

# History Overview

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Autumn	How has life changed since the time my parents and grandparents were young?	What lessons have we learned from the Great Fire of London?	How did Britain change between the beginning of the Stone age and the end of the Iron age?	How did crime and punishment change through the ages?	Why should gunpowder, treason and plot never have been forgotten?	When did we create the British Empire?
Spring	Who are some famous London people? Who were the famous London people of the past?	Famous people that have had an impact on the world.	What did the ancient Greeks bring to the world?	Why was Ancient Egypt's civilisation ahead of its time?	Why were the Ancient Mayans the envy of the world?	What impact did WW1 and WW2 have on ordinary people in your local area?
Summer	Why do we have castles?	How did the Victorians influence our lives today?	How have our homes changed over time?	How did Britain change between the end of the Iron-age and the end of the Roman occupation?	What do we understand by the term 'slavery'?	What was the impact of immigration on Britain over the past 100 years?

# Long-term overview for History

YEAR 3

## What was my parents' and grandparents' childhood like?

How different were the toys that our parents and grandparents played with?

How different were our parents and grandparents' school days?

What games did our parents and grandparents play?

What food would our grandparents have eaten?

How would our grandparents have enjoyed their holidays?

### Disciplinary Knowledge

#### Chronology & Causation

- To appreciate the difference between long ago and very long ago
- Create a simple timeline to capture recent events
- Know that the toys their parents and grandparents played with were different to their own
- Organise a number of artefacts by age
- Recognise that familiar objects we have today would have been different in the past, i.e., telephone
- Know what a number of older objects were used for
- Begin to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

#### Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

#### Interpretation & Significance

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from various sources e.g. pictures/stories
- Consider the differences between 'long ago' and 'now'
- Appreciate that stories past down through time are prone to exaggeration and some inaccuracy.

# History Year 3 Knowledge Organiser

## Main Learning: Chronology (Grandparents' childhood)

Key knowledge
<b>Know how different their grandparents' childhood was compared to their own</b>
Know what their grandparents' toys were like
Know how different their grandparents' school days were
Know how their grandparents used to shop
Know what their grandparents would have eaten
Know how grandparents celebrated their birthdays or enjoyed holidays

Vocabulary	
<b>Beatles</b>	A very popular group through the 1960s and 1970s. Perhaps Britain's most famous band ever.
<b>Hippie</b>	A name used to describe people who dressed in a very trendy way
<b>Clangers</b>	A very popular TV programme for children in the 1960s and 70s.
<b>Crackerjack</b>	Another very popular children's programme that was on BBC on Friday nights. Famous for a quiz where children had a cabbage
<b>Moon landing</b>	The first man landed on the moon in 1968. He was called Neil Armstrong
<b>McDonalds</b>	The first McDonald's opened in England in 1974



**Prior Knowledge—**

# Long-term overview for History

**YEAR 3**

**Who were and are the famous London and UK people?**

**What do we mean by the term 'famous'?**

**Who are the famous people from the past who lived locally?**

**What do you know about the impact made by a local famous person from the past on our lives today?**

**Who are the famous people from the UK that have made a difference to our lives today?**

**Who are the famous people from your area that are still alive today?**

## Disciplinary Knowledge

### Chronology & Causation

- Create a simple timeline to capture recent events
- Remember parts of stories they have read or have had read to them which involve memories about the past
- Begin to appreciate what a timeline is by looking at a time line over the past 10 years
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

### Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

### Interpretation & Significance

- To identify similarities and differences between different times
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories
- To be able to talk about some people and events that they have studied and give reasons for their actions
- Consider the differences between 'long ago' and 'now'

# History Year 3 Knowledge Organiser

Key knowledge
<b>Who are and were the famous people from your locality</b>
Know what we mean by the term 'famous'
Know about famous people from the past who lived locally
Know about the impact of a local famous person on our lives today
Know about a famous person from the UK that has made a difference to people's lives
Know about someone famous from your area that is still alive today

Vocabulary	
<b>Emily Pankhurst</b>	Born in 1858 she fought for women to have the right to vote
<b>suffragette</b>	This is the name of the movement that fought for equal rights for women
<b>Mary Prince</b>	She fought for the abolition of slavery and was the first black woman to have an account of her life published in Britain
<b>Mary Seacole</b>	Born in 1802, she also became famous for looking after injured soldiers
<b>JK Rowling</b>	A famous author who wrote, the Harry Potter series
<b>Marcus Rashford</b>	A footballer who plays for Manchester United and is campaigning to make sure all children have food each day



	<p><b>Prior Knowledge –</b></p>
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# Long-term overview for History

## YEAR 3

### Why do we have castles?

What is a castle?

