



Humanities Curriculum

KS2 Knowledge Organisers

Knowledge Organiser

Theme: Ancient Greeks

Year: A2

Term: Autumn

| Learning Objectives - Knowledge | | | |
|--|------------|---|------------|
| C3/4/5 - Foundations | Key Driver | Digging Deeper | Key Driver |
| To know when and where the Ancient Greek civilisation developed and where it fits on a global timeline | NW | | |
| To know about Ancient Greek gods and goddesses | K | To compare Greek religion to Christianity | K |
| To know the major features of Ancient Greek architecture | C | | |
| To know how democracy originated in Ancient Athens | NW | To compare Greek democracy to British democracy | NW |
| To know that Ancient Greece was divided into city states with their own laws and ways of life | NW | To know about Ancient Greek literature | NW |
| To know how and why war was waged in Ancient Greece | K | To know where we get evidence about Ancient Greece | C, NW |
| To know what daily life was like in Ancient Greece (food, school, homes, etc) | C, NW, HL | To know about the role of slavery in Ancient Greece | K |
| To know that many words today originated in Ancient Greece | C, NW | To know the impact of Ancient Greek mathematicians today | C |
| To know about Ancient Greek sports and the origin of the Olympic Games | C, HL | To compare to the modern Olympic Games (Local study - Much Wenlock influence) | HL |
| To know what Greek art and entertainment was like (pottery, theatre, festivals, etc) | C, NW | | |
| To know ways in which the Ancient Greeks had an impact on our lives today | NW, K | | |

| Key Vocabulary | | | |
|----------------|---|---------------|---|
| Word | Meaning | Word | Meaning |
| Civilisation | A group of people with their own languages and way of life. | Athens | The capital of Greece, a country of Southern Europe. |
| Ancient | Very old; existing for many years. | Sparta | A city state of ancient Greece. |
| Sacrifice | To offer or kill as a religious act. | Troy | An ancient ruined city in NW Asia. |
| Temple | A building for worship. | Olympic | A global sporting event. |
| Architecture | The art of designing buildings. | Festival | A time or event of celebration. |
| Column | A vertical pillar for a building. | Stadium | A place used for sports events and other outdoor activities, which has rows of seats that rise up around an open field. |
| Parthenon | An Ancient Greek temple located in Athens, Greece. | Slavery | The practice of people owning other people. |
| Acropolis | A group of ancient temples that were built on a high, rocky hill in Athens, Greece. | Mediterranean | A large sea that separates Europe from Africa. |
| Democracy | A government that is run by the people. | Aegean | The arm of the Mediterranean Sea east of Greece. |
| Empire | A set of lands or regions that are ruled by an emperor. | Peloponnese | The southern peninsula of Greece. |
| City-state | Cities that were independent. | | |

| Timeline | |
|----------|--|
| Date | Event |
| 800 BCE | Ancient Greek civilisation begins |
| 776 BCE | First Olympic Games held in Olympia |
| 700 BCE | Iliad and Odyssey written by Homer |
| 570 BCE | Pythagoras born |
| 508 BCE | Democracy begins in Athens |
| 490 BCE | Battle of Marathon |
| 469 BCE | Socrates born |
| 480 BCE | Battles of Salamis and Thermopylae |
| 432 BCE | The Parthenon in Athen is completed |
| 431 BCE | Peloponnesian Wars |
| 384 BCE | Aristotle born |
| 336 BCE | Alexander the Great becomes king of the Greeks |
| 287 BCE | Archimedes born |
| 146 BCE | Romans conquered Greece |

* Dates in red are key dates for the children to know.

Useful Websites or Resources

www.ancientgreece.co.uk

www.britishmuseum.org British Museum children's site (includes virtual tours)

<https://www.bbc.co.uk/bitesize/topics/z87tn39> BBC Bitesize

Schools Library Service 'Museum in a box'

Knowledge Organiser

Theme: Power of the Planet **Year:** A2 **Term:** Spring

| Learning Objectives - Knowledge | |
|---|--------------|
| C3 - Y2/3 | Key Driver |
| To know examples of natural disasters, matching terms and simple definitions. | C, NW |
| To know, in basic terms how, where and why earthquakes happen, and their effects. | C, NW, K |
| To know how to use digital resources to map Earthquakes in real time. | C, NW, K, HL |
| To know, in basic terms, how, where and why tsunamis happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why volcanic eruptions happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why storms (including tropical storms) happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why droughts happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why avalanches happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why floods happen, and their effects. | C, NW, K |
| To know, in basic terms, how, where and why forest fires happen, and their effects. | C, NW, K |
| To know, in basic terms, how Shrewsbury flooding in Shrewsbury is managed. | C, NW, K, HL |
| To know, in basic terms, how people in countries affected by natural disasters cope. | C, NW, K, HL |

