



History

Knowledge Organisers



Year 3 History - Autumn Term 2: Clarks' Village

1. What can timelines tell us about local history?

Timelines can tell us how local land use, population, products, buildings, facilities and families have changed over time.



2. What do Quakers value?

Quakers value human rights, **equality**, **diversity**, peace, the environment and community life.

3. Who were the Clarks?

The Clarks were a Quaker family who lived in Street. Notable members of the family included: Cyrus, James, William Stephens, Alice and William Bancroft.



How have the Clarks influenced life in Street?



4. How were Clarks shoes manufactured?

Clarks shoes were originally **manufactured** by hand in people's homes. After 1870, Clarks factory workers would work shifts and operate specific machines that carried out different stages of the **manufacturing** process.



5. How did the Clarks improve community life?

The Clarks recognised the value of their employees beyond the factory and provided low-cost housing, schools, a swimming pool, theatre and library.



6. How does Street compare to Bournville?

Similarities between the two Quaker communities include factory buildings, workers' houses, schools, sports facilities, entertainment venues and religious values.



community	compare	diversity	equality	factory	industrialisation
influence	manufacture	notable	Quakers	temperance	values



Year 3 History – Spring Term 2: Through The Ages

1. When did the earliest humans arrive in Britain?

Most historians believe there were different groups of early humans. **Homo sapiens** came to Britain around 40,000 years ago, then returned after the most recent Ice Age around 12,000 years ago.



2. What types of evidence tell us what the Palaeolithic period was like?

Historians use stone tools, ancient footprints and bones as **evidence** to help us understand what the **Palaeolithic** period was like.



3. What was Mesolithic life like?

Mesolithic people, like **Cheddar Man**, hunted wild animals, fished and gathered wild plants, likely moving camp **settlements** in different seasons.



How did life develop through the ages?



4. What can Skara Brae tell us about the Neolithic period?

Neolithic people invented new tools like polished axes for farming and pottery for storing food. They also learned to grow crops and keep animals, which meant they could **settle** in one place.



5. How did bronze change life in Britain?

Bronze was harder, longer lasting and could be made sharper than wood or stone tools so larger areas of wildwood could be cleared for farming. A surplus of crops could be traded or stored. Populations grew as the land could support more people, who were needed for increased farming.



6. How did the Iron Age compare to the Bronze Age?

Settlements were different but roundhouses occurred in both; farming tools were used in both but were more effective in the Iron Age. Art styles changed but metalworking was important in both periods. Conflict between groups of people became more common in the **Iron Age** as tribes developed.

Bronze Age	Cheddar Man	evidence	Homo sapiens	Iron Age	Mesolithic
Neolithic	Palaeolithic	prehistoric	settlements	Stone Age	Stonehenge



Year 3 History – Summer Term 1: Emperors and Empires

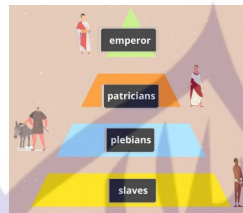


1. What was the Roman Empire?

The Roman Empire was a vast and powerful region. It started in Italy before expanding across Europe, Africa, and the Middle East.

2. How was Roman society organised?

Roman society had a clear **hierarchy**: **emperors** at the top, then wealthy **patricians**, common **plebeians**, and **slaves** at the bottom.



3. What can primary sources tell us about everyday life in ancient Rome?

Everyday life in a Roman town included the use of the **forum** for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.

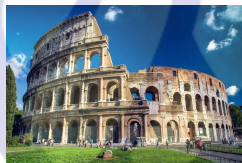


Who were the Romans?



4. What was entertainment like in ancient Rome?

Romans loved exciting shows! They watched chariot races, plays, and gladiator fights in the Colosseum. **Gladiators**, often slaves, fought each other or animals. These brutal games were a big part of Roman entertainment.



5. Why did the Romans invade Britain?

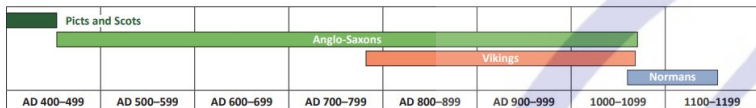
The Romans invaded Britain in 43AD seeking land, slaves, and riches after conquering lands to the east, leading to conflict with the **Celts**.



BC AD	Celts	emperor	empire	forum	gladiator
hierarchy	patricians	plebeians	Romans	slaves	sources



Year 4 History - Autumn Term 2: Invasion



1. Who were the 4 groups of invaders that Britain was under attack from between AD410-1066?

During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.

