

Fundamental Knowledge Map: History



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This document captures the fundamental knowledge 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
<i>Substantive and Procedural Knowledge:</i>	<i>Substantive and Procedural Knowledge:</i>
How have I changed? • I know that people change as they grow from babies into adults. • I can talk about changes that have happened in my own life. What can I remember from the past? • I know that the past is made up of things that have already happened. • I can sequence important events from my own life.	What were dinosaurs? • I know that dinosaurs lived on Earth a very long time ago and are now extinct. • I can describe some similarities and differences between dinosaurs. How do we know about dinosaurs? • I know that scientists learn about dinosaurs by studying fossils. • I can use evidence to explain what fossils tell us about the past.
• I can talk about the difference between past and present. • I can sequence events from my own life.	• I can use evidence, such as photographs and fossils, to find out about the past.

History: Y1

Castles	The Victorians
Substantive and Procedural Knowledge: Why were castles built? • I know that castles were built to protect important people and places. • I can identify castle features and explain how they helped defend people. How did castles change after the Norman invasion? • I know that William the Conqueror invaded England in 1066 and that the first Norman castles were often built from wood before stronger stone castles were built, including Nottingham Castle. • I can compare wooden and stone castles and explain which provided better protection. What was life like in and around a castle? • I know that castles were important centres of power where kings, soldiers, cooks and servants lived and worked. • I can describe how life was different for a lord, a soldier and a peasant.	Substantive and Procedural Knowledge: Who was Queen Victoria? • I know that Queen Victoria was the queen of Britain during the Victorian period and that the Victorian period was named after her. • I can place the Victorian period on a simple timeline and explain that it happened before today but after castles. What was life like for Victorian children? • I know that Victorian children played with toys and attended schools that were different from those of children today. • I can compare the lives of Victorian children with the lives of children today. Why is Mary Seacole remembered today? • I know that Mary Seacole used her own money to travel and help soldiers during the Crimean War. • I can explain why Mary Seacole is considered a significant person from the Victorian period.
Disciplinary Knowledge: • I can place castles on a simple timeline and explain that they existed long before I was born. • I can use pictures, artefacts and surviving castles to find out about the past and explain what they tell us.	Disciplinary Knowledge: • I can use photographs, paintings and artefacts to find out about life in Victorian times. • I can identify similarities and differences between Victorian life and life today.

History: Y2

The Great Fire of London	The Space Race
Substantive and Procedural Knowledge:	Substantive and Procedural Knowledge:
What happened during the Great Fire of London? • I know that the Great Fire of London began in 1666 and destroyed much of the city. • I can place the Great Fire of London on a timeline and explain that it happened long before today. Why did the fire spread so quickly? • I know that the fire spread quickly because many buildings were made from wood and built close together. • I can explain why the fire would be less likely to spread in the same way today. How did the Great Fire change London? • I know that King Charles II ordered London to be rebuilt with wider streets and more buildings made from brick and stone after the fire. • I can explain how people tried to stop the fire and why London changed afterwards.	Why were America and the Soviet Union racing into space? • I know that America and the Soviet Union (USSR) were powerful rivals who competed to be the first nation to achieve success in space. • I can explain why achievements in space were important to both countries. What happened during the Moon Landing? • I know that in 1969 Neil Armstrong and Buzz Aldrin landed on the Moon as part of the Apollo 11 mission. • I can explain why the Moon Landing is considered a significant historical achievement. Why is Katherine Johnson remembered today? • I know that Katherine Johnson was a mathematician whose work helped make the Moon Landing possible. • I can explain why Katherine Johnson is remembered as a significant person in history.
Disciplinary Knowledge:	Disciplinary Knowledge:
• I can use historical sources, including Samuel Pepys' diary, to find out about the Great Fire of London. • I can explain the causes and consequences of a significant historical event.	• I can place the Space Race on a timeline and explain that it happened after the Great Fire of London and the Great Plague. • I can explain why some people and events are considered historically significant.

