

# HISTORY SPRING 1 KNOWLEDGE ORGANISERS



**Year 5 Spring 1**  
**Who were the Ancient Egyptians?**



**Big Question**

How did the River Nile help Ancient Egypt become one of the greatest civilisations in history?



Word	Meaning
<b>Pharaoh</b>	The ruler of Ancient Egypt, believed to be both king and god.
<b>Civilisation</b>	A large, organised society with its own culture, writing, and government.
<b>Nile</b>	The river that gave Egypt fertile land, food, and transport.
<b>Mummification</b>	The process of preserving a body for the afterlife.
<b>Afterlife</b>	The life Egyptians believed people entered after death.
<b>Pyramid</b>	A huge stone tomb built to protect the pharaoh in the afterlife.
<b>Hieroglyphs</b>	The picture writing used by Ancient Egyptians.
<b>Irrigation</b>	Bringing water from the Nile to help crops grow.
<b>Gods and Goddesses</b>	Powerful beings Egyptians believed controlled life, nature, and death.
<b>Tomb</b>	A place where the dead were buried, often filled with treasures for the afterlife.

**Key Historical Skills**

Historians studying Ancient Egypt look at **cause and consequence** — for example, how the flooding of the Nile helped farming and led to Egypt's success.

They also explore **beliefs and interpretation**, learning why people built pyramids, worshipped gods, and prepared for the afterlife.

By using **evidence** such as artefacts, tomb paintings, and hieroglyphs, historians can uncover what life was like in this ancient civilisation.

**Why This Topic Matters**

Ancient Egypt shows us how people adapted to live in a harsh desert environment and built one of the world's first great civilisations.

The Egyptians' creativity, science, and beliefs shaped history for over 3,000 years. By learning about the Nile, pharaohs, pyramids, and gods, we can see how geography and faith influenced every part of their lives — and how their ideas still inspire us today.

**Key People and Beliefs**

- **Tutankhamun** – A young pharaoh whose tomb was discovered full of treasures.
- **Cleopatra VII** – One of Egypt's last pharaohs, famous for her intelligence and leadership.
- **Ra** – The sun god who gave light and life.
- **Osiris** – The god of the afterlife and resurrection.
- **Isis** – The goddess of healing and magic.
- **Hapi** – The god of the Nile who brought floods and fertile soil.
- **Anubis** – The god who protected the dead and helped with mummification.

**Year 6 Spring 1**  
**Polar exploration**



**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, look for bias, and judge how reliable each piece of evidence is.

**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!

Word	Meaning
<b>Pompeii</b>	A Roman city destroyed by the eruption of Mount Vesuvius in AD 79.
<b>Vesuvius</b>	The volcano near Pompeii that erupted suddenly and catastrophically.
<b>Eruption</b>	When a volcano releases lava, ash, gas, and rocks.
<b>Ash Cloud</b>	A huge cloud of ash and dust thrown into the sky during an eruption.
<b>Pyroclastic Flow</b>	A fast-moving, deadly cloud of hot gas, ash, and rock.
<b>Tremor</b>	A small shake in the ground caused by movement of the Earth.
<b>Catastrophe</b>	A terrible disaster causing great destruction.
<b>Aftershock</b>	A smaller earthquake that happens after a larger one.
<b>Timeline</b>	Events presented in the order in which they happened.
<b>Eyewitness</b>	A person who saw an event happen.

**Chronology of Key Events**

- **AD 62** – A major earthquake damages Pompeii; repairs are rushed or ignored.
- **Before AD 79** – Tremors, dried wells, and strange signs recorded by Pliny.
- **24 August AD 79 – Midday** – Vesuvius erupts; ash begins to fall.
- **24–25 August AD 79 – Night** – Roofs collapse under heavy ash.
- **25 August AD 79 – Morning** – Pyroclastic flows hit Pompeii.
- **After AD 79** – City lies buried for centuries.
- **1748** – Pompeii rediscovered; early excavations begin.
- **Today** – Pompeii is a major archaeological site, helping historians learn about the Romans.

**What Historians Ask**

Historians studying Pompeii consider:

- **Why did the Romans fail to understand the warning signs?**
- **How did the AD 62 earthquake affect survival in AD 79?**
- **What do the buildings and artefacts tell us about Roman daily life?**
- **How do eyewitness accounts (e.g., Pliny) help us understand the eruption?**
- **Why is Pompeii such an important archaeological site?**

They analyse **primary sources** (Pliny's letters, artefacts, buildings) and **secondary sources** (modern documentaries, reconstructions).

**Why Pompeii Is**

**Important Today**

Pompeii is one of the best-preserved ancient cities in the world.

Archaeologists can study:

- Roman homes, shops and temples
- Food, tools, graffiti and artwork
- Human and animal casts
- Evidence of social class, daily routines and beliefs

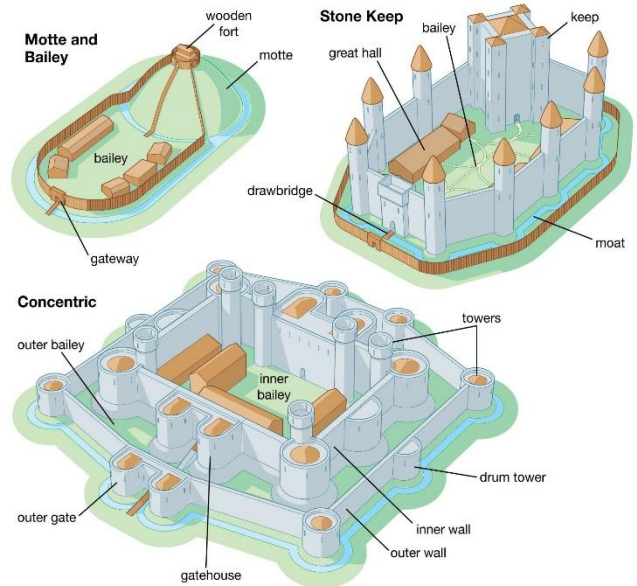
Pompeii provides a unique "time capsule" of Roman life, frozen in AD 79.