| Key Vocabulary | | | |
|--------------------|---|---------------|---|
| Word | Meaning | Word | Meaning |
| drought | A shortage of rain in an area, lasting weeks, months or even years. | earthquake | Movement (often shaking) of the Earth's surface due to changes in the tectonic plates. |
| tornado or twister | A giant tube of air that spins causing powerful winds that can cause a lot of damage. | tsunami | A huge wave or series of huge waves, often caused by an earthquake under the sea. |
| storm | A very powerful weather system characterised by strong winds and heavy rainfall that can be disruptive and dangerous. Examples are hurricanes, typhoons and cyclones. | volcano | A mountain or hill with an opening or 'ven't, where lava erupts onto the Earth's surface. |
| avalanche | A fall of snow down a hillside. | precipitation | Water falling from clouds, which may be in the form of rain, hail, sleet or snow. |
| flood | An overflow of water covers land that is usually dry. | | |
| tectonic plate | Parts of the Earth's crust which fit together like a jigsaw puzzle but which can also move in relation to each other. | | |
| Ring of Fire | An area around around the Pacific Ocean where lots of volcanos happen, caused by movements of the tectonic plates. | | |

Useful Websites or Resources

<https://www.weatherwizkids.com/> - Child-friendly site explaining weather and natural disasters

Caroline Cook - Environment Agency - Flooding in Shrewsbury talk.

Knowledge Organiser

Theme: Power of the Planet **Year:** A2 **Term:** Spring

| Learning Objectives - Knowledge | |
|--|------------|
| C4 - Y4/5 | Key Driver |
| To know about the Earth's climate and areas of extreme temperatures. | C, NW |
| To know about the Water Cycle and the distribution of water across the world; to know how drought occurs. | C, NW, K |
| To know what weather is and how the weather system works. | C, NW, K |
| To know about extreme weather conditions across the world: tropical storms (hurricanes, typhoons & cyclones), tornadoes, blizzards, etc. | C, NW, K |
| To know how floods develop: local study - flooding in Shrewsbury. | C, NW, K |
| To know about earthquakes: what causes them and their effects. | C, NW, K |
| To know about tsunamis: how they are caused and their effects. | C, NW, K |
| To know what volcanoes: how they are formed and their effects. | C, NW, K |
| To know about hurricanes: what causes them and their effects. | C, NW, K |
| To know about tornadoes: what causes them and their effects. | C, NW, K |
| To know what Global Warming is and the consequences it has on planet Earth. | C, NW, K |
| To retrieve key information about Power of the Planet - End of Unit POP Quiz | C, NW, K |

| Key Vocabulary | | | |
|----------------------|---|----------------|--|
| Word | Meaning | Word | Meaning |
| climate | The average weather conditions in a place over 30 years or more. | earthquake | A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface. |
| weather | A specific event—like a rainstorm or hot day—that happens over a few hours, days or weeks. | tsunami | An earthquake below or near the ocean floor. |
| extreme temperatures | Temperature variations above (extreme heat) or below (extreme cold) normal conditions. | volcano | A mountain or hill with an opening or vents, where lava, tephra (small rocks), and steam erupt onto the Earth's surface. |
| water cycle | The continuous movement of water within the Earth and atmosphere. | Global Warming | The long-term warming of the planet's overall temperature. |
| drought | A shortage of rain over a long period of time. | | |
| tropical storms | A very powerful weather system characterised by strong winds and heavy rainfall that can be disruptive and dangerous. | | |
| tornado | A giant tube of air that spins violently, extending from the thunderstorm to the ground. | | |
| hurricane | A large rotating storm with high speed winds that forms over warm waters in tropical areas. | | |
| blizzard | A severe weather condition with low temperatures, strong winds, and large quantities of either falling or blowing snow. | | |
| cyclone | A powerful spinning storm that contains strong winds and rain that swirl around a calm eye, or centre. | | |
| flood | An overflow of water covers land that is usually dry. | | |
| lightning | A powerful burst of electricity that happens very quickly during a thunderstorm. | | |
| hail | Supercooled water, which is refrozen in the atmosphere, before falling back to the ground as a sizable ice ball. | | |

Useful Websites or Resources

<https://kids.britannica.com/kids/article/drought/399431#:~:text=Wherever%20there%20is%20a%20shortage,plants%2C%20animals%2C%20and%20people.>
https://www.ducksters.com/science/environment/global_warming.php