How were castles used to protect people and to give them security?

Why is there a castle not too far away from where you live?

What are the special features of a castle?

Why do castles feature in many of our best loved stories?

### Disciplinary Knowledge

#### Chronology & Causation

- To appreciate the difference between long ago and very long ago
- Create a simple timeline to capture recent events
- Remember parts of stories they have read or have had read to them which involve memories about the past
- Recognise that familiar objects we have today would have been different in the past, i.e., telephone

#### Historical Enquiry

- Respond to simple questions about the past
- Observe and handle artefacts and ask simple questions about the past
- Offer an opinion as to why something may have happened in the past and why they know

#### Interpretation & Significance

- Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.
- Begin to identify and recount historic details from the past from sources e.g. pictures/stories

# History Year 3 Knowledge Organiser

## Main Learning: Castles

Key knowledge
<b>Know why we have castles and what they were for</b>
Know what a castle is
Know how castles were needed to protect people
Know why we probably have a castle close to you
Know about the special features of a castle
Know why many stories mention castles

Vocabulary	
<b>moat</b>	An area of water surrounding the castle
<b>drawbridge</b>	A special door that could be lifted or opened
<b>knight</b>	In the olden days a knight would be a special soldier who wore armour
<b>turret</b>	A small tower which is part of the main castle
<b>keep</b>	A central area in the castle where the important people would have slept and ate
<b>portcullis</b>	A heavy iron gate that can be raised or lowered at the entrance to a castle



	<p><b>Prior Knowledge –</b></p>
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# Long-term overview for History

## YEAR 4

### Who are the famous people that have made an impact on the world?

Who do we associate with making a significant contribution to making the world a fairer place?

Which significant events helped us know more about our world and our universe?

Who have made significant contributions to the rights of black people?

Who have made significant contributions to the rights of women?

Which international disaster is still considered a significant event today?

### Disciplinary Knowledge

#### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

#### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and say how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

#### Interpretation & Significance

- Know about people in the past who have contributed to national and international achievements
- Recount historic details from eye-witness accounts, photos and artefacts
- To develop an awareness of the past and comment on how they found out
- Be aware of how we know about events from the past and potential for evidence to be interpreted differently

# History Year 4 Knowledge Organiser

## Main Learning: Famous people or events in the past

### Key knowledge

**Know about internationally famous people and their impact on the world**

Know about a person who did something in the past that has impacted on our lives today

Know when and where the famous person lived

Know the difference between being well known and being internationally famous

Know about a famous event from the past that we still talk about today

Know about someone who sacrificed their life to make things better for others

### Vocabulary

**Rosa Parks**

Born in 1913 she became famous for her stand against racism. Famous for not giving up her seat on a bus

**Nelson Mandela**

Another person who fought for equal rights for all people and fought against racism

**titanic**

This was a huge ship which sank on its first ever voyage to America

**Mother Teresa**

She did a great deal to support children especially in India

**Leonardo da Vinci**

A painter and a scientist. Famous for painting the world's most well-known painting 'The Mona Lisa'

**Walt Disney**

Born in 1901 the person responsible for all Disney cartoons and films



**Prior Knowledge--**

# Long-term overview for History

## YEAR 4

### What lessons have we learned from the Great Fire of London?

**How do we know the fire happened in the first place?**

**Why did the fire spread so quickly and burn for so long?**

**How has the way we tackle fires changed over the years?**

**Why do we still have problems with different types of fires even today?**

**How did the Great Fire of London improve the capital?**

#### Disciplinary Knowledge

##### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past.
- Begin to appreciate the difference between long ago and very long ago.
- Know where the people and events studied fit into a basic timeline.
- Able to point out a few similarities and differences between ways of life at different times.
- Able to order a few events and artefacts from the recent past.
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.

##### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and say how it can be used to find out about the past.
- Understand some ways we find out about the past.
- Recognise the importance of basing ideas on evidence.
- Develop the idea of presenting an idea and raising questions about the past.

