

HISTORY AUTUMN KNOWLEDGE ORGANISERS



Year 5 Autumn 1
Local History



James Bateman

(18th July 1811 – 27th November 1897)

🔗 **What makes a good historian?**

"A historian is someone who is inquisitive, uses good research skills, remains objective, and thinks critically about the past. They are passionate learners with strong cultural awareness."



Historian	A person who studies and explains the past using evidence
Chronology	Putting events in the time order they happened
BC	Years before Jesus was born
AD	Years after Jesus was born
Decade	A period of 10 years
Century	A period of 100 years
Primary Source	A real object or record from the time of the event
Secondary Source	A description or interpretation made after the time
Evidence	Clues that help us understand the past
Bias	A one-sided or opinion-based view
Grange	A large house or estate (e.g. Biddulph Grange)
Development	Growth or change over time in places and communities

🏠 **Local History: Biddulph**

- The Saxons lived in Biddulph around 650AD.
- James Bateman created Grange Gardens in the 1800s.
- Biddulph had a strong mining industry in the 19th century.
- Over time, Biddulph has changed with new houses, roads, jobs and services.

📁 **Primary and Secondary Sources**

- **Primary sources** are original items from the past like letters, diaries, artefacts or old newspapers.
- **Secondary sources** are made later and describe the past using primary sources (e.g. textbooks, documentaries).
- **Bias** is when a source shows opinion instead of facts.

📌 **Historians ask:**

*What happened?
Why did it happen?
How do we know?*

Year 6 Autumn 1
The Victorians



What makes a good historian?

“A historian is someone who asks questions, investigates evidence, and thinks critically about how people lived in the past. They compare sources and judge how reliable they are.”

A HISTORIAN
is someone who...

uses clues and tools to study the past

shares their knowledge of the past

wonders about the past

explores the world around them

connects the past to the present

uses their imagination



A HISTORIAN
is someone like you!

Victorian	– relating to the reign of Queen Victoria (1837–1901).
Industry	– factories, machines, and production of goods.
Empire	– lands and colonies ruled by Britain.
Invention	– a new creation or discovery.
Reform	– changes to improve life.
Source	– evidence used to investigate the past.
Primary Source	– an item or record made at the time.
Secondary Source	– a later interpretation based on earlier evidence.
Discipline	– rules and punishments used in schools.
Remedy	– a treatment given for illness.
Superstition	– an unscientific belief often linked to fear or luck.

Victorian Life

- Schools were strict, with slates and canes used for discipline.
- Child labour was common in mines, factories, and streets.
- Inventions like the steam engine and telegraph changed life rapidly.
- Medicine developed from superstition to more scientific methods.

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Year 7 Autumn 1
The Norman conquest



WILLIAM
OF
NORMANDY

BATTLE OF
HASTINGS

BAYEUX
TAPESTRY

What makes a good historian?

"A historian investigates claims, compares evidence, and considers why different people record events in different ways. They judge reliability and think critically about causes and consequences."

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Succession	– the process of inheriting the crown.
Claimant	– a person claiming the right to be king.
Witan	– the Anglo-Saxon royal council who chose the next king.
Harold Godwinson	– chosen by the Witan as king in 1066.
William of Normandy	– claimed Edward the Confessor had promised him the throne.
Harald Hardrada	– Viking king who invaded but was defeated at Stamford Bridge.
Battle of Hastings	– the battle in October 1066 where William defeated Harold.
Shield Wall	– a strong Anglo-Saxon defensive formation of overlapping shields.
Feudal System	– William's new land-owning system to control England.
Domesday Book	– a great survey of land and wealth made in 1086 for taxation.
Bayeux Tapestry	– an embroidered source showing the events of 1066.

Battles & Tactics

- **Stamford Bridge:** Harold defeated the Viking invasion.
- **Battle of Hastings:** Normans used cavalry, archers, and a **feigned retreat**.
- Anglo-Saxons used the **shield wall**, but it eventually broke.
- William's leadership and preparation helped him win.

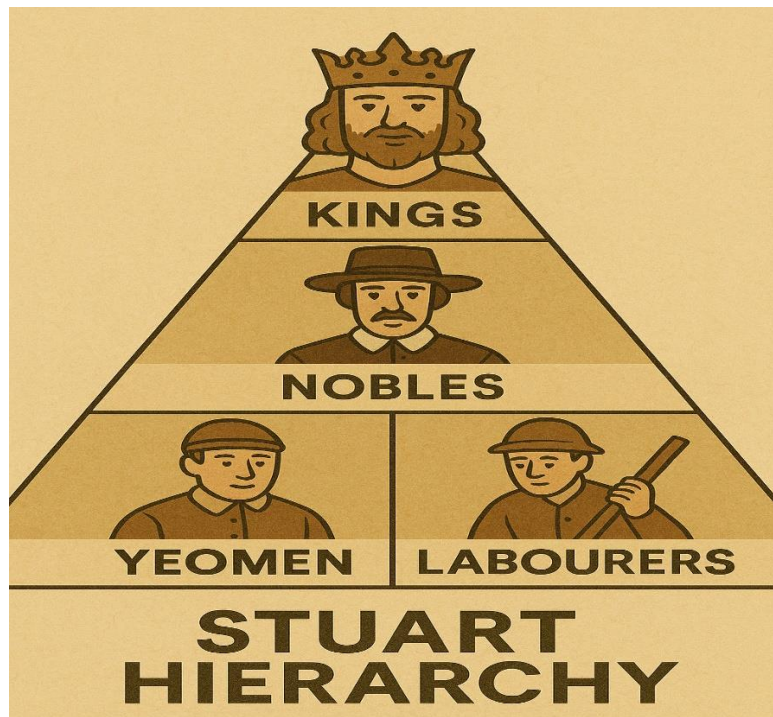
Sources & Evidence

- **Bayeux Tapestry:** an embroidered source showing events of 1066.
- Historians judge **reliability** by considering nature, origin, and purpose.
- Different sources disagree about how Harold died (arrow to eye or cut down).
- Evidence helps historians explain why William won and how he controlled England.

Historians ask:

What happened? Why did it happen? and how do we know?

Year 8 Autumn 1
Power and society in Stuart England



☀ Did You Know?

- The Gunpowder Plot of 1605 is still remembered every year on 5th November.
- Theatres were so popular in Stuart England that even during outbreaks of plague, people risked attending.
- The Domesday Book was medieval, but Stuart England had its own detailed records of population, tax, and religion.



Hierarchy	– a ranked structure of society.
Stuart	– the royal family ruling after the Tudors.
Patriarchy	– a male-dominated society.
Pottage	– a vegetable stew eaten by the poor.
Trencher	– a bread plate, used instead of dishes.
Entertainment	– activities for enjoyment, such as theatre, fairs, and blood sports.
Inequality	– unequal treatment or access to resources.
Perspective	– a person's point of view.
Gunpowder Plot	– a failed 1605 attempt to blow up the king and Parliament.
Treason	– betrayal of country or ruler.
Parliament	– the governing body representing the people.

🏠 Society & Daily Life

- Stuart society was hierarchical, with kings, nobles, yeomen, and labourers.
- Rich and poor diets were very different: the rich ate meat, sweet foods, and imported goods, while the poor ate pottage and bread.
- Social class shaped opportunity, health, and daily life.

👩 Women & Roles

- Stuart England was a patriarchal society where men held most power.
- Wealthy women often married for family advantage and provided dowries.
- Childbirth was dangerous due to lack of medical knowledge.
- Servants and poorer women had fewer rights and more demanding lives.

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