

Walkeringham Primary School History Substantive Knowledge Map

Empire	Democracy	Trade	Society	Conflict
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2022-2023				
KS1 (Year 1 and 2)				
	Enquiry Focus <i>(National Curriculum Requirement)</i>	Knowledge	Subject Specific Vocabulary	Composite
Autumn				
Spring	<p>Prior Knowledge</p> <p>Year 1</p> <ul style="list-style-type: none"> Discussed some differences between today and the past because things have changed over time Listened to stories from the past and understood that these events have already happened Understood older people have lived longer and experienced different things from what they have <p>Year 2</p> <ul style="list-style-type: none"> Studied Rosa Parks and understood that their grandparents would have been alive during the bus boycott Rosa was famous for Discussed the differences in society towards people of difference races and understood that this would have been an issue when their grandparents were at school Understood that The Great Fire of London happened a long time before their grandparents were born 			
	<p>What has changed since our grandparents were children?</p>	<p>Society:</p> <ul style="list-style-type: none"> Know how different their grandparents' childhood was compared to their own Know what their grandparents' toys were like Know how different their grandparents' school days were 	<p>Childhood Invention Monitor Money Transport</p>	<p style="color: blue;">Society</p>

	<i>Changes Within Living Memory</i>	<ul style="list-style-type: none"> • Know how their grandparents used to shop • Know what their grandparents would have eaten • Know how grandparents celebrated their birthdays or enjoy holidays 	Grandparents	
Summer	<p>Prior Knowledge</p> <p>Year 1</p> <ul style="list-style-type: none"> • Discussed that there are differences between the past and now • Discussed their houses and know what their house looks like • Been able to tell stories about things that have happened in the past <p>Year 2</p> <ul style="list-style-type: none"> • Showed an understanding of the significance of London and what it looked like in the past (The Great Fire of London) • Studied the structure and house types when the Great Fire of London happened • Showed an understanding of how London has changed overtime • Shown some understanding of America related to their studies of Rosa Parks <p>In the previous unit all children:</p> <ul style="list-style-type: none"> • Gained an understanding of the differences in society and how much it has changed within living memory; schools, toys, technology, and fashion 			
	<p>What famous people and events have happened near Walkeringham?</p> <p><i>Significant Historical Events, People and</i></p>	<p>Society:</p> <ul style="list-style-type: none"> • Who are and were the famous people from your locality • Know what we mean by the term ‘famous’ • Know about famous people from the past who lived locally • Know about the impact of a local famous person in our lives today 	<p>The Mayflower Pilgrimage Louis Tomlinson Kevin Keegan Robin Hood Famous</p>	<p>Society</p>

	<i>Places in their own Locality</i>	<ul style="list-style-type: none"> • Know about a famous person from the UK that has made a difference to people's lives • Know about someone famous from your area that is still alive today 		
KS2 (Year 3,4, 5 and 6)				
	Enquiry Focus <i>(National Curriculum Requirement)</i>	Knowledge	Subject Specific Vocabulary	Composite
Autumn				
Spring	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Studied History beyond living memory focusing on how society has changed over time (grandparents school days, the Great Fire of London) <p>Year 4</p> <ul style="list-style-type: none"> • Studied Britain's Stone Age to the Roman Occupation focusing on how society has changed over time • Studied Ancient Greece showing an understanding of how society operated <p>Year 5</p> <ul style="list-style-type: none"> • Studied Britain's Stone Age to the Roman Occupation focusing on how society has changed over time • Studied Ancient Egypt showing an understanding of Gods, Pharaohs and Slavery • Studied Ancient Greece showing an understanding of how society operated <p>Year 6</p> <ul style="list-style-type: none"> • Studied Britain's Stone Age to the Roman Occupation focusing on how society has changed over time 			