##### Interpretation & Significance

- Recount historic details from eye-witness accounts, photos and artefacts.
- To begin to reflect on the significance of what has been learnt from the past.
- To develop an awareness of the past and comment on how they found out.
- Start to recognise what is a reliable piece of information and what is not, e.g., photograph or word of mouth.

# History Year 4 Knowledge Organiser

## Main Learning: A very long time ago – Great Fire of London

### Key knowledge

#### Know what lessons we learnt from the Great Fire of London

Know why the fire burnt for many days

Know how fire fighting equipment has changed over the years

Know why we know the fire actually happened

Know why different types of fire creates problems even today

Know what people learnt from the fire and how it improved London

### Vocabulary

<b>Pudding Lane</b>	The fire started here in a bakery
<b>Thomas Farynor</b>	The owner of the bakery
<b>Samuel Pepys</b>	Famous for his diary writing which included the events of the great fire
<b>Leather buckets</b>	These were used to fetch water from the Thames in order to try and put out the fire
<b>plague</b>	A terrible disease that is sometimes known as the Black Death which spread in London just before the fire broke out
<b>Thames</b>	The river that runs through London and where they got the water to try and put out the fire



#### Prior Knowledge–

# Long-term overview for History

## YEAR 4

### How did the Victorians influence our life today?

How do we know what life was like for the Victorians?

What do we mean by the term 'industrial revolution'?

What was life like for most children during the Victorian era?

What games did children play during the Victorian era?

What was home life like for most people who lived during the Victoria era?

### Disciplinary Knowledge

#### Chronology & Causation

- Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past
- Begin to appreciate the difference between long ago and very long ago
- Know where the people and events studied fit into a basic timeline
- Able to point out a few similarities and differences between ways of life at different times
- Able to order a few events and artefacts from the recent past
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

#### Historical Enquiry

- Look carefully at pictures and objects to find information.
- Find answers and respond to simple questions about the past.
- Choose and select evidence and say how it can be used to find out about the past
- Understand some ways we find out about the past
- Recognise the importance of basing ideas on evidence
- Develop the idea of presenting an idea and raising questions about the past

#### Interpretation & Significance

- Recount historic details from eye-witness accounts, photos and artefacts
- To begin to reflect on the significance of what has been learnt from the past
- To develop an awareness of the past and comment on how they found out

# History Year 4 Knowledge Organiser

## Main Learning: A very long time ago - Victorians

Key knowledge
<b>Know how different life was in Victorian Britain</b>
Know who the Victorians were
Know what was meant by the industrial revolution
Know how the industrial revolution changed many towns and cities in Britain
Know that children's lives today are different to those of children's lives in the Victorian era
Know what school was like in the Victorian era

Vocabulary	
<b>workhouse</b>	The home to many orphaned or sick children. It was also home to poor people without a job
<b>farthing</b>	A coin that was worth a quarter of an old penny. Four farthings made an old penny
<b>gramophone</b>	An old type of record player that played records
<b>gruel</b>	A food consisting of some type of cereal - oat, wheat or rye flour, or rice - boiled in water or milk
<b>Industrial revolution</b>	Rapid development of industry thanks to machinery
<b>chimney sweep</b>	Young children sent up chimneys to clean the soot from the chimney breast



	<p><b>Prior Knowledge—</b></p>
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# Long-term overview for History

**YEAR 5**

## What did the Ancient Greeks bring to the world?

**What evidence is there that the Ancient Greeks were more advanced than Ancient Britons?**

**What did the Ancient Greeks introduce that we benefit from today?**

**How were the Ancient Greeks influenced by their Gods?**

**What was everyday life like for the Ancient Greeks?**

**What were the main characteristics of the Spartans and the Athenians?**

### Disciplinary Knowledge

#### Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Able to use dates to explain British, local and world history
- Start using a timeline that identifies different centuries
- Use appropriate dates and chronological conventions, e.g., BC, BCE and AD
- Put artefacts or information in chronological order from a long time ago
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore

#### Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

#### Interpretation & Significance

- Know that much of what is presented as historical fact is based on limited information
- Recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied
- Start to compare two versions of a past event
- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction
- Explain that there are different types of evidence and sources that can be used to help represent the past

