



# Humanities Curriculum

## KS2 Knowledge Organisers

## Knowledge Organiser

**Theme:** Ancient Egyptians    **Year:** A1    **Term:** Autumn

Learning Objectives - Knowledge			
Foundations	Key Driver	Digging Deeper	Key Driver
To know where the Ancient Egyptian civilisation belongs on a World History timeline, to know its geographical location.	NW	To know civilisations before and after Ancient Egypt learnt previously and compare their similarities and differences	NW
To know the importance of historical artefacts in building our knowledge of ancient times and to recognise some key Ancient Egyptian artefacts, wall paintings, monuments and ruins	NW	To know about the science of archaeology	C
To know about the importance of the River Nile and the concept of The Black Land and The Red Land.	NW	To know and explain why the Nile was considered the 'life of Egypt'.	NW
To know about Daily life of the Ancient Egyptians	NW		
To know the significance of Gods, Goddesses and temples to the Ancient Egyptians.	NW	To know and compare beliefs with Christianity and other religions.	K
To know how and why the Egyptians built the pyramids.	NW/C		
To know what the Ancient Egyptians believed about death.	NW	To know the 'book of the dead's' significance	K
To know details about the process of mummification.	NW/C	To know why mummification was important to Egyptians.	NW/K/C
To know about hieroglyphics and the significance of the Rosetta Stone.	NW		
To know about significant Pharaohs: Tutankhamun, a young pharaoh	NW	To know the historical events of Howard Carter's discovery.	NW
To know about significant Pharaohs: Ramesses II, a powerful pharaoh	NW		
To know about significant Pharaohs: Hatshepsut and Cleopatra VII, female pharaohs	NW	To know how the Ancient Egyptian dynasty came to an end.	NW

Key Vocabulary			
Word	Meaning	Word	Meaning
Ancient	Very old	Hieroglyphic	Picture writing
Artefact	An object of historical interest that was made by a human being	Demotic script	Popular and rapid way of writing in Ancient Egypt
Monument	A structure that was created to commemorate a person or event	Canopic jar	Special container for storing one of the internal organs from a dead body
Pyramid	A massive stone structure with a square base and sloping sides, often a royal tomb	Sarcophagus	An elaborate and massive outer stone coffin
The River Nile	River that flows through Egypt	Civilization	An advanced stage of organised living, including laws and culture
Mummification	The process of preserving a dead body from decay	Archaeology	The study of things that people made, used and left behind
Pharaoh	The ruler of Ancient Egypt	Cartouche	An oval border around a Pharaoh's name
		Papyrus	Material-like paper made from reeds, used by the Ancient Egyptians

Timeline	
Date	Event
3100 BCE	First pharaohs ruled Ancient Egypt
2650 BCE	First pyramid built
c. 2600 BCE	Mummification begins
2589 BCE	Great Pyramid of Giza built
1336 - 1327 BCE	Tutankhamun ruled Egypt
51-30 BCE	Cleopatra ruled Egypt
30 BC	Egypt passes into Roman hands
July 1799 AD	Rosetta Stone discovered
November 1922 AD	Howard Carter discovers the tomb of Tutankhamun

Useful Websites or Resources
<a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt</a> <a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a> <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb">https://www.bbc.co.uk/bitesize/topics/zg87xnb</a> <a href="https://www.birminghammuseums.org.uk/schools/bmag-for-kids">https://www.birminghammuseums.org.uk/schools/bmag-for-kids</a>

## Knowledge Organiser

**Theme:** Considerate Consumers - Fair Trade in Africa **Year:** A1 **Term:** Spring

Learning Objectives - Knowledge			
Foundations	Key Driver	Digging Deeper	Key Driver
To know what a consumer is.	NW		
To know what makes a considerate consumer.	K/HL	To reflect upon self-consumption and how to improve habits	K/HL
To know what fair trade means.	C/K/HL		
To know how some developing countries can be exploited	C,K,N	To know the elements of a production chain - Banana Split Game	C
To know how unfair trade can be made fair	C,K		
To know what the Fairtrade organisation stands for	C,K	To know the history of the Fairtrade mark	C/K
To know examples of Fairtrade products	C,K	To know pros and cons of Fairtrade products	C,K
To know that individuals' choices can have an impact on the future of the world (and how)	C,K,N	To know some of the arguments for (and against) fair trading	C,K
To know the location of Africa: the countries that make it up and an overview of the climate, landscape, etc.	NW	To know and compare similarities and differences between the UK and Africa, and differences between regions of Africa itself	NW
To know about the Omushana charity and its work in Africa	C,K,N	To be proactive in supporting and raising awareness of the Omushana charity	K
To know about the life of a rural child in Africa and compare it with ours	C,K,N		

