

Fundamental Knowledge Map: History



EDALE RISE
Primary & Nursery School

Fundamental Knowledge Map: History

This document captures the fundamental knowledge, both substantive and disciplinary, taught in history at Edale Rise. The units taught at Edale Rise explore more material than this document demonstrates; however, this document states the most fundamental knowledge a child will be able to demonstrate if they are secure in the unit taught.

The purpose of this document is to ensure that:

- A. Teachers know exactly what children should be know or be able to do by the end of the unit
- B. Teachers know what knowledge should be prioritised for retrieval within and between units and years
- C. Teachers know what prior-knowledge should be assessed for before proceeding with subsequent units
- D. Leaders know exactly what knowledge children should be able to articulate during monitoring exercises

For more information regarding the content covered in each unit, please see the [long-term plan](#) available on the school website or request a meeting with a member of the curriculum team.

Understanding the World: Past and Present

My History	Dinosaurs
Substantive Knowledge:	Substantive Knowledge:
<p>How have I changed?</p> <ul style="list-style-type: none"> I can talk about how people grow and change over time from babies to grandparents <p>What important things in my life can I remember?</p> <ul style="list-style-type: none"> I can talk about special times I can remember from my life such as holidays, celebrations, visits, first day of school etc 	<p>What were the dinosaurs?</p> <ul style="list-style-type: none"> I know that dinosaurs were animals that lived on earth a very long time ago. I know that dinosaurs are now extinct <p>How do we know about the dinosaurs?</p> <ul style="list-style-type: none"> I can talk about the job of special scientists and how they look closely at fossils to learn about dinosaurs
Disciplinary Knowledge:	Disciplinary Knowledge:
<ul style="list-style-type: none"> I can sequence important events in my life I can understand that 'past' means things that have already happened. 	<ul style="list-style-type: none"> I can explore 'primary sources' through play experiences

History: Y1

Castles	The Victorians
<p>Declarative Knowledge:</p> <p>What is a castle?</p> <ul style="list-style-type: none"> • I know that castles were built to defend people • I know that the early castles were built with wood but the Normans started to build castles with stone e.g. Lincoln Castle <p>Why were castles necessary?</p> <ul style="list-style-type: none"> • I know that there was lots of fighting between tribes and castles were built to protect important people like kings <p>Who was William the Conqueror?</p> <ul style="list-style-type: none"> • I know that William the Conqueror invaded England in 1066 <p>What was life like inside a castle?</p> <ul style="list-style-type: none"> • I know that the peasants worked in the lands outside of the castle and that lots of people worked in castles including cooks, nurses, soldiers and butlers 	<p>Declarative Knowledge:</p> <p>Who was Queen Victorian?</p> <ul style="list-style-type: none"> • I know that Queen Victoria was Queen during the Victorian times <p>What toys did children play with in the Victorian times?</p> <ul style="list-style-type: none"> • I can explain some similarities and differences between toys in the Victorian times and modern toys <p>What was school like in the Victorian times?</p> <ul style="list-style-type: none"> • I can explain some similarities and differences of school today and a Victorian school <p>Who was Mary Seacole?</p> <ul style="list-style-type: none"> • I know that Mary Seacole used her own money to help the soldiers in the Crimean War
<p>Subject Discipline:</p> <ul style="list-style-type: none"> • I can explain why the Normans used stone instead of wood for their castles • I can place 'Today' and 'The Battle of Hastings' on a timeline • I can use the term 'past' to describe when the Normans invaded 	<p>Subject Discipline:</p> <ul style="list-style-type: none"> • I can analyse primary sources and explain what they tell me about the time period • I can explain the differences between modern toys and Victorian toys

