

Caroline Haslett Primary School - History Knowledge Organiser

Topic: Vincent Van Gogh	Spring Year 1	Lives of significant individuals
Knowledge		Vocabulary
<p>Vincent Van Gogh was a famous painter. He was born in 1853 in the Netherlands and died in 1890. This was around 130 years ago. He had two brothers and three sisters. At one time in his life he was an art dealer, before teaching in England in a seaside town called Ramsgate. He lived in Paris for a short time before moving to the South of France. He was inspired by the strong sunlight and created lots of brightly coloured artworks and developed a style of painting that he is now famous for. He painted portraits and landscapes and liked to use watercolours and oil paints. Van Gogh painted nearly 900 pictures in the time that he was alive and created over 2000 artworks. His style of artwork is called 'post-impressionism'. His most famous paintings are of sunflowers.</p>		<p>Artefact - an object from the past that shows evidence of what life was like</p> <p>Chronology - the order of events in time.</p> <p>Enquire - to investigate / ask questions</p> <p>Painter - someone who creates art work using paints</p> <p>Post-impressionism - Van Gogh's style of painting with bright colours</p> <p>Question - something asked to gather information / answers</p> <p>Research - finding out information about an event or person</p> <p>Timeline - putting events in chronological order, in a line.</p>

Possible Activities

- Create a fact file / biography for Van Gogh.
- Discuss the key events in Van Gogh's life.
- Pose questions, as if Van Gogh were alive. What would you want to ask him? Begin to think about why questioning is very important in History.
- Think about what his life would have been like now and why it would have been different.
- Put the key events of his life on a timeline.
- Put his famous paintings in chronological order and discuss the differences between them.

Key Resources / Images



Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Sequence at least 4 objects in chronological order on a timeline. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Use and understand the terminology past and present with support. • Use and understand the terminology now and then confidently. • Use and understand a simple timeline using pictures.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Find out some facts about people long ago. • Say why people may have acted as they did.
Historical interpretation	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories). • Begin to compare pictures or photographs of people or events in the past. • Ask questions such as: What was it like for people? What happened? How long ago?
Historical enquiry	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past.
Historical organisation and communication	<ul style="list-style-type: none"> • Talk, draw or write about aspects of the past. • Begin to describe historical events. • Begin to use vocabulary of everyday historical terms. • Begin to record what they have learned [drawing, writing, drama, annotated diagrams, photos, ICT, timelines with objects etc].