2. How was life in Anglo-Saxon Britain similar and different to life in Viking Britain?

Most people in Anglo-Saxon England were farmers who lived in villages. Their homes were made of wood and were usually just a single room. Most Vikings were also farmers but other jobs included craftworkers, jewellers, blacksmiths and potters. There homes also had just a single room.

4. Where and how did the Vikings first invade Britain?

In AD 793, the Vikings launched their first major attack on the monastery at Lindisfarne in Northumbria. A small community of monks lived here. The Vikings attacked the monks, damaged the monastery and stole precious and sacred objects.

How did England change between AD410 - 1066?



5. Who was King Athelstan and why was he significant?

Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.

3. What does the discovery of Sutton Hoo tell us?

Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important.

6. What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?

The Norman invasion was caused by the death of Edward the Confessor. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.

Invasion	Anglo-Saxons	Vikings	Lindisfarne	Sutton Hoo	King Athelstan
Monastery	Artefacts	Religion	Longboats	Timeline	Battle of Hastings



Year 4 History - Spring Term 2: Ancient Egypt

1. How did the Ancient Egyptian civilisation develop?

Ancient Egypt developed around The Nile because the soil was fertile. They used the Nile as a source of food. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh.



3. What was the hierarchy of Ancient Egypt?

Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

Who were the Ancient Egyptians?



2. How did Ancient Egyptians live?

Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside.



4. What was the role of an Egyptian Pharaoh?

A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.

5. Who was Tutankhamun and how do archaeological finds explain his wealth?

Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important.

Fertile	The Nile	Civilisation	Hierarchy	Pharaoh	Architecture
Artefacts	Religion	Pyramids	Wealth	Tombs	Ruler



Year 4 History - Summer Term 2: Railways

1. Can I explain how and when the first trains and railways developed?

The development of railways progressed from early horse-drawn wagonways with wooden rails to the transformative introduction of steam-powered locomotives in the early 19th century.

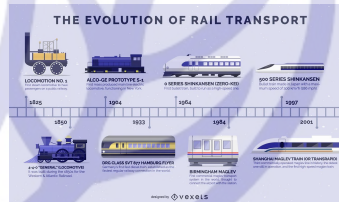
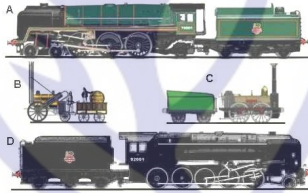
4. What was the impact of the railways on society?

Railways made it much easier and faster for people to travel to different towns and cities for work or holidays, and also helped deliver fresh food and newspapers all across the country. This meant people could see more places, try new foods, and learn about things happening far away.

2. How did steam locomotives change over time?

Steam locomotives evolved from basic, inefficient machines to powerful, complex engines through innovations in boiler design, cylinder technology, and materials, enabling them to haul heavier loads at greater speeds.

How Did Steam Power Get Britain on Track?



3. How and why did the railway network in Britain grow and change over time?

Britain's railway network grew because people needed a faster way to move heavy goods like coal, and to travel across the country. It changed over time with new inventions like steam engines and different types of trains, making journeys quicker and connecting more towns and cities.

5. How and why did locomotive technology change over time?

Locomotive technology changed over time because people always wanted trains to be faster, stronger, and more efficient.

Carriage	Station	Passenger	Journey	Transport	Railway
Locomotive	Steam Engine	Engine	Network	Society	Invention



Year 5 History – Autumn Term 2: World War I

1. What were the causes of the First World War?

The assassination of Archduke Franz Ferdinand in **1914** was a cause of WWI and how different alliances caused other countries to become



4. What types of weapons were used in WWI?

New weapons technology developed at a rapid rate during the First World War.

Weapons included: Aircraft, tanks, submarines, poisonous gas, machine guns and heavy artillery.



2. Why did people join the war effort?

Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure.

What was significant about WWI?



3. What was life like in the trenches?

Trenches were on every front. They were originally designed to be temporary. They became more complex as the war developed including secondary line and service trenches. They were a form of defence.

5. What jobs did people do on the Homefront?

Many men worked in mining, shipbuilding and textiles. Others were farmers, shepherds or fishermen. Richer/well educated men worked as doctors or in banking. Women took on new roles in the workforce notably in war production and agriculture. Lots took jobs in shops and offices, training in tasks such as bookkeeping and working a switchboard.