History: Y3

Stone Age to Iron Age	Mayan Civilisation
<i>Substantive and Procedural Knowledge:</i>	<i>Substantive and Procedural Knowledge:</i>
Who were the first people to live in Britain? • I know that people lived in Britain long before written records and that this time is called prehistory. • I can explain what archaeologists can learn from evidence found at prehistoric sites. How did people live during the Stone Age? • I know that Stone Age people were hunter-gatherers who survived by hunting animals and gathering wild plants. • I know that, during the Neolithic period, people began farming, building homes and living in permanent settlements. How did technology and society change during the Bronze and Iron Ages? • I know that people learned to make tools and weapons from bronze and later iron. • I know that Iron Age people lived in tribes and built hillforts to protect themselves and their belongings. How much did life change from the Stone Age to the Iron Age? • I know that life in Britain changed significantly as farming, technology and settlements developed over time. • I can compare life in the Stone Age, Bronze Age and Iron Age and explain what changed and what stayed the same.	Who were the Maya and where did they live? • I know that the Maya lived in Central America between AD 250 and AD 900 and built large cities. • I can explain why the location of the Maya civilisation helped it to develop. How was Maya society organised? • I know that Maya territory was divided into city states, each ruled by its own leader. • I know that Maya city states traded with one another and sometimes fought wars. What did the Maya believe? • I know that the Maya believed in many gods and that religion played an important role in daily life. • I can explain why the Maya built temples and made offerings to their gods. Why do historians regard the Maya as an advanced civilisation? • I know that the Maya developed sophisticated knowledge of mathematics, astronomy and calendars. • I can explain why historians consider the Maya an important civilisation.
<i>Disciplinary Knowledge:</i>	<i>Disciplinary Knowledge:</i>
• I can explain that prehistory refers to the time before people started writing. • I can distinguish between primary and secondary sources and explain which might be useful for finding out about the past. • I can place the Stone Age, Bronze Age and Iron Age on a timeline and explain how one period led to the next.	• I can explain why historians cannot be completely certain about some aspects of Maya life and beliefs. • I can distinguish between primary and secondary sources and explain what they can tell us about the Maya. • I can compare the Maya civilisation with another civilisation I have studied.

History: Y4

Roman Britain	Anglo-Saxons
Substantive and Procedural Knowledge: Why did the Romans want to conquer Britain? • I know that Julius Caesar attempted to invade Britain and that the Romans successfully invaded in AD43. • I can explain why the Romans wanted to conquer Britain. Why was the Roman army so successful? • I know that the Roman army was highly organised and disciplined. • I know that Boudica led a rebellion against Roman rule but the Romans remained in control of Britain. How did the Romans change Britain? • I know that the Romans built roads, towns and other infrastructure across Britain. • I know that the Romans introduced new ideas, beliefs and ways of living to Britain. Why does Roman Britain still matter today? • I know that many features of modern Britain have their origins in Roman Britain. • I can explain how Roman rule changed Britain and left a lasting legacy.	Substantive and Procedural Knowledge: What happened when the Romans left Britain? • I know that, after the Romans left Britain, groups such as the Angles, Saxons and Jutes began to settle in Britain. • I can explain why people migrated to and settled in Britain. What was life like in Anglo-Saxon Britain? • I know that most Anglo-Saxons lived in small farming communities. • I can compare life in Anglo-Saxon Britain with life in Roman Britain. How did Anglo-Saxon kingdoms develop? • I know that Anglo-Saxon Britain was divided into several kingdoms, including Mercia, which controlled much of the Midlands and the area that is now Nottinghamshire. • I know that Christianity became increasingly important in Anglo-Saxon Britain. What can Sutton Hoo tell us about the Anglo-Saxons? • I know that the Sutton Hoo discovery provides important evidence about Anglo-Saxon life. • I can explain what artefacts can tell us about the past.
Disciplinary Knowledge: • I can analyse historical sources and explain what they tell us about Roman Britain. • I can explain the significance of Roman Britain in British history. • I can place Roman Britain within the wider chronology of British history.	Disciplinary Knowledge: • I can use historical evidence to make conclusions about Anglo-Saxon Britain. • I can explain why different sources may provide different information about the past. • I can place Anglo-Saxon Britain within the wider chronology of British history.

