



History Knowledge and Skills Organiser

Topic Grids



Chronology to be covered

700- Viking Longboats travelled the ocean
1770- First steam driven engine was put in a car
1783- Hot air balloon first took flight
1814- George Stephenson invented the steam train
1885- Benz Patent Motor wagon was built in Germany
1889- First electric car
1903- First aeroplane flight
1908- First Ford was built by Henry Ford
1939- First helicopter flight
1957- First aeroplane carrying passengers
1961- First flight into space
1994- Eurostar opens

Local Links

River Lea – Canal boat trip.
Cross curricular links – RE
St Augustine's Church
Stansted Airport
De Havilland
Panshanger – flying school
North Weald

Key Vocabulary for historical period

Transport car vehicle movement modern
old combustion engine trains boats ferry
railway station

Subject specific vocabulary

Modern, Classic, Dated, Old, New

Historical skills to be covered

•Changes within living memory.
Where appropriate, these will be used to reveal aspects of change in national life.

Subject Knowledge to be covered:

Name and describe different types of transport and explain how travel has changed over time. Talk about how it is different from when their grandparents travelled.

Identify the features of modern and 'old' cars and vehicles and how they work.

How do cars with engines differ from newer electric cars?

Understand how axels and wheels work in vehicles. (To be built on in Y2)

Have a good understanding of a range of modes of transport both modern and old including – cars, trains, boats.

Children learn about space travel and advances in our ability to explore our planet and beyond.

Year 1 – Changes within living memory (Transport)

Possible Questions

How do people get around?
How do you get to school?
How do modern and old modes of transport differ?
How are we able to explore our planet and beyond?
How do wheels and axels work?

Literature links

Mark Haddon – 'The sea of tranquillity'

Chronology to be covered

13 April 1570- Guy Fawkes was born in York
24 March 1603- King James I was crowned King of England
20 May 1604- Guy met with some of the other people involved in the Gunpowder Plot for the first time in the Duck and Drake pub
March 1605- Guy and his friends rented a basement that was located underneath the House of Lords, and started to fill it with barrels of gunpowder
26 October 1605- Lord Monteagle received a letter warning him of something bad happening on 5 November
1 November 1605- The letter that Lord Monteagle received was shown to King James I
5 November 1605- Guy Fawkes was arrested in the basement of the houses of Parliament
31 January 1606- Guy Fawkes was put to death

Historical skills to be covered

The lives of significant individuals in the past who have contributed to national and international achievements.

Subject Knowledge to be covered:

Be able to understand the people involved in the gunpowder plot and their motives/problems along the way.

Understand who Guy Fawkes was and his role in the plot/consequences.

Explain why the Gunpowder Plot happened.

Sequence the main events of the Gunpowder Plot.

Understand the historical significance of the plot and how it is remembered today.

Literature links

The Gunpowder plot – Helen Cox-Cannons.

Local Links

London – Houses of parliament
Gunpowder mills – Waltham Abbey

Key Vocabulary for historical period

Parliament King Catholic Protestant
Gunpowder Plotters Plot Events
Overthrow Consequence

Subject specific vocabulary

Possible Questions

Who was involved in the plot?
What were the reasons for the plot? What events lead to the plot?
What were the main events of the plot itself?
Was it successful?
What happened afterwards?
Why did the plot not succeed?
What impact has this had on our lives today?

Year 1 – Significant individuals (Guy Fawkes)

Chronology to be covered

Reign of King James through to
Charlies II 1603-1685

The exact dates of the fire

2 Sep – 6 Sep 1666

Historical skills to be covered

Can give clear explanation of a historic event offering two or three reasons why an event took place

Can sequence parts of a more complex story where action take place over a period of time an can use phrases such as ‘over 300 years ago.’

Can offer reasons as to why changes occur

Subject Knowledge to be covered

Monarchs and their impact upon daily life, eg, why was England vulnerable in 1666.

Why was the role of the king important
The fire gained momentum due to poor house construction, use of materials and lack of systems. How does this compare to modern day?

What exists now as a memorial to this event?

What were the events preceding the GFOL (battles, war with the Dutch, the plague, pestilence, pollution

Local Links

(Link to era)

The Baesh Almshouses
Former grammar school, also functioned as church 1653

**Year 2 –
Events beyond living
memory
(Great fire of London)**

Key Vocabulary for historical period

Subject specific vocabulary

Century, Stuart , reign,

Plague, plaster, cathedral, material, monarch, thatch water squirter, time specific job description: tanner, apothecary, rat catcher, plague doctor, rubble, ruin

Possible Questions

How was London different in the 17th Century?
Which major events preceded the fire?
Why did the fire in 1666 burn down so many more houses than in other fires at the time?
How do we know what happened during the fire?

