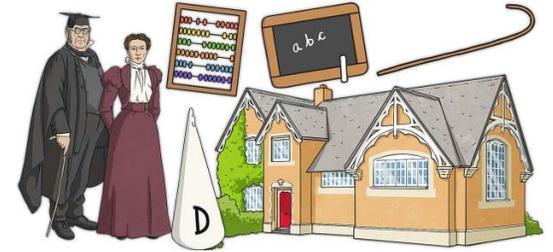




# Knowledge Organisers for children

# EYFS



## My key vocabulary checklist:

Past  
Now  
Then  
Long ago  
Different  
same

Do you know  
what these  
words mean?



## Things which might interest me:

- My family
- Speaking to my parents and grandparents
- Old objects
- Looking at photos of the village, my home
- Stories of people who lived long ago

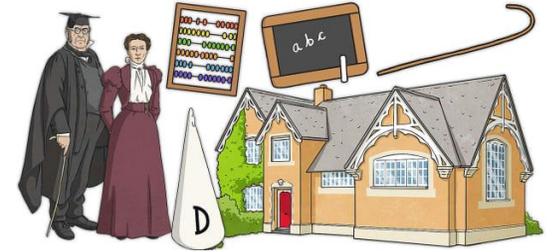
## What questions could I ask?

What is the same?  
What is different?  
What would it be like to live then?

What do we know which we didn't before?



# Year 1 - Our School- Significant events in our local area



## My key vocabulary checklist:

Chronological order

Victorian

Changes

Clues

School

Then

Now

Local area

Business

Do you know  
what these  
words mean?



## Things which might interest me:

- Photographs of the local area
- Speaking to my parents and grandparents
- Looking for clues in the local area
- Deciding on what is the same and what is different in our school grounds

## What questions could I ask?

How has our school changed since Victorian times?

What is our Victorian school building like?  
What was school like for children in the past?

How has the village changed?  
How have the shops changed?  
What is the Maltings?

## What do I now know which I didn't before?



# Year 1 - Toys- Changes within Living History



## My key vocabulary checklist:

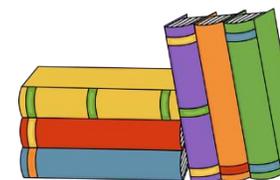
- Old
- New
- Past
- Present
- Teddy bear
- Changes
- Sort
- Same
- Different
- Well-loved
- Generations

Do you know what these words mean?



## Books which might interest me:

*Too Many Toys!* by Heidi Deedman  
*Lost in the Toy Museum* by David Lucas  
*Laura Charlotte* by Kathryn O Galbraith  
*Timothy's Teddy: A True Story* by Joanna Harrison  
*Old Bear*, by Jane Hissey  
*Midnight Teddies*, by Dana Kubick  
*The Tusk Fairy* by Nicola Smee  
*The Toymaker* by Martin Waddell  
*Dogger* by Shirley Hughes  
*Nothing*, by Mick Inkpen,  
*All kinds of toys* by Roderick Hunt  
*Changing Times: Toys and Games*, by Ruth Thomson  
*History from Objects: Toys*, by Karen Bryant-Mole  
*Looking at Teddy Bears, (Big Book)* by Sallie Purkis,  
*Our Toys*, by Joan Blyth  
*Picture the Past: Toys*, by Jane Shuter  
*Teddy Bears;* by Sallie Purkis



## What questions could I ask?

What are our toys like today?  
What are other people's toys like?  
How can we tell these toys are old?  
What were our grandparents' toys like and how do we know?  
Who played with these toys a long time ago?  
How can we set up a Toy Museum?



What do I now know which I didn't before?

# Year 1 - Grace Darling- Significant Individuals



## My key vocabulary checklist:

- Rescue
- Wreck
- Lighthouse
- Boat
- Sort
- Same
- Different
- Evidence
- Museum

Do you know what these words mean?



## Books which might interest me:

*Grace Darling* by Anita Ganeri  
*The Lighthouse Keeper's Rescue* by Ronda and David Armitage  
*The Lighthouse Keeper Series* by Ronda and David Armitage  
*Hello Lighthouse* by Sophie Blackall



## What questions could I ask?

What did Grace do that made her famous ...and why is she remembered today so long afterwards?  
Why did Grace do what she did?  
Are all versions of Grace's story the same?  
How do we know about Grace's actions which happened so long ago?  
How did sea rescue improve after her heroic act?  
How should we remember Grace Darling today 170 years after she died?

What do I now know which I didn't before?



