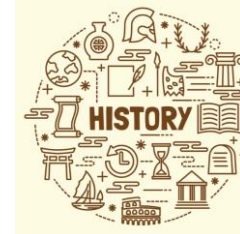




# Year 1 Knowledge Organiser - How am I making history?

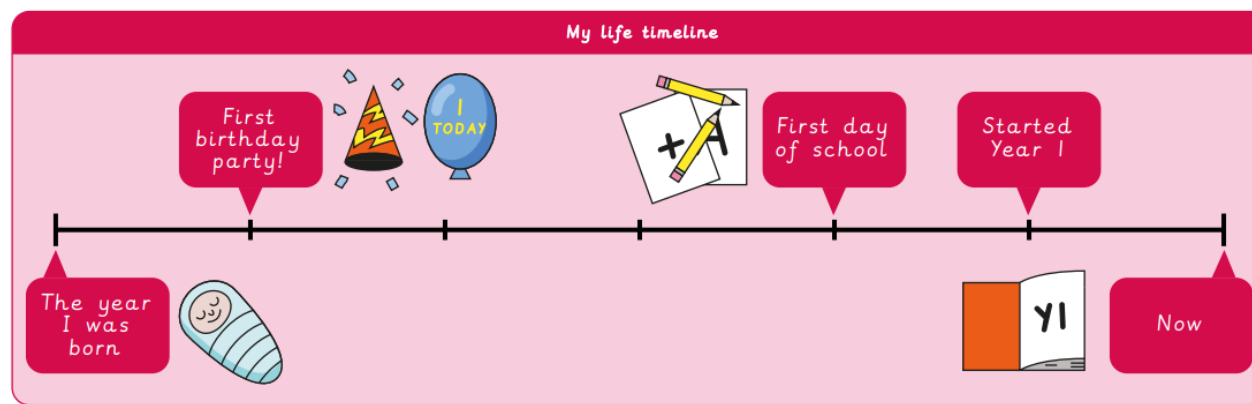


We will explore our history by looking at photographs, talking to family and comparing to the past.

We are all historians and this term we will find out about our history. We will:

- Look at our own personal timeline from birth to now
- Reflect on memories from our childhood
- Compare our childhood to what it was like in the past
- Create a time capsule to show what life is like in 2023

Key Vocabulary	
Past	Something that happened a long time ago
Present	Something that is happening now
Now	Happening at this present time
Future	Something that is going to happen at a later time
Timeline	A chronological order of events
Memory	Something remembered from the past
Living Memory	Remembered by someone who is still alive
Change	Replace or make different
Childhood	The period when you are a child
Lifetime	How long a person's life is



## I am a historian

I have an understanding of how the past influences life today.

I understand chronology and can interpret timelines in various forms.

I can use enquiry to develop a picture of the past, evaluating the usefulness of sources.

Egyptian mummy



## Year 3 Knowledge Organiser - History Ancient Egyptians



Enquiry question:

What did the ancient Egyptians believe?

### Key Vocabulary

Day of the Dead	A long sheet of papyrus containing a series of written spells which guided the dead to the afterlife.
civilisation	A large group of people with a common language, way of life and governance.
Historically significant	A person or event that deserves attention.
immortal	Able to live forever.
mummification	The Egyptian process of preserving a body, so it could travel to the afterlife.
preserve	To prevent a body from decaying.
pyramid	Named after its shape, a large stone tomb built for a pharaoh
Ra	The ancient Egyptian sun god, who later merged with Atum, the creator god.
River Nile	The longest river in the world, along which the ancient Egyptian civilisation developed.
sarcophagus	A decorated stone coffin, used in ancient Egypt.

### The afterlife

The Egyptians believed that after a person died, they travelled to the afterlife- a kind of paradise or heaven in which people became immortal. The journey to the afterlife was full of challenges, and at its end, the god Osiris decided whether a person would go to the afterlife or the underground.



### Gods and goddesses

The ancient Egyptians worshipped over 1,500 gods and goddesses, responsible for all aspects of daily Egyptian life. For example, Thoth was the god of writing. Temples were built for the gods, and festivals were dedicated in their honour.

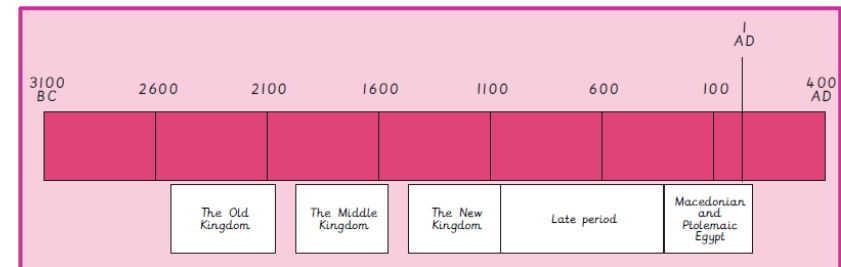
### Pharaohs

The king of ancient Egypt was known as the pharaoh and whoever held this position had absolute authority in Egypt. Not only was a pharaoh a political position, the ancient Egyptians believed that the pharaoh was also a living god on Earth. Their bodies were stored in pyramids in preparation for the afterlife.