# History Year 5 Knowledge Organiser

## Main Learning: Civilizations – Ancient Greeks

Key knowledge
<b>Know what the Ancient Greeks gave the world</b>
Know why the Ancient Greeks were more advanced than Ancient Britons
Know what the Ancient Greeks introduced that we benefit from today
Know how the Ancient Greeks were influenced by their Gods
Know how important philosophy and democracy was in helping the Greeks to be remembered today
Know what the main characteristics of the Spartans and the Athenians were

Vocabulary	
<b>philosophy</b>	Is a way of thinking about the world, the universe, and society
<b>Athenians</b>	Residents of the ancient city-state of Greece, Athens, in around the 5th century BC
<b>Spartans</b>	Believed that strict discipline and a tough upbringing was the secret to making the best soldiers
<b>democracy</b>	Allowing citizens to make their own decisions for their personal lives
<b>Zeus</b>	The supreme God of the Olympians
<b>Olympics</b>	The ancient Olympic Games were originally a festival, or celebration of Zeus



HISTORY



Prior Knowledge–

# Long-term overview for History

## YEAR 5

### How our homes have changed over time?

How has the way we prepare food changed over time?

How have the utensils we use in the kitchen changed over time?

How has technology changed the way we live?

How has the telephone, television and the way we heat our home changed over time?

How has the area outside our home, i.e., garden changed over time?

### Disciplinary Knowledge

#### Chronology & Causation

- Begin to understand that the past is divided into different named periods of time.
- Able to use dates to explain British, local and world history.
- Put artefacts or information in chronological order from a long time ago.
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. the telephone and television.

#### Historical Enquiry

- Use a variety of sources to collect information about the past.
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.
- Explain that there are different types of evidence and sources that can be used to help represent the past.

#### Interpretation & Significance

- Start to compare two versions of a past event.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Start to use stories or accounts to distinguish between fact and fiction.

# History Year 5 Knowledge Organiser

## Main Learning: Chronology – How home have changed over time

### Key knowledge

#### Know how we prepared our food at home has changed over time

Know how we prepared our food at home has changed over time

Examine a range of kitchen artefacts and recognise how they have changed over time

Recognise how technology has changed our home lives over the last century

Select an aspect like the telephone, television, the way we heat our homes and consider how these have changed

Know how we have changed our use of areas outside the house, i.e., gardens

### Vocabulary

**mangle**

A mechanical laundry aid consisting of two rollers in a sturdy frame

**dolly**

Three or four legs on a long handle used for washing clothes in Victorian times and just after

**pantry**

A place where food was stored – especially before fridges were available in homes

**stove**

A large heating device used for cooking and sometimes to heat the room

**couch**

This is what the settee was called

**scullery**

The place where the cooking took place



Prior Knowledge–

# Long-term overview for History

## YEAR 5

### How did Britain change between the beginning of the Stone age and the end of the Iron age?

What has helped us to build a picture of what happened during the stone age period?

What are the key differences between the stone, bronze and iron ages?

What was the significance of the discovery of iron ore and the invention of the wheel?

Why was the creation of Iron Age Hill Forts so important?

What do we mean by the term hunter gatherers?

#### Disciplinary Knowledge

##### Chronology & Causation

- Begin to understand that the past is divided into different named periods of time
- Able to use dates to explain British, local and world history
- Start using a timeline that identifies different centuries
- Use appropriate dates and chronological conventions, e.g., BC, BCE and AD
- Put artefacts or information in chronological order from a long time ago
- Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore

##### Historical Enquiry

- Use a variety of sources to collect information about the past
- Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

##### Interpretation & Significance

- Observe and use pictures, photographs and artefacts to find out about the past
- Start to use stories or accounts to distinguish between fact and fiction
- Explain that there are different types of evidence and sources that can be used to help represent the past