6. When did WWI end?

WWI ended at 11 o'clock on 11th November 1918. This is known as Armistice Day.

alliance	appeasement	civilian	conscript	defence	genocide
invasion	liberate	militarism	reparation	stalemate	victory



Year 5 History - Spring Term 2: The Tudors

1. What are some of the key events in Tudor History?

The Tudors reigned for 118 years from 1485-1603. There were 5 monarchs Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I

In 1534 the Church of England was formed In 1536 the dissolution of the monasteries happened.



How and why does the Tudor period link to Glastonbury?

2. Who were the 6 wives of Henry VIII?

Catherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymour (died), Anne of Cleves (divorced), Catherine Howard (beheaded), Catherine Parr (survived)



3. What are the differences between catholic and protestant churches?

The catholic church is led by the Pope, Bible in Latin, churches are elaborate and the protestant church is headed by the monarch, Bible in English, churches are plain.

4. Why did the dissolution of the monasteries happen?

The dissolution of the monasteries was a process by which Henry VIII disbanded and confiscated the properties and wealth of the churches in England, Wales and Ireland between 1536-41 after he made himself head of the church of England and separated from the Roman Catholic Church. It was motivated by his need for money and wish to lessen the power of the church. Glastonbury Abbey was one of the wealthiest religious institutions.

5. How was Glastonbury Abbey affected by the dissolution of the monasteries?

During the dissolution of the monasteries Glastonbury Abbey was reviewed as being very wealthy and owning a lot of land. In 1539 the Abbey was stripped of its valuables, Abbot Whiting resisted (He was a signatory for the act of supremacy that made Henry VIII head of Church of England) and was hung, drawn and quartered on the Tor on 15 Nov, 1539.

Abbot Whiting	Beheaded	Catholic	Dissolution	Divorced	Glastonbury
Latin	Monasteries	Monarch	Protestant	reformation	Wives



Year 5 History - Summer Term 2: Groundbreaking Greeks



1. What were the 6 periods of Ancient Greek history?

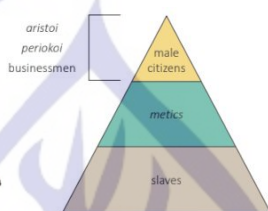
There were 6 periods in Ancient Greek history.

- Minoan civilisation (c3000 BC–c1100 BC),
- Mycenaean civilisation (c1600 BC–c1100 BC)
- Dark Age (c1100 BC–c800 BC)
- Archaic period (c800 BC–c500 BC)
- Classical period (c500 BC–323 BC)
- Hellenistic period (323 BC–30 BC).

3. How did the city states of Athens & Sparta compare?

Athens was ruled by a democracy.

Sparta was ruled by an oligarchy. Two kings ruled the city-state, but a council of elders limited their powers. Athens was the largest city-state and it was also the richest. It was near the sea and so was able to trade easily. Sparta was landlocked. In Athens slaves did all the work. In Sparta everyone trained hard and even the women. Athens believed in Education, Sparta focused more on training to be soldiers.



What was life like in Ancient Greece?

5. Who was significant in ancient Athens? What were their achievements

Four significant Athenians were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; Plato, a philosopher and founder of the first university in Athens.

2 How was society organised in Athens?

In Athens during the Classical Period male citizens were at the top of the social hierarchy. *Aristoi* owned property and farmland, *periokoi* lived in smaller settlements outside the city and businessmen made money from trade. *Metics* were skilled workers who did not come from Athens. Slaves had few rights and women took on the status of the men in their families.

4. What can sources tell us about daily life in ancient Greece?

Any artefact or document that tells us about the past is called a source of information. A primary source is an original artefact or document from the time. A secondary source is something that is created later by someone that did not experience the time or event first-hand.

6. How has the Ancient Olympics Influenced the Modern era?

The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.

Archaic	aristoi	artefacts	Athens	Civilisation	Classical
Hellenistic	hierarchy	Minoan	Mycenaean	period	slaves





Year 6 History - Autumn Term 2: Triangular Slave Trade

1. What do we know about the Kingdom of Benin (AD 900–1897) ?

The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. The kingdom was ruled by a king called an oba. Benin traded with other African kingdoms. Cowrie shells were used in place of money. There was no written language. The people of Benin worshipped many gods and goddesses. Some people were animists. They believed that all animals and objects had souls and spirits. In 1897, Britain sent soldiers to invade and burn Benin City to the ground. The Kingdom of Benin became part of the British Empire.



Illustration of the slave deck on the ship, Wilfgore, 1880

What was the impact of the triangular slave trade?

