u> story which was made up in the <u>past</u> to <u>explain</u> natural events or to <u>justify religious beliefs</u>														
Architecture	is the art of <u>planning</u> , <u>designing</u> , and <u>constructing</u> buildings.														
philosophy	Philosophy is the study or <u>creation</u> of theories about basic things such as the nature of <u>existence</u> , knowledge, and thought, or about how people should <u>live</u> .														
Artefact	An artefact is an <u>ornament</u> , tool, or other object that is made by a human being, <u>especially</u> one that is historically or culturally interesting.														
Legacy	money, property, or other goods left to someone in a will. anything that is passed down or received from ancestors or from people who have come before.														
Inventor	Someone who is the first to think or make something.														
Philosopher	a person who studies ideas about knowledge, right and wrong, reasoning, and the value of things.														
Skills		Diagrams/Charts/Pictures													
Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Study different aspects of different people- differences between men and women. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period. Use evidence to build up a picture of past events. Use the library and internet for research with increasing confidence.		<table border="1"> <tr> <td>3000 BC</td> <td>Greek civilisation begins.</td> </tr> <tr> <td>776 BC</td> <td>First Olympic games are held.</td> </tr> <tr> <td>508 BC</td> <td>Democracy is introduced in Athens.</td> </tr> <tr> <td>336 BC</td> <td>Alexander the Great becomes king.</td> </tr> <tr> <td>146 BC</td> <td>Invasion of Romans.</td> </tr> <tr> <td>479 AD</td> <td>Athens and Sparta defeat the Persians.</td> </tr> </table>		3000 BC	Greek civilisation begins.	776 BC	First Olympic games are held.	508 BC	Democracy is introduced in Athens.	336 BC	Alexander the Great becomes king.	146 BC	Invasion of Romans.	479 AD	Athens and Sparta defeat the Persians.
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Learning Organiser for Year 5 History: Mayans

National Curriculum Summary - Key Subject Concept	Key Questions
A non-European society that provides contrasts with British history. Mayan civilization AD 900.	Who were the Ancient Mayans? How do Mayans worship God? What is the Mayan creation story? Why did Ancient Mayan cities (which had been deserted) stay hidden so long? What happened to the Maya around 900 AD?

Vocabulary		Key Facts
Ancient	Belonging to the very distant past and no longer in existence	Mayan cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of pyramids. Mayan cities were often found near trade routes and good farmland. Mayans were polytheists, believing in many nature gods or deities. Priests were considered the most important people in the Mayan culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy. Mayan merchants traded many goods including salt, cotton, honey and jade. The Mayan calendar (Tzolkin) consisted of 260 days and 13 months. The demise of the Mayan civilisation came about because of a mixture of deforestation, land erosion and drought.
Astronomy	The branch of science which deals with space and the physical universe as a whole	
Cacao	Seeds that the Maya used to make chocolate	
Cenote	A sinkhole or pit filled with water, cenotes were sources of water for the Maya.	
Chichen itza	The most powerful city.	
Civilisation	The society, culture and way of life of a particular area	
Classic period	Golden age of the Maya civilisation	
Code	A book written by the Maya that was created by one long sheet of paper	
Glyph	A symbol used in writing	
Itzamna	The main God of the Maya who created the Earth	
Popol Vuh	A book or codex that described Mayan religion and mythology.	
Pyramid	The Maya build step pyramids with flat tops. At the top, they built a temple to their God	
Sacrifice	To give up something valued for the sake of something else.	
Settlement	A place where people have come to live and have built homes	
Temple	A building devoted to the worship of god of gods.	
Yutcan Peninsula	An area in south-eastern Mexico where some of the Maya civilisation lived.	



Skills	Diagrams/Charts/Pictures
Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Study different aspects of different people- differences between men and women. Compare an aspect of life with the same aspect in another period. Use evidence to build up a picture of past events. Use the library and internet for research with increasing confidence.	

Possible Experiences	Biographical Information
Cadbury chocolate factory.	

Learning Organiser for Year 6 History: Slavery

National Curriculum Summary - Key Subject Concept	Key Questions
<p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history)</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>What is slavery?</p> <p>How was Bristol important to the slave trade?</p> <p>Who were the slaves?</p> <p>Who were the slave owners?</p> <p>How were slaves transported?</p> <p>How did they live?</p>

Key Vocabulary	Definition	Key Facts
Slavery	A relationship where one person has absolute power over another. They control their life, freedom and wealth.	<p>Arguments for and against slavery/abolition from the time:</p> <p>Slaves had good lives on the plantations. Africa was not a great place to live.</p> <p>Slaves were treated well on the Middle Passage. Some claimed the bible taught that slavery was justified. Slaves were converted to Christianity.</p> <p>Slaves are not given enough food and half die once they arrive from Africa.</p> <p>Conditions on the ships are awful. The slaves have to lie in small spaces and are chained together. People in Ghana were well educated and have lots to trade such as copper. Slavery was an unnecessary evil.</p> <p>Slavery has been around for thousands of years. Different civilisations enslaved different people and used them in different ways.</p> <p>Ships were loaded with goods such as guns. Cloth and salt in Bristol harbour before departing for Africa. Here the goods were traded for slaves who were then taken to the Caribbean and sold to work on plantations and farms. The boat was loaded with cotton and sugar from these farms and sailed back to Bristol.</p>
Plantation	A large farm that slaves worked on to produce cotton, tobacco and sugar.	
Abolition	Is the act of putting an end to something by law e.g. slavery.	
Underground Railroad	The secret network of people who would help slaves escape to places of safety.	
The trade triangle	The name of the system for trading slaves across the world.	

Skills
<ul style="list-style-type: none"> Place current study on a time line in relation to other studies. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone has the same views and feelings. Write an explanation in terms of cause and effect using evidence to support and illustrate. Know key dates, characters and events of time studied. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction or opinion. Be aware that different evidence will lead to different conclusions. Recognise primary and secondary sources. Bring knowledge gathered from several sources together in a fluent account. Select and organise information to produce structured work, making appropriate use of dates and terms.

Timeline

A timeline of Black British history & culture, 1582 – 1855.

Possible Experiences	Biographical Information
<p>Bristol Slavery walk - https://www.discoveringbritain.org/</p>	<p>Edward Colston (1636-1721) Colston was an English merchant from Bristol who made much of his money through the trade and exploitation of slaves. He gave large amounts of this money to help build and fund schools. Hospitals and churches in Bristol and his name is commemorated in several landmarks. However, there is now debate as to whether these names should be changed because of Colston's links with slavery.</p> <p>Pero Jones (approx. 1753-1798) At the age of 12, Pero was bought with his two sisters and one adult slave for £115 and worked as the slave of merchant John Pinney. The Pero bridge crossing Bristol Harbour is named after him.</p>