	<ul style="list-style-type: none"> • Studied the Mayan Civilization (this was happening at the same time) • Studied Ancient Egypt showing an understanding of Gods, Pharaohs and Slavery • Studied Nottinghamshire showing an understanding of their local area • Studied Ancient Greece showing an understanding of how society operated 			
	<p>From the end of the Roman Occupation to 1066: How did Britain change? <i>The Roman Empire and its impact on Britain to the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p>Society:</p> <ul style="list-style-type: none"> • Know how many of the words we use today originate from the Anglo-Saxons or the Vikings. • Know how the Vikings and Anglo-Saxons improved Britain • Know about the lives of Anglo-Saxon men, women and children • Know about the lives of Viking men, women and children <p>Empire:</p> <ul style="list-style-type: none"> • Know why the Romans left Britain • Know about some famous Anglo-Saxon kings, especially Alfred the Great. <p>Conflict:</p> <ul style="list-style-type: none"> • Know who the Anglo-Saxons were, why and when they invaded Britain and where they originated from. • Know who the Vikings were, why and when they invaded Britain and where they originated from. • Know who the Vikings were and how they battled with the Anglo-Saxons • Know why the Vikings frequently won battles with the Anglo-Saxons • Know about the Vikings ability as warriors and sailors 	<p>Anglo-Saxon Kingdoms Shire reeve Churl Longship Longhouse Jorvik</p>	<p>Empire Society Conflict Democracy</p>

		<ul style="list-style-type: none"> • Know about the Norman Conquest, its causes and its consequences. <p>Democracy:</p> <ul style="list-style-type: none"> • Know how the Anglo-Saxons divided Britain up 		
Summer	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Studied History beyond and within living memory showing an understanding of how things have happened before we were alive • Discussed and commemorated Remembrance Day <p>Year 4</p> <ul style="list-style-type: none"> • Studied the Roman Empire and how the romans had a mission to conquer the world; linking this to Adolf Hitler’s mission to conquer Europe • Studied Britain’s Stone Age, Iron Age and Bronze Age within an understanding of what a conflict in these times might have looked like <p>Year 5</p> <ul style="list-style-type: none"> • Studied the Roman Empire and how the romans had a mission to conquer the world; linking this to Adolf Hitler’s mission to conquer Europe • Studied Britain’s Stone Age, Iron Age and Bronze Age within an understanding of what a conflict in these times might have looked like • Studied Ancient Egypt showing an understanding of how society operated and the use of slavery <p>Year 6</p> <ul style="list-style-type: none"> • Studied the Roman Empire and how the romans had a mission to conquer the world; linking this to Adolf Hitler’s mission to conquer Europe • Studied Britain’s Stone Age, Iron Age and Bronze Age within an understanding of what a conflict in these times might have looked like • Studied Ancient Egypt showing an understanding of how society operated and the use of slavery • Studied the local history of Nottinghamshire and will now be able to make links between the Nottingham Blitz and the local history they have studied – The Lace Market which is at the heart of the trading history was one of the places that was hit and partially 			

	destroyed by a bomb In the previous unit all children: <ul style="list-style-type: none"> • Gained an understanding of the chronological history; the Anglo-Saxon and Viking age had ended in Britain hundreds of years before WW2 • Discussed the conflict in Britain's history and understood that this is often linked to conquering empires and democracy 				
	What was the impact of WW2 on Britain? <i>The Study of an Aspect of British History that extends pupils chronological knowledge beyond 1066</i>	Conflict: <ul style="list-style-type: none"> • Know why the war started in the first place Democracy: <ul style="list-style-type: none"> • Know about the role Churchill had in defending our country Society: <ul style="list-style-type: none"> • Know of the impact of Chamberlain's speech on British people • Know about the impact of rationing on British people • Know about the long-term impact of the war on British people 	Dictator Nazi Rationing Polio and Rickets Evacuation Beveridge Report	Conflict Democracy Society	
2023-2024					
KS1 (Year 1 and 2)					
Autumn	Enquiry Focus <i>(National Curriculum Requirement)</i>	Knowledge		Subject Specific Vocabulary	Composite
	Prior Knowledge Year 1 <ul style="list-style-type: none"> • Discussed that there are differences between today and the past because things have changed over time • Listened to stories from the past and understood that these events have already happened • Understood older people have lived longer and experienced different things from what they have 				