# History Year 5 Knowledge Organiser

## Main Learning: Chronology – Beginning of the Stone Age to the end of the Iron Age

### Key knowledge

**Know how Britain changed from the stone age to the end of the iron age**

Know the significance of the invention of the wheel

Know the significance of the discovery of iron ore

Know some of the key differences between the stone, bronze and iron ages

Know about the significance of the creation of Iron Age Forts

Know what is meant by hunter gatherers

### Vocabulary

**hunter-gatherers**

Mainly living by hunting, fishing and gathering wild fruit

**settlement**

A small number of people living together

**Iron Age forts**

A settlement built on a hill so that it was easier to defend against enemies

**Skara Brae**

The archaeological site found on the Orkney Islands in Scotland

**Stonehenge**

A famous Stone Age monument in Wiltshire

**archaeologists**

People who discover our history by looking at artefacts that have been found



**Prior Knowledge–**

# Long-term overview for History

**YEAR 6**

## How has crime and punishment changed over the ages?

**Who first brought law and order to Britain?**

**Which laws did the Anglo-Saxons introduce that are still with us today?**

**Was punishment always fair?**

**How does law and order work in Britain today?**

**What evidence tells us that some punishments were very cruel?**

### Disciplinary Knowledge

#### Chronology & Causation

- To have a secure understanding of a British timeline that extends from the Stone Age to the present day
- To be able to tell the story of events within and across the time periods studied
- To describe connections, contrasts and trends over short and longer time periods
- Accurately use dates and terms to describe historical events;
- Know and describe in some detail the main changes to an aspect in a period of history being studied

#### Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

#### Interpretation & Significance

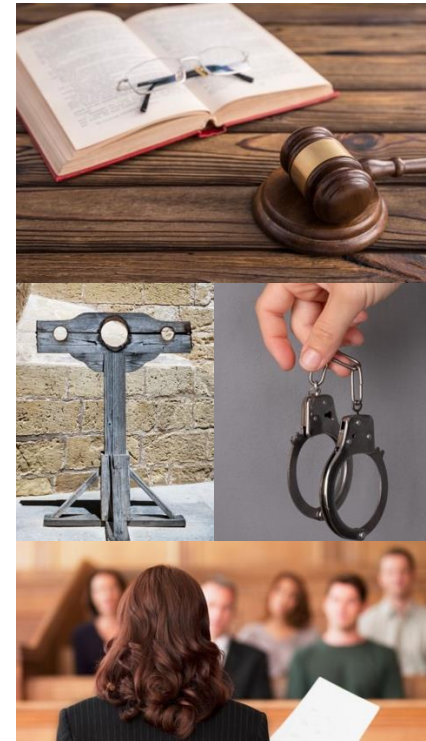
- Look at more than two versions of the same event or story in history and identify differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied

# History Year 6 Knowledge Organiser

## Main Learning: Significance – Crime and punishment through the ages

Key knowledge
<b>Know how crime and punishment has changed through the ages</b>
Know who first brought law and order to Britain
Know which laws the Anglo-Saxons introduce that are still with us today
Know how did the Tudors keep law and order
Know how was the modern police force was created

Vocabulary	
<b>blasphemy</b>	The action or offence of speaking sacrilegiously about God or sacred things
<b>weregild</b>	Blood money which was extracted from wrong doers in Saxon times
<b>assizes</b>	Periodic courts held in each county in England Wales to administer civil and criminal law
<b>pillory</b>	A wooden framework with holes for head and hands in which offenders were formally imprisoned
<b>jury</b>	A body of people (12 in number) chosen to make judgement on issues
<b>torture</b>	An action of inflicting severe pain or suffering on someone in order to get them to say something



	<p><b>Prior Knowledge–</b></p>
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# Long-term overview for History

**YEAR 6**

## Why was Ancient Egypt's civilisation ahead of its time?

**What was happening in Britain when the Ancient Egyptians were at their most powerful?**

**How have archaeologists helped us know what happened in Ancient Egypt and elsewhere?**

**What do we know about other great civilisations of this time?**

**How and why were the Ancient Egyptians influenced by their Gods?**

**Why did the powerful Egyptians create a culture of slavery?**

### Disciplinary Knowledge

#### Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Know how to use the timeline in relation to the unit being studied.
- Use words and phrases: century, decade
- Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

#### Historical Enquiry

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life

#### Interpretation & Significance

- Look at more than two versions of the same event or story in history and identifies differences
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- To begin to talk about the impact of a past action on our lives today
- To be able to talk about similarities and differences between different times in the past according to the periods of history studied

# History Year 6 Knowledge Organiser

## Main Learning: Civilisations – Ancient Egypt

### Key knowledge

Know that there were several advanced civilisations on Earth around 3000 years ago

Know what was happening in Britain when the Ancient Egyptians were at their most powerful