# Year 2 - Great Fire of London- Events beyond living memory



## My key vocabulary checklist:

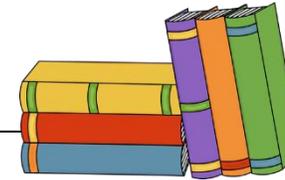
- Cathedral
- Diary
- Evidence
- Pitch/tar
- Plaque
- Squirts
- Thatch
- Warehouse
- The Duke of York
- King Charles II
- Thomas Bludworth
- Thomas Farriner

Do you know  
what these  
words mean?



## Books which might interest me:

*Samuel Pepys' diary*  
*Great Fire of London*  
*A Visit to London*



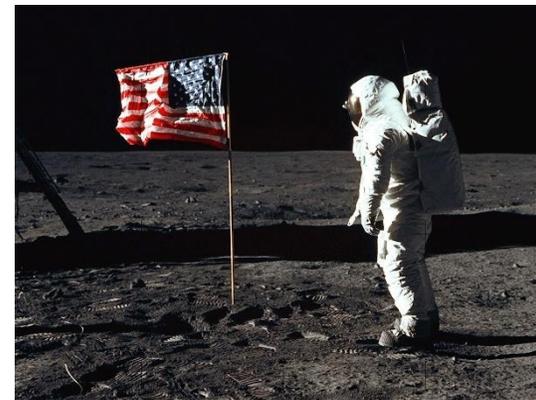
## What questions could I ask?

How can we work out why the Great Fire started?  
What happened during the Great Fire and how do we know?  
Why did the Great Fire burn down so many houses?  
Could more have been done to slow the spread of the fire?  
How did people manage to live through the Great Fire?  
How shall we rebuild London after the Great Fire?



What do I now know which I didn't before?

# Year 2 - The Moon Landing- Changes within living history



## My key vocabulary checklist:

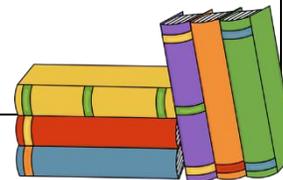
- Apollo 11
- Neil Armstrong
- Buzz Aldrin
- NASA
- Space Race
- Timeline
- Chronology
- Astronaut
- Pioneer
- Launch
- Separation
- Eagle
- Saturn V
- Moon

Do you know  
what these  
words mean?



## Books which might interest me:

*Neil Armstrong (Little People, Big Ideas)*  
*Man on the Moon*  
*Look Up!*  
*How To Be An Astronaut*  
*Space Encyclopaedia*  
*The Darkest Dark*  
*Toys In Space*  
*Look Inside Space*



What do I now know which I didn't before?

## What questions could I ask?

Has man ever been to the moon and how can we know for sure?

Why did the astronauts risk their lives to go to the Moon?

How were the spacemen able to get there and back safely?

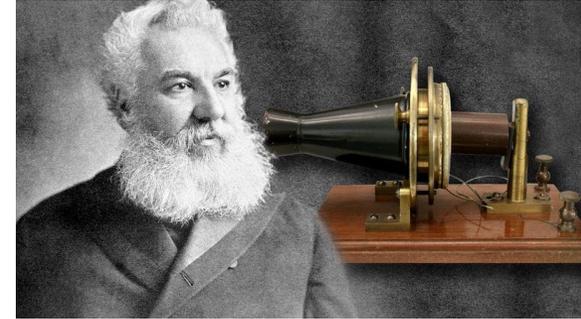
What did they do when they got to the Moon and how do we know?

Does everyone agree that we should continue to send men to the moon?

How should we commemorate this great achievement?



# Year 2 - Caxton To Bell- Comparing significant individuals



## My key vocabulary checklist:

- Sequence
- Communication
- Invention
- Books
- Printing Press
- Book
- Telephone
- Plaque
- Mobile Phone

Do you know  
what these  
words mean?



## Books which might interest me:

*Spreading the Word*  
*Alexander Graham Bell*  
*The Bell Family*  
*National Geographic Kids: Alexander Bell*



## What questions could I ask?

- What did Caxton do that was so important to us today?
- How did Caxton help to change the way books were made?
- How and why should Caxton be remembered?
- How did Bell manage to make a telephone work so long ago? And why did he want to?
- Why was Bell's invention so important? Then and now?
- How has the telephone improved since the days of Bell?

What do I now know which I didn't before?



# Year 3 – The Stone Age and Iron Age



## My key vocabulary checklist:

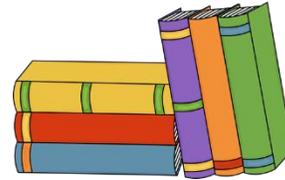
- Prehistory
- Settlement
- Neolithic
- Palaeolithic
- Skara Brae
- Hunter-gatherer
- Hillfort
- Druids
- Smithing
- Loom

Can you write a definition for these words in your book?