Literature links

Samuel Pepys’ diary
Age appropriate books : Toby and the GFOL, Vlad, London’s Burning

Chronology to be covered

28th July 1914 war breaks out
July to November 1916 Battle of the Somme
25th March 1918 Walter Tull dies in battle in France
11 November 1918, Armistice is signed
11th November 1919, the first Remembrance service is held

Historical skills to be covered

Use of primary and secondary sources

Recall key facts about the First World War and the experiences of soldiers and animals in the trenches

Subject Knowledge to be covered:

Explain the significance of Walter Tull in history and talk about his life.

- Recall key facts about the First World War and the experiences of soldiers and animals in the trenches.

- Use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them.

Explain the importance of women working on the Home Front during the First World War.

- Talk about the significance of Remembrance Day, when it happens and why

Local Links

Local air field (used in WW2)
Ware museum
Stanstead Abbots History society

Year 2 – Significant historical events (local) (World War 2 Rationing/evacuation)

Key Vocabulary for historical period

Subject specific vocabulary

Armistice	ration	battle
Front line	Somme	
Trenches	primary source	
Poppy	secondary source	
Evacuee	munitions factory	
Home front		

Possible Questions

What is Remembrance Day?
When was the First World War?
Who was Walter Tull?
What was life like for children in the war?
Who do we remember?

Literature links

Where the poppies now grow
Peace Lily
The Little hen and the Great War
Archie's war
Vlad and the First world war



Chronology to be covered

Palaeolithic period of prehistory – Where the stone age people would begin to use tools.

Into the **Neolithic** period whereby people began to settle and farm/keep livestock etc.

Understand how the Bronze Age followed the Stone Age, when people began to use tin and copper ore to make bronze tools and weapons

Historical skills to be covered

Continue to develop chronologically secure knowledge of history.

Understand more complex vocabulary relating to chronology.

Use historical terms appropriately.

Regularly address and sometimes devise historically valid questions.

Understand that different versions of the past may exist, giving some reasons for this.

Subject Knowledge to be covered:

What do I already know about the Stone Age?

How does it differ to the modern day?

Prehistoric animals – How do they differ to animals today? Are there any animals that resemble those of the past?

Key to survival in the Stone Age – weapons, farming, hunting, fishing and most importantly gathering.

Understanding of the key finds at Skara Brae.

What do cave paintings tell us about life in the Stone Age? Are there any links to art in the modern day?

Local Links

The Celtic Harmony camp

Possible Stanstead Abbots Henge?

Year 3 – The Stone Age

Key Vocabulary for historical period

Prehistory Settlement
Palaeolithic Neolithic
Cave painting Hunting
Fishing Arrow Sabre tooth tiger
Woolly mammoth
Skara Brae Hunter-Gatherers

Subject specific vocabulary

Chronology
Sources – Primary and Secondary

Possible Questions

What tools did the Stone Age people have to survive?
How do Stone Age animals differ to the animals we have today? Are there any similarities?
How does a Stone Age settlement differ from modern day homes?

Literature links

The stone age boy – Satoshi Kitamura
UG boy genius of the stone age – Raymond Briggs
Stig of the dump – Clive King

Chronology to be covered

Emergence of the Bronze Age from the Stone Age followed by the Iron Age. Including the understanding that many of these periods overlap and there are discrepancies as to when each began.

Understanding that the Roman invasion put an end to the Celtic way of life – links to the defeat of Boudicca.

Historical skills to be covered

Continue to develop chronologically secure knowledge of history.

Understand more complex vocabulary relating to chronology.

Use historical terms appropriately.

Regularly address and sometimes devise historically valid questions.

Understand that different versions of the past may exist, giving some reasons for this.

Subject Knowledge to be covered:

Transition period from Stone Age to Bronze Age including the use of tin and copper to make Bronze weapons and tools.

Understanding of the transition from nomadic life to settling in hillforts and tribal culture. Also including the emergence of settled life including farming/keeping livestock.

Understanding of the reasons for the use of metal weapons as opposed to those made of stone.

Celtic Harmony camp links – What strategies did the Celts use to make clothes which support their lifestyle.

Understanding of trading and other everyday survival strategies.