Understand how archaeologists have helped us know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shan Dynasty many years ago

Know how the Ancient Egyptians were influenced by the Gods

Know how the powerful Egyptians create a culture of slavery

### Vocabulary

**pharaohs**

Originally meant 'great house', but came to mean the person who resided in it

**pyramid**

A geometrical term that refers to part of the burial complexes for Egyptian pharaohs

**hieroglyphs**

Refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus

**vizier**

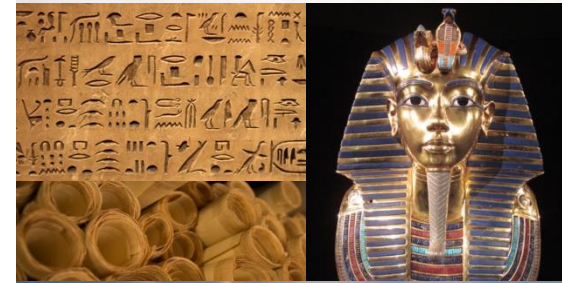
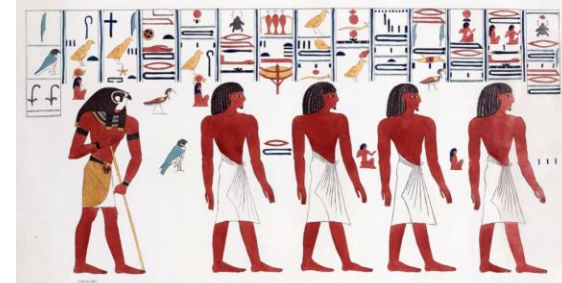
The most powerful position after the king. A vizier was the equivalent of a modern day prime minister.

**sarcophagus**

Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case

**papyrus**

An Egyptian plant whose reeds are slit and placed in layers in order to form paper



HISTORY



Prior Knowledge–

# Long-term overview for History

**YEAR 6**

**How did Britain change between the end of the Iron-age and the end of the Roman occupation?**

**What did the Romans find when they first arrived in Britain?**

**What evidence is there that the Romans came to Britain at all?**

**What do we mean by the 'Romanisation' of Britain?**

**What did the Romans do to improve Britain?**

**Why did the Romans leave Britain?**

## Disciplinary Knowledge

### Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Use a timeline in relation to the unit being studied.
- Use words and phrases: century, decade

### Historical Enquiry

- Appreciate the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past

### Interpretation & Significance

- Recognise the impact that bias has on historical events
- Know that historical recounts are prone to exaggeration
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
- Begin to talk about the impact of a past action on our lives today
- Able to talk about similarities and differences between different times in the past according to the periods of history studied

# History Year 6 Knowledge Organiser

## Main Learning: Chronology – End of Iron Age to end of Roman occupation

### Key knowledge

**Know how Britain changed between the end of the Iron Age and the end of the Roman occupation**

Know why the Romans came to Britain in the first place

Know how the Romans changed the landscape in Britain

Know why there was some resistance to the Roman occupation

Consider what was the most important change the Romans brought to Britain

Know why the Romans left Britain

### Vocabulary

**centurion**

A commander of a group of 100 Roman soldiers

**Londinium**

This was the Roman name for London

**Romanisation**

When the countries that the Romans conquered became very much like Rome

**invade**

Enter a place or land with the intention of occupying it

**aqueduct**

A large system, like a bridge, for carrying water from one place to another

**senate**

Similar to the Roman version of our parliament



**Prior Knowledge–**

# Long-term overview for History

**YEAR 6**

**How did Britain change between the end of the Iron-age and the end of the Roman occupation?**

**What did the Romans find when they first arrived in Britain?**

**What evidence is there that the Romans came to Britain at all?**

**What do we mean by the 'Romanisation' of Britain?**

**What did the Romans do to improve Britain?**

**Why did the Romans leave Britain?**

## Disciplinary Knowledge

### Chronology & Causation

- To be able to place events, people and changes of British, local and world history on a timeline
- To accurately set out different events onto a timeline
- To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
- Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart
- Use a timeline in relation to the unit being studied.
- Use words and phrases: century, decade

### Historical Enquiry

- Appreciate the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past

### Interpretation & Significance

- Recognise the impact that bias has on historical events
- Know that historical recounts are prone to exaggeration
- Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
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