HISTORY Knowledge Organiser: Greta Thunberg

SAINT JOHN'S

Big Question: Why did the World stop and listen to Greta Thunberg?			
Year 5	**Skills**	**Knowledge**	**Suggested Outcomes**
Chronological Understanding	Use timelines to place and sequence local, national and international events. Sequence historical periods. Describe events using historical vocabulary Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary	Which historical figures that the children have studied before have changed the World and how? Florence Nightingale Mary Seacole Julius Caesar Know where Greta Thunberg fits into recent chronological history – 21st century e.g. Barrack Obamaj00 12 Nelson Mandela Leonel Messi Bill Gates Jeff Bezos JK Rowling Malala Yousafzai What do we already know about Greta Thunberg? Swedish Passionate about climate change Persuaded her family to be more carbon neutral at home Frustrated by speed of world change to be 'greener' especially politicians Organised a series of local, national and ultimately world events Nominated for Nobel Peace Prize What motivated Greta for the need for world change? Slow speed of change by world leaders Love for her planet How did she get the World to listen? Social media Talking to world leaders Organising/encouraging mass events – school strikes Are there opposing arguments to Greta's? Has Greta been successful in her aims? What is her legacy? Raising awareness of the need for more and quicker actions Young people recognising their voice and ability to influence	Class discussion to identify influential historical World figures Research and feedback on their influence/legacy Complete a timeline of recent historical events (21st century) Research a chronological timeline of the key events in Greta's life Create a mind map of Greta's motivations Using a variety of evidence eg photos and news reports about one key event e.g. the school strike, contribute to a class debate on its merits and opposing view points Choose an important historical figure and write a comparison of their respective legacies *Link to English – what are you passionate about and want to change about yourself or the World around you?*
Knowledge and understanding of past events, people and changes in the past	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give some causes and consequences of the main events, situations and changes in the periods studied. Identify changes and links within and across the time periods studied.		
Historical interpretation	Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others		
Historical Enquiry	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions.		
Organisation and communication	Present structured and organised findings about the past using a variety of techniques Use dates and terms accurately. Choose most appropriate way to present information to an audience.	**Vocabulary** **Period of history Duration Scale Interval AD/CE BC/BCE Year Decade Century Millenia Millennium Archives Social Political Religious Beliefs Values Culture Civilisation** **Environment Climate change Activist Carbon footprint Ecology Global warming Influence Legacy**	**Websites** Youtube has a variety of clips about Greta's life, influence and examples of speeches https://www.bbc.co.uk/news/world-europe-49918719 https://www.bbc.co.uk/programmes/p099f58d https://kids.britannica.com/kids/article/Greta-Thunberg/632033 https://www.un.org/development/desa/youth/news/2019/09/greta-thunberg/#:~:text=24%20September%202019,tell%20it%20like%20it%20is%E2%80%9D. https://climatekids.nasa.gov/kids-guide-to-climate-change/