Burial ceremonies and druids – Stonehenge

Understanding of the events towards the end of the Iron Age including the Roman invasion and the defeat of Boudicca

Year 3 – The Iron Age

Local Links

The Celtic Harmony camp

Stonehenge

Key Vocabulary for historical period

Nomadic Boudicca Archaeologist
Tribal Hillfort Henge Artefact
Bronze/Iron/Ore Century
Druids Settlement Loom
Weaving Stone circle
Trade Sacrifice Remains
Migration Invasion
Romans Neolithic

Subject specific vocabulary

Chronology
Sources – Primary and Secondary

Possible Questions

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?

Literature links

Stig of the dump – Clive King

Chronology to be covered

753 BC - The city of Rome is founded.
55-54 BC Julius Caesar's attempted invasion
43 AD Emperor Claudius invasion
61 AD Boudicca sacking of Verulamium
121 AD - The Hadrian Wall is built. To keep out the barbarians a long wall is built across northern England.
476 AD - The end of the Western Roman Empire and the fall of Ancient Rome. The last Roman Emperor Romulus Augustus is defeated by the German Goth Odoacer. This signals the start of the Dark Ages in Europe.

Historical skills to be covered

- Develop a clear chronology over the period
- Consider change over the period, cause and affect.
- Use primary (archaeological) sources – visit to St Alban's museum- handling session

Subject Knowledge to be covered:

Location and extent of Roman Empire

Develop a timeline of main events – esp invasion of Britain.

The might and effectiveness of the Roman army – Julius Caesar and Claudius invasions

What was life like before and after invasion?

e.g

Romanisation of settlements – houses, markets, dress etc

Major Roman road and towns (Link to Ermin Street and other major routes)/ Verulamium (St Albans/Colchester?) – development of Christianity.

Boudicca resistance – and the sacking of Verulamium, Colchester and London.

The end of the Roman Empire (Slow decline)

Year 3 – The Roman Empire and its impact on Britain

Local Links

St Albans

[Exploring Verulamium](#)

Ermin street

Sacking of Verulamium by
Boudicca

Key Vocabulary for historical period

Aqueduct Archaeology Invasion
Caesar Latin Numerals
Empire

Subject specific vocabulary

Chronology
Sources – primary and secondary

Possible Questions

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?

Literature links

Roman Myths – The orchard book
The Eagle of the Ninth – Rosemary
Sutcliffe



Historical skills to be covered
Sequence changes and events within a period of time being studied.

Describe the passing of time in a variety of ways - consolidating previous understanding of historical vocabulary.

Select and organise relevant historical information.

Identify historically significant people and events.

Subject Knowledge to be covered:
The river Nile – its impact on farming, travel and survival for the Ancient Egyptians.

Mummification – processes and rituals. links to the afterlife. Gods that the Ancient Egyptians worshipped – Amun, Ra, Anubis, Horus, Thoth, Isis, Osiris.

Famous Pharaohs including: The life of Tutankhamun. How did his reign change life for the Ancient Egyptians?
Narmer – uniting upper and lower Egypt. Khufu – responsible for the pyramids at Giza Cleopatra – often considered the last pharaoh of Egypt.

The Egyptian way of life – How did it differ from other ancient civilisations?

Chronology to be covered
7500 BC First settlers in the Nile valley
3500 BC First use of Hieroglyphics
3100 BC Narmer unites regions of lower and upper Egypt
2650 BC First pyramid built
1336 BC Tutankhamun becomes ruler - changes
332 BC Alexander the great conquers Egypt
196 BC Rosetta stone carved
30 BC Egypt becomes a Roman province
1922 CE Howard Carter discovers Tutankhamun's tomb.

Local Links
British Museum

Fitzwilliam museum

Key Vocabulary for historical period
Afterlife Akhet Canopic jars
Dynasty Egyptologist
Hieroglyphics Mummification
Papyrus Pharaoh
Sarcophagus
Subject specific vocabulary
Chronology
Sources – Primary and Secondary

Possible Questions
What was the Ancient Egyptians greatest achievement?
What impact did the river Nile have on the development of the Ancient Egyptian civilisation?
What did Howard Carter's discovery of Tutankhamun's tomb teach us about Ancient Egyptian civilisation?

Literature links
The Egyptian cinderella – Shirley Climo
The Scarabs secret – Nick Would

Chronology to be covered

Placing the Greeks in the chronology of the world
– Looking at where they are in relation to other ancient civilisations including the Ancient Egyptians.

