

# Learning Organiser: Why is the history of my locality significant?

## Key objective

To understand some historically significant places, people and events in my local area.

## Important historical sources I will use

- Photographs
- Paintings and portraits
- Statues
- Letters
- Artefacts
- Maps
- Propaganda posters
- Film

## Important people places I will investigate



Dartmoor Prison



Kents Cavern

## Important things I will know, understand and do

### An historically significant place:

Who Britain was fighting during the Napoleonic War 1803-1815

What happened at the Battle of Trafalgar in 1805

The achievements of Lord Horatio Nelson

What happened during the Battle of Waterloo 1815

The achievements of the Duke of Wellington

Why Dartmoor Prison was built

The living conditions of the soldiers who were imprisoned there

### An historically significant event:

What was discovered by archaeologist Arthur Ogilvy in Kents Cavern in Torquay in 1927

Why this artefact is so significant

Who Neanderthals were

What the life of Neanderthals living around Kents Cavern might have been like 40,000 years ago

### An historically significant person

Why Francis Drake was very important to Queen Elizabeth I

How Francis Drake managed to circumnavigate the world 1577-1580

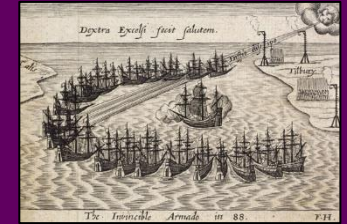
Why King Phillip of Spain sent the Spanish Armada to invade England in 1588

How the actions of Francis Drake contributed to defeating the Spanish Armada

## Important events I will know more about



The Battle of Trafalgar 1805



The Spanish Armada 1588



The Battle of Waterloo

## Important subject vocabulary I will learn

Privateer	a person granted permission by a monarch to attack and rob ships owned by another country
Artefact	an historic object made by or belonging to a human being
Archaeologist	someone who studies the things that people in prehistoric times made, used and left behind to understand how they lived
Armada	a fleet of warships
Moor	high wild peaty land covered with heather
Cavern	a large cave
Neanderthal	an extinct species of human that lived between 120,000 and 35,000 years ago
Hunter-gatherer	people who lived by hunting, fishing and gathering wild food
Circumnavigate	to travel all the way around something such as the world
Manoeuvrable	able to be moved easily

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## Important historical concepts I will understand

Change	how something or someone becomes different over time
Continuity	things in life which remain constant and change little
Sources	evidence I use to gather information and reach judgements
Causation	the connection between events where one thing happens as a result of another
Chronology	arranging things that happened in the past in their correct order
Empathy	placing myself in another's position to better understand the things they do
Significance	identifying events, sources, people or ideas I think are most important
Empire	a group of countries ruled by a single person or country or government
Emperor/ Empress	the ruler of an empire
War	armed conflict between different countries or people within a country (civil war)
Conflict	a struggle or clash between opposing forces, interests or ideas
Monarch	a king or queen
New World	the lands of North America and South America that were unknown to most Europeans until the 1500s

## Important people I will understand the significance of



Napoleon Bonaparte  
– Napoleon I of France  
Waterloo



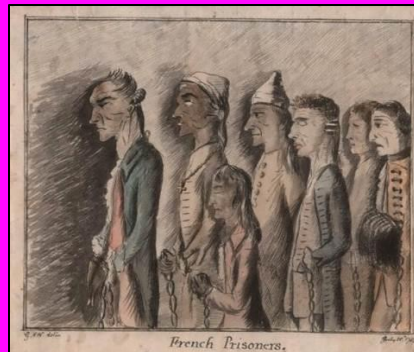
Admiral Horatio Nelson



Vice Admiral Sir Francis Drake



The First Duke of Wellington



French prisoners of the Napoleonic War

## Disciplinary thinking skills I will use to understand what I learn

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	'Say what you see'. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Select	Decide upon and choose that information considered most suitable or relevant to answer a question
Categorise/ Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason/ speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition
Summarise	Outline or sum up briefly the main points about something
Empathise	Placing yourself in another's position to better understand their motives, decisions and actions