## Books which might interest me:

- Stone Age Boy – Satoshi Kitamura
- Stig of the dump – Clive King
- Savage Stone Age – Terry Deary
- UG – Raymond Briggs
- The Secrets of Stone Henge – Mick Manning
- Bronze Age to Iron Age – Grace Jones



What do I now know which I didn't before?

## What questions could I ask?

How would life in these periods differ to modern life?

What impact did metal have on the lives on the people of this period?

How did the Iron Age people ensure their safety?

What advantage did the Roman's have over the Iron Age Celts in battle?



# Year 3 – The Romans



## My key vocabulary checklist:

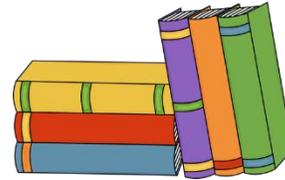
- Aqueduct
- Archaeology
- Invasion
- Caesar
- Latin
- Numerals
- Empire
- Hadrian's Wall
- 753 BC – Rome

Can you write a definition for these words in your book?



## Books which might interest me:

- Roman Myths – The orchard book
- The Eagle of the Ninth – Rosemary Sutcliffe
- Romans on the rampage – Jeremy Strong
- Escape from Pompeii – Christina Balit
- Julius Zebra – Gary Northfield



What do I now know which I didn't before?

## What questions could I ask?

How did life change over the Roman period?

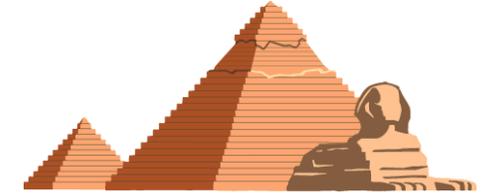
Why did the Romans expand?

What were the reasons for the Empire's decline?

Were the Roman's popular?



# Year 4 – Ancient Egypt



## My key vocabulary checklist:

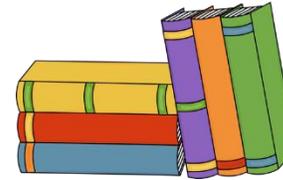
- Archaeologist
- Howard Carter
- Lord Carnavon
- Tutankhamun
- Pyramid
- Canopic Jar
- Hieroglyphics
- Mummification
- Papyrus
- Pharaoh

Can you write a definition for these words in your book?



## Books which might interest me:

- The Egyptian cinderella – Shirley Climo
- The Scarabs secret – Nick Would
- The Red Pyramid – Rick Riordan
- Tales of Gods and Pharaohs – Marcia Williams
- The story of Tutankhamun – Patricia Cleveland-Peck



What do I now know which I didn't before?

## What questions could I ask?

What can we quickly find out to add to what we already know about Ancient Egypt?

How can we discover what Ancient Egypt was like over 5,000 years ago?

What sources of evidence have survived and how were they discovered?

What does the evidence tell us about everyday life for men, women and children?

What did the Ancient Egyptians believe about life after death and how do we know?

What did Ancient Egypt have in common with other civilisations at that time?



# Year 4 – Ancient Greece



## My key vocabulary checklist:

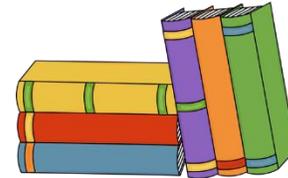
- Democracy
- Philosophy
- Acropolis
- Empire
- Sea-faring
- Olympic games
- Pythagoras
- Aristotle
- City state
- Athens

Can you write a definition for these words in your book?



## Books which might interest me:

Orchard book of Greek myths – Geraldine McCaughrean  
Who let the gods out – Maz Evans  
Aesop's fables  
Mark of the cyclops – Saviour Pirotta  
Groovy Greeks – Terry Deary



What do I now know which I didn't before?