776 BC First Olympic games

750 BC Homer writes the Iliad and the Odyssey

570 BC Pythagoras is born

508 BC Democracy begins

450 BC Athens becomes a powerful city

432 BC Parthenon completed

146 BC Romans conquer Greece

Historical skills to be covered

Understand that different versions of the past may exist, giving some reasons for this.

Explain why changes have occurred and the consequences of these changes.

Make links between main events and situations across different periods/societies.

Explain why differences exist between different groups of people within a historical period

Subject Knowledge to be covered:

Understanding that the Ancient Greeks were sea faring people.

The Greeks were great thinkers, warriors, writers, actors , athletes, architects and politicians.

Comparison/links to be made with the Ancient Egyptians - where are they in relation to each other?

Life in Ancient Greek period– city states including Athens and Sparta and their profound differences. Links should be made to philosophy/battles.

Religion – Greek gods and goddesses. How do these link to the Egyptian gods and also are there any similarities to Roman gods previously covered.

Greece as a country – How did its climate affect those who lived there?

Understanding of what an Ancient home would look like.

Literature links

Orchard book of Greek myths –
Geraldine McCaughrean
Who let the gods out – Maz Evans

Year 4 – Ancient Greeks

Local Links/Trips/Visitors

British Museum

History off the page

Key Vocabulary for historical period

Democracy Philosophy Aristotle

Trade Polis Olympic games

Homer Pythagoras Architecture

Archaeologist Citadel Civilisation

Continent Culture Empire

Sea-Faring Urban Warfare

Subject specific vocabulary

Chronology

Sources – Primary and Secondary

Possible Questions

What impact has Greek society had on modern life?

How did the climate and locality of Greece affect those who lived there?

Where does the Ancient Greek civilisation come in relation to other topics covered? – Ancient Egyptians/Romans

Chronology to be covered

England is invaded – 449CE
Vikings invade Britain – 793CE
King Alfred rules Wessex – 871 – 899 CE
Danish King Canute rules England – 1016 – 1035CE
Edward the confessor rules and his death leaves
no clear successor – 1042-1066CE
King Harold killed in battle of Hastings.

Historical skills to be covered

Note connections, contrasts and trends.

Use vocabulary such as social, religious and cultural to explain historical events and changes.

Choose reliable sources of factual evidence about events, people and changes within a period of time.

Evaluate different interpretations of the past to reach a balanced conclusion.

Evaluate different sources of information and identify those useful for particular tasks.

Subject Knowledge to be covered:

Who are the Anglo-Saxons? Why did they invade?

Examining the transition from the Roman period and its way of life to Anglo-Saxon Britain.

Examining the art, literature and religion of the period to understand if it truly was a dark age. Links to Lindisfarne monasteries.

Power struggle between the Vikings and the Anglo-Saxons over territory.

How did the Vikings travel from one area to another – Longboats.

Closely examine the battle of Hastings and the power struggle.

Focus on some influential Viking leaders (Dane law)

Resistance from Alfred the great and Athelstan first king of England.

Local Links/Trips/Visitors

Geographical significance of the River Lea dividing Dane law to Anglo-Saxons.
Links to St Alban's martyr.
Hertford castle (Norman) Burgh.

Year 5 – Anglo-Saxons and Vikings

Key Vocabulary for historical period

Anglo-Saxon Viking Longboat
Burgh Interpretation Martyr

Subject specific vocabulary

Chronology
Sources – Primary and Secondary

Possible Questions

Was the Anglo-Saxon period really a dark age for Britain? Consider art, literature and religion.

What did the Vikings want from Britain?
What did they bring?

Why was the Roman way of life destructured?

When did Christianity come to Britain?

Literature links

Beowulf – Michael Morpurgo

Chronology to be covered

Some ceremonial centres are built in modern day Guatemala 2000 BC
Mayan culture was well established by 1000 BC
Mathematics and astronomy were adopted 250 CE
Mayan population reaches 5 million which caused deforestation.
840 CE Long term drought – was this the start of the Mayan downfall?
Final date inscribed by the Mayans 909 CE

Local Links/Trips/Visitors

Paradise wildlife park – creatures of the area?
Elizabeth ...

Key Vocabulary for historical period

Colonisation Deforestation
Predictions Astronomy
Calendars Temple
Chichenitza Hieroglyphs Tzolkin
Haab Sacrifice Rituals

Subject specific vocabulary

Chronology
Sources – Primary and Secondary

Historical skills to be covered

Explain how some events from the past affect life today.
Describe the main changes within a period of time being studied.
Identify and give reasons for, results of, historical events, situations, changes.
Give own reasons why change has occurred, backed up by research evidence.