History: Y2

The Great Fire of London	The Great Plague	Space Race
Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
<p>What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> I know that the fire of 1666 destroyed one third of the city of London <p>Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> I know that the fire spread so quickly because the buildings were mostly made of wood and were very close together <p>How did the fire stop?</p> <ul style="list-style-type: none"> I know that people tried to stop the fire by using squirts and buckets of water, pulling houses down using fire hooks, and blowing up buildings. <p>What was the impact of the Great Fire?</p> <ul style="list-style-type: none"> I know that King Charles II ordered architects to rebuild London differently with wider streets and brick/stone buildings 	<p>What was the Great Plague?</p> <ul style="list-style-type: none"> I know that the Great Plague was a very serious illness that occurred mostly in London between 1665 and 1666 <p>What caused the Great Plague?</p> <ul style="list-style-type: none"> I know that people didn't know what caused the plague at the time but had lots of ideas I know that we now know that the fleas on rats carried the plague <p>Why did the plague spread so quickly?</p> <ul style="list-style-type: none"> I know that London was not a clean place to live with sewage in the streets and lots rats; houses were also built closely together. <p>What did people do to try and stop the plague?</p> <ul style="list-style-type: none"> I know that people thought smelling posies, bathing in milk and licking toads would stop the plague spreading 	<p>What was the 'Space Race'?</p> <ul style="list-style-type: none"> I know that Russia and America were in fierce competition to send a person into space <p>Why was the Space Race so important?</p> <ul style="list-style-type: none"> I know that in the 1950s and 1960s the USA and Russia (then USSR) were very powerful nations and were rivals <p>What happened in the Apollo 11 landing?</p> <ul style="list-style-type: none"> In 1969, Neil Armstrong and Buzz Aldrin landed the Apollo 11 on the moon. The USA had won the Space Race <p>Who was Katherine Johnson?</p> <ul style="list-style-type: none"> I know that Katherine Johnson was an incredible mathematician whose contributions made the Moon Landing possible and that Johnson overcame racial adversity
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
<ul style="list-style-type: none"> I can place 'Today' and 'The Great Fire of London' on a timeline I can explain why the fire spread so quickly and how that would be different to today 	<ul style="list-style-type: none"> I can compare how illness was viewed in the past with how it is viewed today I can describe the case study of Eyam, Derbyshire 	<ul style="list-style-type: none"> I can place 'Today', 'The Great Fire of London' and 'The Space Race' on a timeline I can describe a significant event in modern history

History: Y3

Stone Age to Celts	Mayan Civilisation
<p>Substantive Knowledge:</p>	<p>Substantive Knowledge:</p>
<p>What were the first people in Britain like?</p> <ul style="list-style-type: none"> I know that around 950,000 years ago, people lived in Britain. These people were human but were not homo sapiens <p>What was life like in the Mesolithic Period?</p> <ul style="list-style-type: none"> I know historians have found evidence of settlements from 12,000 years ago which shows people were no longer just living in caves. I know that humans lived a hunter-gatherer lifestyle which meant they hunted animals but also foraged for wild plants <p>What was life like during the Neolithic Period?</p> <ul style="list-style-type: none"> I know that in the Neolithic period people started to build homes and started to farm. <p>How did life change during the Bronze Age?</p> <ul style="list-style-type: none"> I know that in Britain, around 4000 years ago, people started making tools from bronze and that people travelled from Europe <p>How did life change during the Iron Age?</p> <ul style="list-style-type: none"> I know that around 2,700 years ago people began to form alliances with other families and live in tribes I know that people began making tools from iron and living in hillforts to protect their belongings from raids 	<p>Who were the Maya and where did they live?</p> <ul style="list-style-type: none"> I know the Mayans lived in Central America between AD 250 and AD 900 I know the Mayans built huge cities with populations of over 10,000 I know in the early 1500s Spanish invaders arrived in Mayan territory and began to take over; by 1540 the Spanish had conquered most of the Maya territory <p>What were the city states?</p> <ul style="list-style-type: none"> I know that Mayan territory was split into city states which had its own ruler who often lived in palaces in the city centre I know that these states were far apart but city states would trade goods with one another and have wars (for example Calakmul and Tikal) <p>What did the Maya believe?</p> <ul style="list-style-type: none"> I know that the Maya had their own creation story and I can summarise this I know the Maya had many different gods and goddesses who were linked to every part of their daily lives e.g., Izamna (creator and medicine); Chaak (god of rain) and K'inich Ahau (the sun god) I know that Mayans built stepped pyramids as temples and made sacrifices to the gods including bloodletting and human sacrifices and that in return for making these offerings believed that the gods would grant their city states wealth and success
<p>Disciplinary Knowledge:</p>	<p>Disciplinary Knowledge:</p>
<ul style="list-style-type: none"> I know that 'prehistory' refers to the time before people started writing I know that a primary source is from the period of time being studied and a secondary source is not from the time being studied I can compare how humans have lived during different periods in history 	<ul style="list-style-type: none"> I can explain that because the Mayans beliefs were complicated and varied from region to region, historians cannot be certain what they believed I can describe the difference between a primary and secondary source