Knowledge Organiser

Theme: Power of the Planet **Year:** A2 **Term:** Spring

| Learning Objectives - Knowledge | |
|--|------------|
| C5 - Year 5/6 | Key Driver |
| To know what weather is and how weather systems work | C, NW |
| To know about the Earth's climate and how it differs from weather; to understand different climate zones | C, NW |
| To know what Global Warming is and its causes and consequences | C, NW, K |
| To know how drought occurs, its causes and consequences | C, NW, K |
| To know what a wildfire is, areas they mainly occur and their causes and consequences | C, NW, K |
| To know about hurricanes, what causes them and their consequences | C, NW, K |
| To know about tornadoes and what causes them and their consequences | C, NW, K |
| To know what volcanoes are, where they can be found and how they are formed | C, NW |
| To know about earthquakes and what causes them and their impact on life around them | C, NW, K |
| To know about tsunamis, how they are caused and their impact on life | C, NW, K |
| To know about avalanches, their causes and consequences | C, NW, K |
| To know how floods develop, especially flooding in Shrewsbury (local study) | C, NW, K |

| Key Vocabulary | | | |
|----------------|---|-----------------|--|
| Word | Meaning | Word | Meaning |
| climate | The average weather conditions in a place over a long time | earthquake | A weak to violent shaking of the ground produced by the sudden movement of rock materials below the earth's surface. |
| weather | A specific event—like a rainstorm or hot day—that happens over a few hours, days or weeks. | tsunami | A large wave caused by movements in the Earth's outer layer |
| weather system | the movement of warm and cold air across the globe | volcano | A mountain or hill with an opening or vents, where lava, tephra (small rocks), and steam erupt onto the Earth's surface. |
| celsius | A temperature scale denoting that water freezes at 0 degrees and boils at 100 degrees | tectonic plates | Gigantic, solid, irregularly-shaped pieces of the Earth's crust |
| fahrenheit | A temperature scale denoting that water freezes at 32 degrees and boils at 212 degrees | global warming | The long-term warming of the planet's overall temperature. |
| drought | A shortage of rain over a long period of time. | wildfire | a large, destructive fire that spreads quickly over woodland or brush |
| tornado | A giant tube of air that spins violently, extending from the thunderstorm to the ground. | | |
| hurricane | A large rotating storm with high speed winds that forms over warm waters in tropical areas. | | |
| avalanche | a mass of snow, ice and rocks falling rapidly down a mountainside | | |
| flood | an overflow of a large amount of water beyond its normal limits | | |

| Useful Websites or Resources |
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| https://education.nationalgeographic.org/resource/weather (National Geographic weather)) |
| https://ourworldindata.org/natural-disasters#volcanoes (Data on global natural disasters) |
| https://www.nationalgeographic.com/environment/topic/natural-disasters-weather (National Geographic information on natural disasters) |
| https://climatekids.nasa.gov/kids-guide-to-climate-change/ (NASA information on Global Warming) |
| https://earthquakes.volcanodiscovery.com/ (interactive map showing active volcanoes and earthquakes) |

Knowledge Organiser

Theme: What makes Britain great?

Year: A2

Term: Summer

Notes:

Wk 1 -2 Countries, Counties and Cities and Rivers of Great Britain.

Wk 3 - 5 The Monarchy

Wks 6, 1-6 Study of an aspect in British History that extends pupils' knowledge beyond 1066: TRANSPORT Roads and Rivers (pre-1700), canals and improved roads (1700-1850), railways and how they shaped Britain.

Also covered in English (biographies): Abraham Darby and the Ironbridge, Thomas Telford.

| Learning Objectives - Knowledge | | |
|---------------------------------|--|---|
| Class 3 - Y2/3 | | Key Driver |
| 1 | To know the main countries, and groupings of countries (e.g. United Kingdom, British Isles) that make up the geographical area known as Great Britain. | NW |
| 2 | To know the location of some major cities and counties within Great Britain. | NW |
| 3 | To know, in basic terms, the role of the monarch and the system of primogeniture (inheritance/succession by the first-born son). | NB. CORONATION OF KING CHARLES III: 6th May 2023 K |
| 4 | To know about some famous Kings and Queens from British History - general introduction. | K |
| 5 | To know about some famous Kings and Queens from British History - King Henry VIII, Queen Victoria, Queen Elizabeth II | K |
| 6 | To know some main methods of transport in Britain pre 1700, including stagecoaches. | C, NW |
| 1 | To know about the improvement of roads between 1700 and 1850, focussing on the work of Thomas Telford and the London-Holyhead road. | C, NW |
| 2 | To know, in basic terms, about the development and use of canals. | C, NW |
| 4 | To know about the incredible Pontcysyllte Aqueduct by Thomas Telford. | C, NW |
| 5 | To know, in basic terms, about the development of the railways and how they shaped Britain. | C, NW |
| 6 | To know how goods are moved today and consider the future of transport in Britain. | C, K, NW |