### Weighing of the heart ceremony.

The ancient Egyptians thought the heart recorded all the good and bad things a person did. If the heart weighed the same as the Feather of Ma'at the person went to the afterlife.



Did you know that Horncastle had workhouses? Both buildings are still standing today!



# How have children's lives changed?

## HEALTH

Many children did not live to adulthood in Tudor or Victorian England. They were malnourished due to poor harvests. Diseases such as cholera, smallpox and the plague spread rapidly. The development of vaccines, antibiotics and better medical care has led to children recovering from illnesses

## Key Vocabulary

childhood	The time between infancy and adolescence
apprentice	A young person who learns a trade or occupation in return for accommodation, clothing, and food
master	A skilled craftsman who takes on and teaches his trade to a young apprentice
primary source	An original document or object from the period being studied that has not been changed in any way
secondary source	A document or a record that was not written at the time of the event studied
government	An organisation that runs a country and makes laws
parliament	Comprising the House of Commons, the House of Lords and the Monarchy
poverty	The state of having little money to pay for accommodation, food, heating or clothing.
leisure time	Free time spent relaxing, entertaining or enjoying hobbies
vaccination	A substance given to a patient that prevents the development of a disease

## APPRENTICES

Children as young as seven left home in the Tudor and Victorian times to become apprentices. They swore an oath to remain loyal to their Master. In return, they received training, board and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, publishers, gong farmers and more.



## LORD SHAFTESBURY



Lord Shaftesbury was the president of The Ragged School Union, which encouraged the establishment of schools to give working children an education outside of workhouses. He also publicised the poor working conditions of children and introduced the Ten Hour Act, reducing the number of hours children worked.

## Leisure Time Timeline

Tudor Period (1485 - 1603)	Victorian Period (1837 - 1901)	Modern Day (Now)
During the Tudor period, fairs were held to celebrate saints' days in local towns. Children would have watched jesters and jugglers, bought food, and enjoyed plays.	By the Victorian period, there were carousels and swing boats. Children would have bought treats to eat like honeycomb or pickled oysters!	Today, technology has transformed fairgrounds into huge theme parks. Children will eat fast food and sweet treats like candy floss.

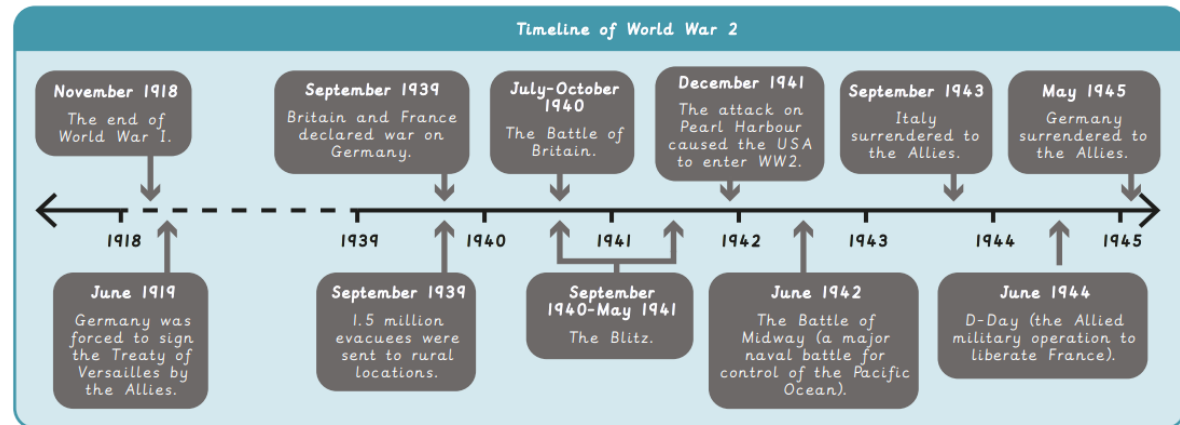


## Year 6 Knowledge Organiser - What was the impact of World War 2 on the people of Britain?



World War 2, or the Second World War, was a global conflict that lasted from 1939 to 1945.

Key Vocabulary	
Accuracy	An assessment of whether a source is likely to be correct or complete.
Appeasement	A policy of allowing a country to do what it wants, in an effort to avoid war.
Battle of Britain	The 1940 air battle between Germany and Britain for air supremacy.
Bias	The favouring of a person or group in an unfair way.
The Blitz	An intensive military attack in which British cities and industrial areas were targeted by the Luftwaffe.
Evacuation	The moving of people from a dangerous place to a safer place.
Operation Sea Lion	The codename for Hitler's plan to invade Britain by sea.
Propaganda	Information given out that may not be accurate but is intended to make people believe something.
Reliability	An assessment of how trustworthy or accurate a source is likely to be.
Treaty of Versailles	An agreement made after WW1 that required Germany to pay money, lose weapons and lose territories.



The Battle of Britain (July - October 1940) had four phases and was initially fought over the south coast of England.



The Luftwaffe planned to destroy Britain's air defences to pave the way for a larger German invasion by sea. However, the RAF were able to stop the Luftwaffe with their careful organisation and tactics.



The Blitz (meaning 'lightning war' in German) started in September 1940, when German bomber planes began targeting British cities and industrial areas - particularly London, Coventry, Manchester, Cardiff, Belfast and Clydebank.