Year 5 – The Mayans

Possible Questions

How did Mayan life compare to modern society?
When was the Mayan civilisation?
What was the Mayan civilisation like?
What happened to the Mayan people around 900 CE?
In what ways has Mayan culture extended to modern day life?
Why did ancient Mayan cities stay hidden for so long?

Subject Knowledge to be covered:

Understand the Mayan's sophisticated and developed writing system and calendar – base 20.
The extent and location of the Mayan civilisation.
Mayan culture, arts and beliefs – religion and worshipping/architecture.
The Mayan creation story – Gods and Goddesses – including sacrifices.
What caused the decline of the Mayan civilisation?
Deforestation/warfare/disease/colonisation.

Literature links

Middleworld – J&P Voelkel

Chronology to be covered

September 1, 1939 – Germany invades Poland
September 3, 1939 – Britain and France declare war on Germany
January 1940 – Rationing introduced
May to June 1940 – Dunkirk evacuated and France surrenders to Germany
July 1940 – Germany launches attacks on Great Britain.
Germany, Italy and Japan signed the Tripartite pact creating the axis alliance
December 7, 1941 – The Japanese attack the US navy in Pearl Harbor
June 6, 1944 – D day
April 30, 1945 – Hitler commits suicide
May 7, 1945 – Germany surrenders

Local Links/Trips/Visitors

Duxford museum
Easney wood plane crash
1942
War memorials in local areas
Henry Moore
North Weald airfield museum

Historical skills to be covered

Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Describe different periods in time Including: cultural ideas, beliefs and attitudes.

Find out about the past by asking and answering questions, selecting and using a range of sources of information to provide evidence.

Evaluate sources of information- recording and drawing conclusions.

Consider the significance of main events. Give reasons for, and results of, these events and changes.

Year 6 – World War 2

Possible Questions

What were the events that lead to the start of World War 2?
What were the factors behind the holocaust?
What was life like for somebody living in Britain during the war?
How did rationing work?
Should we always believe what we are told in the media?

Key Vocabulary for historical period

Allies Invasion Evacuee
Black out Air raid Rationing
Axis Nazi Blitz Holocaust
Luftwaffe Dictator
Aryan Propaganda
Subject specific vocabulary
Chronology
Sources – Primary and Secondary

Subject Knowledge to be covered:

Causes of the start of World War 2 – political climate at the time.
Links to be made to extent of Hitler's empire.
Understand the events that lead to the battle of Britain and place significant events on a timeline.
Events surrounding the holocaust – persecution of Jews.
Understanding the extent of life during the war including rationing, evacuation and air raid shelters etc.
Significant events leading to the end of World War 2 including the involvement of other countries.

Literature links

The boy in the stripe pyjamas
Goodnight Mr Tom

Chronology to be covered

Pre-history – modern times
Development of a timeline
Make links with previous eras studied.

Historical skills to be covered

Recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Describe different periods in time Including: cultural ideas, beliefs and attitudes.

Find out about the past by asking and answering questions, selecting and using a range of sources of information to provide evidence.

Evaluate sources of information- recording and drawing conclusions.

Consider the significance of main events. Give reasons for, and results of, these events and changes.

Subject Knowledge to be covered:

Open opportunity to explore the history of our local area.

The children will be encouraged to consider an area/period of local history which particularly interests them. To pose a question and research their own answers.

This may include consideration of Stanstead Abbots: – Early history (Pre-historic sites – Domesday records) industry – maltings/ new river, Tudor heritage, Local families and estates eg Buxtons etc

The children will have to look at a range of primary and secondary sources and will be expected to present their work as a display or presentation.

Develop a timeline for the history of the school.

Year 6 – Local History Project

Local Links/Trips/Visitors

Field work in local area
Explore the locality – mills, river, new river, parishes of St Margaret's, St Andrew's and St James.

Key Vocabulary for historical period

Historical periods

Subject specific vocabulary

Chronology
Sources – Primary and Secondary

Possible Questions

How has the area developed over the years?
What clues are evident in the buildings/ sources/church yard etc

How has the industry shaped the history?

What links are there with famous people –e.g .Alfred Waterhouse (designer of the Natural History Museum.

Who were the Buxtons and what did they do for our area?

What role did Stanstead Abbots and the local area play in the Tudor Monarchs' story?