Key Vocabulary			
Word	Meaning	Word	Meaning
Consumer	a person who purchases goods and services for personal use	Resources	Useful or valuable possessions or qualities
Products	articles or substances that are manufactured or refined for sale	Exploitation	The act of treating someone unfairly in order to benefit from their work
Produce	to make or manufacture from components or raw materials	Wealth	Valuable possessions or money
Producer	a person, company, or country that makes, grows, or supplies goods for sale	Technology	The application of scientific knowledge for practical purposes
Fairness	Just treatment or behaviour without favouritism or discrimination	Raw materials	The basic material from which a product is made
Production	The action of making or manufacturing from components or raw materials		
Trade	Buying and selling goods and services		
International	Between nations		
Production chain	All the stages of making a product, considered together		
Retailer	Seller		

Useful Websites or Resources
<a href="https://www.fairtrade.org.uk/">https://www.fairtrade.org.uk/</a> (Fairtrade) <a href="https://schools.fairtrade.org.uk/">https://schools.fairtrade.org.uk/</a> (Fairtrade activities for schools) <a href="https://www.rhet.org.uk/media/1643/bananasplit.pdf">https://www.rhet.org.uk/media/1643/bananasplit.pdf</a> (Banana Split game) <a href="https://youtu.be/hVVt0c_VQnE">https://youtu.be/hVVt0c_VQnE</a> (Bean to Bar) <a href="https://www.omushana.org/">https://www.omushana.org/</a> (Omushana charity) <a href="https://www.traidcraft.co.uk/">https://www.traidcraft.co.uk/</a> (Traidcraft)

## Knowledge Organiser

**Theme:** Roman Invasion **Year:** A1 **Term:** Summer

Learning Objectives - Knowledge			
Foundations	Key Driver	Digging Deeper	Key Driver
To know the background to the Roman Empire, including a timeline	NW	To know civilisations before and after the Roman Empire learnt previously and compare their similarities and differences	NW
To know what life in Britain was like before the Romans	NW		
To know about the Roman invasion and eventually settlement of Britain	NW	To know and compare the similarities and differences between Celts and Romans To know the events leading to Caratacus' capture	NW
To know how the Roman army was organised and how it operated	C	To know what the Vindolanda tablets and other written evidence e.g. transcripts written by Tacitus tell us about life in Britain for a Roman soldier	NW
To know about major buildings and architecture created by the Romans	C		
To know how the Roman expertise with sewers, roads and irrigation affected the British population	C	To know and explore evidence of Roman ingenuity in Britain today	C
To know how, why and when Hadrian's Wall was built	C		
To know which food (and animals) & drink were imported into Britain by the Romans	NW	To know the differing diets of poor and rich Romans	NW
To know a little about the Latin and its legacy today	NW/C		
To know what the Romans did for entertainment	NW/C	To know the types of gladiators and what life was like for a gladiator	NW/C
To know how the Roman bureaucracy worked, what changes were introduced into Britain and their effects	NW/C	To know the effect of the Pax Romana across the Empire, including Britain	NW
To know the causes, events and effects of Boudicca's revolt	NW/C	To know how and why the Roman Empire came to an end	NW/C

Key Vocabulary			
All		Yrs 5 & 6 additionally	
Word	Meaning	Word	Meaning
Celt	The ancient people who lived in Britain before the Romans invaded	Senate	A governing body of prominent members of Roman society
Empire	A group of countries ruled by single person, government or country	Dictator	the senior magistrate of the Roman Republic
Emperor	The male ruler of an Empire	Legion	A group of around 5400 soldiers, made up of ten groups of soldiers called cohorts
Invasion	When an army or country uses force to take control of another country	Pax Romana	A peaceful time in the Roman Empire (27 BC until 180 AD)
Centurion	An officer in the army of ancient Rome who was responsible for 100 soldiers	Bureaucracy	A system for controlling or managing the Empire, operated by a large number of officials
Architecture	The style in which buildings are made		
Aqueduct	A structure for carrying water across land, especially one like a high bridge		
Villa	A large house		
Amphitheatre	A circular or oval area of ground around which rows of seats are arranged on a steep slope, for watching games outside		
Gladiator	A man who fought another man or an animal, usually until one of them died, for public entertainment		

Timeline	
Date	Event
753bc	Roman Empire was founded
45bc	Julius Caesar becomes first dictator of Rome
43ad	Claudius invades Britain
51ad	Caratacus is captured
61-62ad	Boudicca dies (unknown causes - believed to be poison, shock or illness)
80ad	Colosseum is built
121ad	Hadrian's wall is built
180ad	End of Pax Romana
476ad	Marks the beginning of the end of the Roman Empire

Useful Websites or Resources
<p><a href="#">Life in Roman Britain</a>   <a href="#">The Story of Britain</a>   <a href="#">BBC Teach - YouTube</a> (BBC)</p> <p>A Street Through Time (Book)</p> <p><a href="#">How Did The Romans Change Britain?</a>   <a href="#">History in a Nutshell</a>   <a href="#">Animated History - YouTube</a> (English Heritage)</p> <p><a href="#">Children in Roman Britain</a>   <a href="#">Primary History - Roman Voices - YouTube</a> (BBC)</p> <p><a href="#">History: Ancient Rome for Kids (ducksters.com)</a></p>