History: Y4

Roman Britain	Anglo-Saxons
Substantive Knowledge:	Substantive Knowledge:
<p>Who was Julius Caesar and why did he want to invade Britain?</p> <ul style="list-style-type: none"> I can explain why Julius Caesar wanted to invade and conquer Britain but his invasion failed <p>Why was the Roman army so successful?</p> <ul style="list-style-type: none"> I know the Roman army was highly organized and disciplined and this made it incredibly powerful <p>How did the Romans change Britain?</p> <ul style="list-style-type: none"> I know who the Druids were and why the Romans wanted to defeat them I understand that an aqueduct transports water why the Romans built them I know how the Romans developed Britain to be more like Rome, building temples, amphitheaters and forums <p>Who was Boudica?</p> <ul style="list-style-type: none"> I know about the rebellion of Boudica and its significance <p>What was life like in Roman Britain?</p> <ul style="list-style-type: none"> I understand what life was like for women and children in Roman Britain I know that the Romans worshipped many gods similar to the tribes of Britain I know that the Romans accepted the tribes' gods but were less tolerant of Christianity 	<p>What happened after the Romans left Britain?</p> <ul style="list-style-type: none"> I know that the tribes from Europe (e.g., the Angles and Saxons) began to settle in Britain after the Romans left. <p>Why did the Angles, Saxons and Jutes attack and settle in Britain?</p> <ul style="list-style-type: none"> I know that Britain had good farmland and this was a 'pull' factor for these tribes I know that these tribes fought with the Britons but eventually Britain became Anglo-Saxon <p>What was life like in an Anglo-Saxon settlement?</p> <ul style="list-style-type: none"> I know that most Anglo-Saxons lived in small villages in homes that were not as advanced as Roman villas <p>Did the Anglo-Saxons fight each other?</p> <ul style="list-style-type: none"> I know that Anglo-Saxon Britain was divided into 7 different kingdoms and that these kingdoms often fought one another for land <p>Did the Anglo-Saxons have links with the wider world?</p> <ul style="list-style-type: none"> I know that Anglo-Saxons bought and traded goods from all over the world
Disciplinary Knowledge:	Disciplinary Knowledge:
<ul style="list-style-type: none"> I can describe the impact the Romans had on Britain and the significance of this period I can compare life in Roman Britain with life in modern Britain I can analyse primary sources and explain what they tell me about the time period 	<ul style="list-style-type: none"> I can place the 'Stone Age', 'The Great Fire of London', 'Roman Britain', 'Anglo-Saxon Britain' and 'The Victorians' and 'Today' on a timeline I can describe the significance of the Sutton Hoo discovery

History: Y5

Vikings	Ancient Greece	The Kingdom of Benin
Substantive Knowledge:	Substantive Knowledge:	Substantive Knowledge:
<p>Why did the Vikings invade Britain?</p> <ul style="list-style-type: none"> I know the Vikings came from Scandinavia and began to settle in Britain because of the warmer climate and fertile land <p>How were Anglo-Saxons and the Vikings similar?</p> <ul style="list-style-type: none"> I know that the Anglo-Saxons and Vikings both originally came from Europe so their cultures and languages had some similarities I know that the Norse religion was pagan and the Anglo-Saxons were Christian and that these were very different beliefs <p>Did the Vikings conquer Britain?</p> <ul style="list-style-type: none"> I know that the Vikings began to raid settlements along the coast (e.g., Lindisfarne), that England was split into four smaller kingdoms and that this made it easier for the Vikings to attack these kingdoms. <p>Why was Alfred the Great so important?</p> <ul style="list-style-type: none"> I know that Alfred forced the Vikings to sign a treaty which gave them an area to own called Danelaw 	<p>Where and when did the Ancient Greeks live?</p> <ul style="list-style-type: none"> I know the importance of Grecian geography and climate upon Greek lifestyles and diet I understand what a city state is <p>What was Ancient Greek society like?</p> <ul style="list-style-type: none"> I understand the lifestyles of the average person in Ancient Greece and can compare that to my own/others in history I understand the roles of women and children in Ancient Greece <p>What is mythology? Why was it important to the Ancient Greeks?</p> <ul style="list-style-type: none"> I know that the Ancient Greeks has a polytheistic religion and believed Gods played different roles in society <p>What is the lasting legacy of the Ancient Greeks?</p> <ul style="list-style-type: none"> I understand the importance of the Olympic Games in Ancient Greek life and its differences to the modern version I know of the achievements of famous Ancient Greek thinkers such as Hippocrates and Archimedes I understand the term 'democracy' and its origins 	<p>How did Benin become so powerful?</p> <ul style="list-style-type: none"> I know that Benin began as scattered communities that formed the powerful kingdom over the course of 500 years <p>What was Benin City like?</p> <ul style="list-style-type: none"> I know Benin City was grand, spacious and clean and had a low crime rate with I know the key features of Benin such as its walled defences and advanced technology <p>What was society like in Benin?</p> <ul style="list-style-type: none"> I understand that artefacts mainly depict the lives of the wealthy and powerful in Benin so it is hard to know what everyday life was like for typical Benin citizens I know the hierarchy in Benin: Obas (kings), Uzama, chiefs, officials, Iyoba (Queen mother). <p>How did trade allow Benin to prosper?</p> <ul style="list-style-type: none"> I know that Benin sold goods and enslaved people from neighbouring kingdoms <p>What was the impact of the British Invasion?</p> <ul style="list-style-type: none"> I know that Benin became a part of The British Empire in 1897
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
<ul style="list-style-type: none"> I can suggest some differences and similarities between Vikings and Anglo-Saxons I can describe the significance of Alfred the Great I can explain why primary sources regarding the Vikings may not be reliable 	<ul style="list-style-type: none"> I can describe the significance and legacy of Ancient Greece I can compare the beliefs of the Ancient Greeks with that of the major religions of today 	<ul style="list-style-type: none"> I can analyse primary sources relating to the Kingdom of Benin and describe what conclusions we can draw I can describe the impact of the British Empire on the Kingdom of Benin