History: Y5

Vikings	Ancient Greece	The Kingdom of Benin
Substantive and Procedural Knowledge:	Substantive and Procedural Knowledge:	Substantive and Procedural Knowledge:
Why did the Vikings come to Britain? - I know that the Vikings came from Scandinavia and travelled to Britain to raid, trade and settle. - I can explain why Britain was an attractive place for Vikings to visit and settle. How did the Vikings change Britain? - I know that Viking raids and settlements changed Britain and led to the creation of Danelaw. - I know that Alfred the Great helped resist Viking invasions and negotiated a treaty with the Vikings. What can historical evidence tell us about the Vikings? - I know that much of what historians know about the Vikings comes from artefacts and written accounts. - I can compare Viking and Anglo-Saxon life and explain why some accounts of the Vikings may not be completely reliable.	Where and how did the Ancient Greeks live? - I know that Ancient Greece was made up of city states and that geography influenced how people lived. - I can explain how the landscape and climate of Ancient Greece affected daily life. What was life like in Ancient Greek society? - I know that people had different roles in Ancient Greek society, including men, women and children. - I know that the Ancient Greeks believed in many gods and goddesses, and religion played an important role in daily life. Why is Ancient Greece still important today? - I know that the Ancient Greeks influenced ideas such as democracy, the Olympic Games, medicine and mathematics. - I can explain why Ancient Greece is considered one of the most influential civilisations in history.	How did Benin become a powerful and advanced kingdom? - I know that the Kingdom of Benin emerged around AD 900 and grew into a powerful kingdom under the rule of the Obas. - I can explain why Benin City was considered one of the most impressive and well-organised cities in West Africa. How did trade help Benin prosper? - I know that Benin became wealthy through trade with neighbouring kingdoms and, later, European traders. - I can explain how trade helped Benin develop as a powerful and influential kingdom. What was the impact of the British invasion of Benin? - I know that British forces invaded Benin in 1897 and the kingdom became part of the British Empire. - I can explain why people may have different interpretations of the British invasion and its consequences.
Disciplinary Knowledge:	Disciplinary Knowledge:	Disciplinary Knowledge:
- I can place the Vikings within the chronology of British history and explain their relationship to the Anglo-Saxons. - I can evaluate different sources of evidence and explain why historians may reach different conclusions about the Vikings.	- I can place Ancient Greece within the wider chronology of the civilisations I have studied. - I can explain the significance and legacy of Ancient Greece using historical evidence.	- I can use artefacts and historical sources to make conclusions about life in Benin. - I can explain why historians consider the source of evidence when drawing conclusions about the past.

History: Y6

Industrial Britain	Ancient Egypt
<i>Substantive and Procedural Knowledge:</i>	<i>Substantive and Procedural Knowledge:</i>
How did the Industrial Revolution change Britain? - I know that, during the late 1700s and 1800s, new machines and factories transformed how goods were produced in Britain. - I can explain why people moved from villages to growing industrial towns and cities such as Nottingham. What was life like in industrial towns? - I know that many people lived and worked in difficult conditions, with overcrowding, pollution and disease common in industrial towns. - I can compare the lives of people living in industrial towns, including Nottingham, with life in Britain today. Why did some people resist industrialisation? - I know that some workers, including the Luddites who began their protests in Nottinghamshire in 1811, opposed new machinery because they feared losing their jobs. - I can explain why industrialisation created opportunities for some people but challenges for others. How did people try to improve society? - I know that charities, reformers and governments worked to improve living conditions, health and policing during the 1800s, including the work of Nottingham-born William Booth, founder of the Salvation Army. - I can explain how Britain changed as a result of reforms introduced during the Industrial Revolution.	Why was the River Nile so important to Ancient Egypt? - I know that the River Nile allowed people to farm, travel and build settlements in an otherwise challenging environment. - I can explain why the Nile helped Ancient Egypt become one of the world's earliest civilisations. How was Ancient Egypt ruled? - I know that pharaohs ruled Ancient Egypt and were believed to have been chosen by the gods. - I can explain how the power of the pharaoh helped maintain order across Ancient Egypt. What did Ancient Egyptians believe? - I know that Ancient Egyptians believed in many gods and in life after death. - I can explain why mummification, pyramids and tombs were important to Ancient Egyptian beliefs. Why does Ancient Egypt still fascinate us today? - I know that discoveries such as Tutankhamun's tomb have helped historians learn about Ancient Egypt. - I can explain why Ancient Egypt is considered one of the most significant early civilisations.
<i>Disciplinary Knowledge:</i>	<i>Disciplinary Knowledge:</i>
- I can use historical sources to draw conclusions about life during the Industrial Revolution and consider how reliable they are. - I can explain the significance of the Industrial Revolution and its impact on modern Britain.	- I can use archaeological evidence to make conclusions about life in Ancient Egypt. - I can explain how historians use evidence to learn about civilisations from the distant past.