**Year 7 Spring 1**  
**Medieval power, the church and castles**



**Castle Development – Stone Keeps & Concentric Castles**

Wooden castles evolved into stone keeps—stronger and harder to attack. Later came concentric castles with multiple walls, towers and gatehouses designed to resist new siege engines. Castle changes show how medieval warfare advanced over time.



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Term	Meaning
<b>Church</b>	The religious institution that controlled beliefs, laws, education and daily life in medieval England.
<b>Monastery</b>	A religious community where monks lived, prayed and worked.
<b>Tithe</b>	A 10% tax paid to the Church by everyone.
<b>Pilgrimage</b>	A religious journey to a holy place.
<b>Motte &amp; Bailey</b>	Early Norman wooden castles built quickly after 1066.
<b>Keep</b>	Strong building used as the last line of defence inside a castle.
<b>Curtain Wall</b>	A strong stone wall surrounding later medieval castles.
<b>Concentric Castle</b>	A castle with multiple layers of walls for defence.
<b>Excommunication</b>	Being officially expelled from the Church.
<b>Magna Carta (1215)</b>	Agreement forcing King John to obey laws and share power with barons.

**Key Knowledge You Must Remember**

**Medieval Church**

- Controlled beliefs, education, laws, charity, marriage and birth.
- People feared hell; salvation depended on the Church.
- Wealthiest institution in England.

**Becket vs Henry II**

- A power struggle between Crown and Church.
- Becket's murder weakened Henry's reputation.
- Shows medieval kings did not always hold total power.

**Castles**

- **Motte & Bailey:** Quick, wooden, easy to burn, good for early control.
- **Stone Keep:** Stronger, expensive, improved defences.
- **Concentric:** Multiple walls, designed to resist siege warfare.

**Magna Carta**

- Barons forced John to agree to limits on royal power.
- Helped develop Parliament and legal rights.
- Fundamental idea: *No one is above the law—not even the king.*

**Why This Topic Matters**

This unit teaches how **power worked in medieval England**—between kings, the Church, barons and ordinary people. It shows how ideas about **justice, rights and government** began to change, eventually shaping the democracy we have today.

**Example PEEL Sentence Starters**

- **P:** *One reason the Church was powerful was because...*
- **E:** *For example, evidence from... shows that...*
- **E:** *This mattered because...*
- **L:** *Therefore, this shows that...*

**Why We Use PEEL**

- Helps structure clear historical explanations.
- Shows *cause and consequence*.
- Helps you write like a historian by supporting points with evidence.

## Year 8 Spring 1

### The Glorious Revolution & the Birth of Modern Britain



#### ☀ Did You Know?

- Charles II brought back **Maypoles, Christmas celebrations and theatre.**
- James II's daughter **Mary** helped overthrow her own father.
- The Glorious Revolution inspired the **U.S. Constitution** decades later.
- Britain still uses the **1689 Bill of Rights** today.
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#### 📖 Key People

- **Charles II** – Restored as king in 1660; brought back entertainment and stability after Cromwell.
- **James II** – His Catholic beliefs and attempts at absolutism caused a crisis.
- **William of Orange & Mary II** – Invited to take the throne during the Glorious Revolution (1688).
- **Seven Bishops** – Opposed James II's religious policies.
- **John Locke** – A philosopher whose ideas inspired the Bill of Rights.

Word	Meaning
<b>Restoration</b>	The return of the monarchy in 1660 after the Civil War and Cromwell's rule.
<b>Republic</b>	A country without a king or queen.
<b>Monarchy</b>	A system where a king or queen rules the country.
<b>Absolutism</b>	When a monarch has total power with no limits.
<b>Protestant</b>	A Christian who is not Catholic; the main religion in England at this time.
<b>Catholic</b>	A branch of Christianity led by the Pope; feared by many in England in the 1600s.
<b>Exile</b>	Being forced to leave your country.
<b>Succession</b>	The order in which monarchs inherit the throne.
<b>Bill of Rights (1689)</b>	A document that limited the monarch's power and strengthened Parliament.
<b>Constitutional Monarchy</b>	A monarchy where the king/queen must obey laws and cannot rule alone.
<b>Democracy</b>	When people (through Parliament) have a say in how their country is run.

#### 📖 Key Historical Skills

##### Cause & Consequence

- Why did Charles II return?
- Why did James II lose the throne?
- What caused the Glorious Revolution?

##### Change & Continuity

- How did power shift between 1660–1700?
- What stayed the same?

##### Using Evidence

- Studying proclamations, letters, propaganda, paintings and the Bill of Rights.

##### Interpretations

- Was the Glorious Revolution truly “glorious”?
- Was James II really a threat?

#### ⚖ How Democratic Was Britain by 1700?

##### More democratic because:

- Parliament held more power than the monarch.
- Elections (though limited) became protected by law.
- The monarch had to follow rules and could not act alone.

##### But still not fully democratic:

- Only wealthy men could vote.
- Monarchs still had influence.
- Many people had no political rights.
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#### 🧠 PEEL Writing Reminder

**P – Point:** Make a clear argument.

**E – Evidence:** Give a fact, event or quote.

**E – Explain:** Show how your evidence supports your point.

**L – Link:** Connect back to the question.