4. How did enslaved people resist and rebel?

Resistance took many forms. Some **enslaved** people escaped and created independent communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery.

5. Who was Harriet Tubman?

Harriet Tubman was an **enslaved** person who freed herself and helped others to escape using the Underground Railroad, a secret network of people and safe houses which provided a passage between the southern and northern states.

2. How did the triangular slave trade work?

The **triangular** slave trade consisted of three journeys. **First journey:** Goods, including metal and guns, were transported to the west coast of Africa. **Second journey (middle passage) :** Enslaved African people were transported to the **Caribbean** and the **Americas**. **Third journey:** Goods produced on the plantations were transported back to Europe to sell.

3. What was life like for enslaved people? Many **enslaved** people worked long hours, growing and processing crops. Living conditions, health and food supplies were poor. **Enslaved** people were punished by their owners and were not protected by the law. They were also subject to **racism**.

6. How did the abolition of slavery happen?

The **abolition** of slavery in 1833 was as a result of **rebellions**, campaigns, literature and petitions. Life was difficult for **enslaved** people after **abolition** of the slave trade and slavery.

abolition	Africa	Americas	Britain	Caribbean	culture
enslaved	indigenous	kingdoms	plantations	racism	resistance



Year 6 History - Spring Term 2: Titanic

1. Why was the Titanic significant?

The Titanic's sinking was a huge historical event because it showed that even the biggest, most luxurious ships could be dangerous, and it led to important safety improvements for all ships.⁴



2. What can sources of evidence tell us about the Titanic? How reliable are they?

To understand the Titanic, we rely on survivor accounts, artifacts, official documents, and media reports. Each source type has limitations, like memory bias or potential inaccuracies in media. Evaluating reliability involves considering the source's proximity to the event, potential biases, and corroboration with other sources.

3. How did life compare for the passengers on the Titanic?

First-class enjoyed luxury, fine dining, and spacious accommodations. Third-class endured cramped conditions, basic food, and limited access to amenities. This disparity significantly impacted survival rates.

Why does the story of the Titanic still matter?

4. Who were some of the passengers on board the Titanic?

The Titanic carried a diverse mix of people, from the wealthy to immigrants seeking a new life in America. It included families, individuals, and crew members from various nationalities and social backgrounds, making it a microcosm of society at the time.

5. Why did so many people lose their lives in the Titanic disaster?

Many died due to insufficient lifeboats, the ship's rapid sinking, and the cold water. Class also played a role, as third-class passengers had less access to lifeboats and were often trapped below deck.



6. In what ways did Titanic change history?

The Titanic disaster spurred significant changes: increased lifeboat capacity, 24/7 radio operation on ships, and the creation of the International Ice Patrol to monitor icebergs. It also led to safer ship construction with features like double hulls, impacting maritime safety regulations worldwide.

Titanic	Iceburg	Ocean liner	Voyage	passengers	crew
Lifeboat	sinking	Disaster	survivors	Wreckage	Memorial

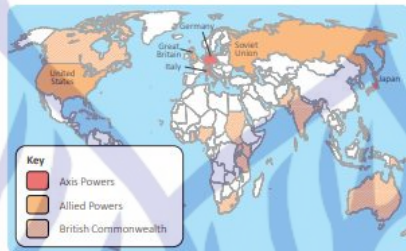


Year 6 History - Summer Term 2: World War 2



1. What were the causes of the Second World War?

Causes included: the **Treaty of Versailles**, **facism**, **militarism**, **appeasement** and the failure of peacekeeping. WW2 started in **1939** when Adolf Hitler, the leader of Germany, invaded Poland.



3. What preparations did England make for war?

Preparations for the Second World War included conscription, **evacuation**, building air raid shelters, **rationing** and the Dig for Victory campaign.



4. How did technology help fight the war?

The Second World War was the most technologically advanced conflict in history. With the invention of The Bouncing Bomb, **Codebreaking**, computers and the **atomic bomb**.



What was significant about WW2?

2. Who were the axis and allied forces?

The **axis** powers were Germany, Italy and Japan and the **allies** were Great Britain, Soviet Union and the United States.

6. When did the Second World War End?

6th June 1944, is known as **D-Day**. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated **VE Day** on 8th May. The war finally ended when Japan signed a surrender on **2nd September 1945**.



5. What was the Battle of Britain?

It was as a major air campaign fought over southern Britain in 1940. Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

Treaty of Versailles	facism	militarism	appeasement	atomic bomb	axis
allies	code breaking	rationing	evacuation	propaganda	VE Day