| Key Vocabulary | | | |
|----------------|--|------------|---|
| Word | | Meaning | |
| country | An area of land under the control of a government. | stagecoach | A carriage, pulled by a team of horses, that travelled across the country, transporting people, goods or mail. It would travel in 'stages', swapping the horses when they were tired. |
| county | An area of land within a country, containing cities, towns, villages and countryside. | toll | A payment to use a road or a bridge. This is how lots of roads and bridges were funded. |
| city | A place where many people live. There will be lots of houses and other buildings such as offices, factories, shops and places of worship. Towns are normally smaller and less important than cities. | canal | A channel of water that is not natural. They were made by humans to make a network so that boats could travel where the rivers were not suitable. |
| village | A place where a small number of people live, normally a distance from the nearest town or city. There will be some houses, small shops and sometimes a place of worship. | aqueduct | A bridge that carries a canal across a valley. |
| monarch | A king or queen. | | |
| heir | An heir is a person who is in line to become King or Queen one day. | | |
| reign | Noun: The time that the King or Queen is in their role. Verb: To be a King or Queen. | | |

| Useful Websites or Resources |
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| https://www.royal.uk/ Official website of the Royal Family. |
| https://coronation.gov.uk/resources-for-schools/ The Coronation. |

<https://www.ice.org.uk/what-is-civil-engineering/who-are-civil-engineers/thomas-telford>

https://www.youtube.com/watch?v=D_goMG4kfYc ICE Video with Julian Glover talking about Telford.

<https://www.youtube.com/watch?v=ehX7gKaAL74> Canal and Rivers Trust Pontcysyllte Aqueduct video

<https://canalrivertrust.org.uk/explorers/educational-sites/pontcysyllte-aqueduct-and-trevor-basin> Canal and Rivers Trust Explorers Pontcysyllte Aqueduct information and resources

Knowledge Organiser

Theme: What makes Britain great?

Year: A2

Term: Summer

Notes:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. the changing power of the monarchs)

A significant turning point in British history, for example, the first railways or the Battle of Britain

*The Monarchy - links to King Charles III Coronation Day (6th May 2023)

*The Industrial Revolution: famous inventions

| Learning Objectives - Knowledge | |
|---|------------|
| Class 4 - Y4/5 | Key Driver |
| To know the main countries, and groupings of countries (e.g. United Kingdom, British Isles), as well as the major cities & oceans, that make up the geographical area known as Great Britain. | NW |
| To know the chronological order of Kings and Queens from the early 19th Century to the present day (timeline) and the system used within the Monarchy. | K |
| To know what Britain was like before the 'Industrial Revolution'. | C, NW |
| To know what 'Industrialisation' is and why it was a revolution. | C, NW |
| To know the factors that started the process of Industrialisation. | C, NW |
| To know the impact of industrialisation on society: how it changed lives (then to the present day). | C, NW |
| To know about British Inventors (Isambard Kingdom Brunel, Thomas Telford, Abraham Darby 1) | C |
| To know how transport changed | C |
| To know about inventors during the time of the Industrial Revolution and beyond & their inventions (Spinning Jenny, Telephone, Wireless Radio, Underground, Electric Bulb, Ironbridge). | C |
| To know the positive and negative impact on all aspects of society during the Industrial Revolution. | C, NW, K |
| To know some main methods of transport in Britain pre 1700, including stagecoaches. | C, NW |
| To retrieve key information about What Makes Britain Great? - POP Quiz. | C |

| Key Vocabulary | | | |
|-----------------------|--|---------------|---|
| Word | Meaning | Word | Meaning |
| Great Britain | Great Britain includes Scotland, England, and Wales. | agriculture | Farming and growing crops. |
| United Kingdom | The United Kingdom includes both Great Britain and Northern Ireland. | industrial | Factories producing goods on a large scale. |
| rural | The countryside. | manufacturing | Making items in large numbers using machines. |
| urban | The towns and cities. | engineering | The designing, testing and building of machines, structures and processes using maths and science. |
| monarchy | A form of government with a monarch at the head. | society | People living together in a more or less ordered community. |
| Industrial Revolution | It is the name for a time of great change in industry, technology and science. The period in which Britain changed from being a mainly agricultural country to being an industrial one. | stagecoach | A carriage, pulled by a team of horses, that travelled across the country, transporting people, goods or mail. It would travel in 'stages', swapping the horses when they were tired. |