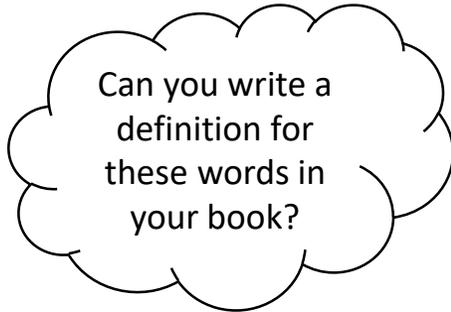


# Year 5 – Anglo-Saxons and Vikings



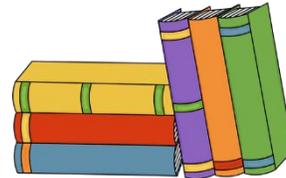
## My key vocabulary checklist:

- Anglo-saxon
- Viking
- Dreng
- Longboat
- Martyr
- Settlement
- Invasion
- Raid
- Monasteries
- Flying



## Books which might interest me:

- Beowulf – Michael Morpurgo
- Vicious Vikings – Terry Deary
- Jaspar Viking Dog – Hilary Robinson
- How to be a Viking – Cressida Cowell
- Norse Mythology – Neil Gaiman
- Odd and the Frost Giants – Neil Gaiman



What do I now know which I didn't before?

## What questions could I ask?

Why did the Anglo-Saxons invade and how can we possibly know where they settled?

What does the mystery of the empty grave tell us about Saxon Britain?

How did people's lives when Christianity came to Britain?

How were the Saxons able to see off the Viking threat?

How did the Vikings try to take over the country and how close did they get?

Raiders or settlers: how should we remember the Vikings?



# Year 5 – The Ancient Maya



## My key vocabulary checklist:

- Civilisation
- Human sacrifice
- Predictions
- Hieroglyphs
- Haab
- Temple
- Tzolkin
- Artefacts

## Books which might interest me:

- Middleworld – J&P Voelkel
- Ancient Maya – Barbara Somervill
- The Great Kapok Tree – Lynne Cherry
- Rain Player – David Wisniewski
- The corn grows ripe – Dorothy Rhoads



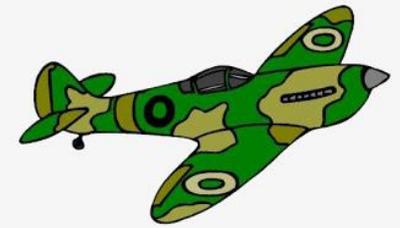
## What questions could I ask?

- Why do you think we study the Mayan civilisation in school?
- When the area they lived in was mainly jungle, how on earth were the Maya able to grow so strong?
- What was life like at the height of the Mayan civilisation?
- How can we possibly know what it was like there 1000 years ago?
- If the Maya were so civilized, why then did they believe in human sacrifice?
- How can we solve the riddle of why the Mayan empire ended so quickly?

What do I now know which I didn't before?



# Year 6 – World War 2



## My key vocabulary checklist:

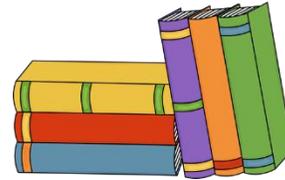
- Allies
- Nazi
- Propaganda
- Luftwaffe
- Air raid
- Rationing
- Blitz
- Holocaust
- Dictator

Can you write a definition for these words in your book?



## Books which might interest me:

- Letters from the Lighthouse – Emma Carroll
- The Boy in the Striped Pyjamas – John Boyne
- Goodnight Mr Tom – Michelle Magorian



What do I now know which I didn't before?

## What questions could I ask?

- KQ1 – Why did Britain have to go to war in 1939?
- KQ2 – Why was it necessary for children to be evacuated and what was the experience of evacuation really like?
- KQ3 – How was Britain able to stand firm against the German threat?
- KQ4 – Which 8 objects should we show to explain how Britain coped with the effect of war on the home front?
- KQ5 – Why is it so difficult to be sure what life was really like on the home front?
- KQ6 – What was VE Day really like?

# Year 6 – Victorian Britain



## My key vocabulary checklist:

Industrialisation

Revolution

Urbanisation

Invention

City

Workhouse

Can you write a definition for these words in your book?



## Books which might interest me:

Street Child – Berlie Doherty

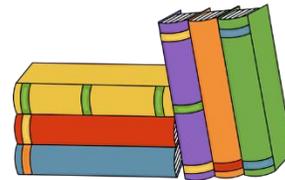
Gaslight – Eloise Williams

The Vanishing Trick – Jenni Spangler

Another Twist in the Tale – Catherine Brunton

Brunton

Cogheart – Peter Bunzl



What do I now know which I didn't before?

## What questions could I ask?

**KQ1** What were the main changes that took place during this time?

**KQ2.** Why is it so difficult to find out what factory conditions were really like?

**KQ3.** How did town life compare to life in the countryside at this time?

**KQ4** What were the main changes in transport and did everyone benefit?

**KQ5.** What can we learn about Victorian times from a study of :

a. schools b, workhouses c. climbing boys

**KQ6.** Were the Victorian times a Dark Age or a Golden Age?