History: Y6

Industrial Britain	Ancient Egypt
<p>Substantive Knowledge:</p>	<p>Substantive Knowledge:</p>
<p>What was the industrial revolution?</p> <ul style="list-style-type: none"> I know before the Industrial Revolution, cotton was made at home on spinning wheels and looms, but the introduction of machines enabled mass production in factories, leading people to move to cities like Manchester, London, Birmingham, and Nottingham. <p>How did the Industrial Revolution impact the lives of working people?</p> <ul style="list-style-type: none"> I know factory conditions were tough, wages were low, and living conditions in industrial towns were poor with widespread disease. <p>What was the Luddite Rebellion?</p> <ul style="list-style-type: none"> I know some workers opposed industrialization, vandalizing machines and rioting, as seen in the Luddite Rebellion, which began in Nottingham. <p>How was crime and punishment affected by the industrial revolution?</p> <ul style="list-style-type: none"> I know overcrowding and poverty in industrial towns led to more crime, with factories, banks, and wealthy homes being common targets. Children were often used in burglaries and pickpocketing. In the 1820s, Sir Robert Peel established the first police force, and by the 1850s, most towns had one. <p>What was done to help poor people during the industrial revolution?</p> <ul style="list-style-type: none"> I know private or church-funded charities, like the Salvation Army founded by William Booth, helped the poor before state assistance. Workhouses were established for the unemployed or elderly, but conditions there were unpleasant. 	<p>When and where did the Ancient Egyptians live?</p> <ul style="list-style-type: none"> I know the timeline of the Ancient Egyptians and understand the importance of the Nile in helping the Egyptians overcome the challenging climate. <p>Who were the pharaohs? (CGP 10-13)</p> <ul style="list-style-type: none"> I know the beliefs Ancient Egyptians had about their pharaohs and their roles and responsibilities I know the of lives and legacies of some of the pharaohs such as: Tutankhamun, and Cleopatra <p>What did the Ancient Egyptians believe?</p> <ul style="list-style-type: none"> I understand the Ancient Egyptian beliefs about the afterlife and mummification and the importance of the pyramids <p>What was life like for the Ancient Egyptians? (24-33)</p> <ul style="list-style-type: none"> I know the differences between the houses of rich and poor people in Ancient Egypt I know what life was like for Ancient Egyptian children and how the life of children differed depending on your class and/or gender
<p>Disciplinary Knowledge:</p>	<p>Disciplinary Knowledge:</p>
<ul style="list-style-type: none"> I can draw conclusions from analysing primary sources but show awareness of their potential bias/unreliability I can describe how life for people changed in the 1800's with reference to crime, poverty and health 	<ul style="list-style-type: none"> I can analyse primary sources and describe the conclusions I can draw from them I can describe the significance of religion to the Ancient Egyptians and explain how their beliefs impacted their daily life