| Useful Websites or Resources |
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| https://www.youtube.com/watch?v=ZlpymRAoOp0 Industrialisation |
| https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6 The Origins of the Industrial Revolution'. |
| https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4 What is 'Industrialisation'? |
| https://www.bbc.co.uk/bitesize/topics/zxwxcw/articles/zntn6v4 An introduction to the 'Industrial Revolution'. |
| https://www.youtube.com/watch?v=x9BdVHCuNPs Industrialisation - the locomotion |
| https://www.youtube.com/watch?v=vizSn5_uZNg |

Knowledge Organiser

Theme: What makes Britain great?

Year: A2

Term: Summer

| Learning Objectives - Knowledge | |
|---|------------|
| Class 5 - Y5/6 | Key Driver |
| To know some of the main geographical features of Great Britain (including countries, cities, mountain ranges, islands and rivers, etc.) | C, NW |
| To know something about each of the Kings and Queens of Britain since 1066 and gain a basic understanding of their chronology; to understand the system of monarchy and how it has changed | C, K |
| To know about the rise and fall of the British Empire and the development of the Commonwealth | C, K |
| To know what life in Britain was like before the Industrial Revolution and how it changed afterwards | C, NW |
| To know some of the key inventions of the Industrial Revolution and beyond (including the Spinning Jenny, Watt's steam engine, Stephenson's Rocket, the Iron Bridge, the telegraph (and telephone), photography, the typewriter, the electric generator and factories); to know about the inventors of the time | C |
| To know of some of the great British engineers (e.g. Isambard Kingdom Brunel, Thomas Telford) and their work | C |
| To know how transport links developed across Great Britain, including the development of roads, canals and the railway as well as sea, river and air travel | C, NW |
| To know something of the life and work of some of the main contributors to the cultural life of Britain (e.g. Shakespeare, Jane Austen, Charles Dickens, JRR Tolkien, Agatha Christie, Alfred, Lord Tennyson, John Betjeman, Christina Rossetti, Dylan Thomas, Ted Hughes, Roger McGough, John Constable, JMW Turner, LS Lowry, David Hockney, Edward Elgar, Gustav Holst, Benjamin Britten, the Beatles, David Bowie, etc) | C |
| To know how the system of government has developed in Britain and how it works today | C |
| To know how the NHS has developed over the years and some key British medical discoveries and developments (e.g. vaccinations, antiseptics, antibiotics, nutrition) | C, HL |
| To know how the police force began and has developed in Britain | C, HL |
| To know of one aspect of changes in the everyday lives of people over time (pupils' individual choice e.g. clothes, sports, education, jobs, pets, entertainments, etc) | C |

| Key Vocabulary | | | |
|----------------|--|------------|---|
| Word | Meaning | Word | Meaning |
| Monarchy | a form of government with a king or queen at the head. | Engineer | a person whose job it is to design machines or things such as roads, railways and bridges |
| Primogeniture | a system whereby the eldest son succeeds to a title | Canal | a man-made waterway |
| Empire | a group of countries ruled over by a single monarch | Aqueduct | a type of bridge which incorporates a canal |
| Commonwealth | an association of states that were once part of the British Empire | Playwright | one who writes plays |
| Industrial | having an economy based on large-scale production (e.g. factories) | Parliament | the national seat of government in Britain |
| Agrarian | having an economy based on farming | Vaccinate | to give someone a mild form of disease in order to prevent a severe form |
| Revolution | a great change or upheaval | Antiseptic | a chemical used to prevent infection, usually by killing bacteria |

| Useful Websites or Resources |
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| <p>Opening ceremony of 2012 Olympics The Complete London 2012 Opening Ceremony London 2012 Olympic Games - YouTube</p> <p>Kings and Queens of Britain All English Kings and Queens animated history documentary - YouTube</p> <p>British Empire - The British Empire Explained for Kids - YouTube</p> <p>Industrial Revolution (English Heritage) What was the Industrial Revolution? History in a Nutshell Animated History - YouTube</p> <p>An introduction to Parliament An introduction to Parliament - YouTube</p> <p>100 Greatest Britons 100 Greatest Britons (BBC Poll, 2002) (geni.com)</p> <p>Police force British police - Academic Kids</p> <p>Great Engineering triumphs 7 Engineering Triumphs You Can See in the UK - Oxford Royale Academy (oxford-royale.com)</p> |