	<p>Year 2</p> <ul style="list-style-type: none"> Studied the history of Walkeringham and how house types have changed over time Studied the development of vehicles over time and understand that fire engines and the fire brigade did not exist in 1666 			
	<p>What lessons have we learned from the Great Fire of London? <i>Events Beyond Living Memory</i></p>	<p>Society:</p> <ul style="list-style-type: none"> Know what lessons we learnt from the Great Fire of London Know why the fire burnt for many days Know how firefighting equipment has changed over the years Know why we know the fire actually happened Know why different types of fire creates problems even today Know what people learnt from the fire and how it improved London 	<p>Pudding Lane Thomas Farynor Samuel Pepys Leather buckets Plague Thames</p>	<p>Society</p>
Spring				
Summer	<p>Prior Knowledge</p> <p>Year 1</p> <ul style="list-style-type: none"> Discussed that there are differences between today and the past because things have changed over time Listened to stories from the past and understood that these events have already happened Understood older people have lived longer and experienced different things from what they have Discussed Florence Nightingale and her work as a nurse to help others Taken part in anti-bullying week and discussed the importance of being kind <p>Year 2</p> <ul style="list-style-type: none"> Studied school life when their grandparents were young and the change in attitudes; schools were strict, and children were not given as many rights as they are today 			

	<ul style="list-style-type: none"> Discussed famous people from their locality who have made a difference in the world we live in <p>In the previous unit all children:</p> <ul style="list-style-type: none"> Studied the Great Fire of London understanding that society was very different then than it is today; the king did not always treat people fairly and was not liked by everyone Discussed the conflict that surrounded the Great Fire of London and understood that the world is not always a kind place 			
	<p>Who were the famous people that have made an impact on the world? <i>The lives of Significant Individuals in the past who have contributed to national and international achievements.</i></p>	<p>Society:</p> <ul style="list-style-type: none"> Know about internationally famous people and their impact on the world Know about a person who did something in the past that has impacted on our lives today Know when and where the famous person lived Know the difference between being well know and being internationally famous Know about a famous event from the past that we still talk about today <p>Conflict:</p> <ul style="list-style-type: none"> Know about someone who sacrificed their live to make things better for others 	<p>Rosa Parks Nelson Mandela Titanic Mother Teresa Leonardo da Vinci Walt Disney</p>	<p>Society Conflict</p>
KS2 (Year 3,4, 5 and 6)				
	<p>Enquiry Focus <i>(National Curriculum Requirement)</i></p>	Knowledge	Subject Specific Vocabulary	Composite
Autumn				

Spring	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Studied History beyond living memory focusing on how society has changed over time <p>Year 4</p> <ul style="list-style-type: none"> • Studied Anglo-Saxon and Viking Britain and be able to make links; the Anglo-Saxons and Vikings were in Britain while the Maya civilization was in south-eastern Mexico and northern Central America • An understanding of how conflict became even more deadly as technological advancements were made; WW2 was much more deadly than any Maya conflict <p>Year 5</p> <ul style="list-style-type: none"> • Studied one other ancient civilization; Ancient Greece • An understanding of the use of stone tools in the Stone Age due to a lack of other resources • Discussed the importance of Gods and religion throughout history especially in Ancient Greece • An understanding that conflict was often due to wanting more land/power • Democracy in Ancient Greece similar to Ancient Maya; city states with their own ruler • Studied Anglo-Saxon and Viking Britain and be able to make links; the Anglo-Saxons and Vikings were in Britain while the Maya civilization was in south-eastern Mexico and northern Central America • An understanding of how conflict became even more deadly as technological advancements were made; WW2 was much deadlier than any Maya conflict <p>Year 6</p> <ul style="list-style-type: none"> • Studied other ancient civilizations such as Ancient Egypt and Ancient Greece • An understanding of the use of stone tools in the Stone Age due to a lack of other resources • Discussed the importance of Gods and religion throughout history especially in Ancient Greece • An understanding that conflict was often due to wanting more land/power • Democracy in Ancient Greece similar to Ancient Maya; city states with their own ruler
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	<ul style="list-style-type: none"> • Ancient Egyptian pyramids echo the architecture of Chichen Itza • Studied Anglo-Saxon and Viking Britain and be able to make links; the Anglo-Saxons and Vikings were in Britain while the Maya civilization was in south-eastern Mexico and northern Central America • An understanding of how conflict became even more deadly as technological advancements were made; WW2 was much deadlier than any Maya conflict 			
	<p>Who were the Mayans and what did we learn from them? <i>A non-European society that provides contrasts with British History</i></p>	<p>Society:</p> <ul style="list-style-type: none"> • Know about the Mayans and what they gave society • Know what was happening in Britain when the Mayans were most powerful • Understand why the Mayans civilization died out • Understand how the Mayans' belief in Gods created a culture of sacrifice <p>Conflict:</p> <ul style="list-style-type: none"> • Understand how the pok-ta-pok Mayan game could be described as the earliest football match <p>Empire:</p> <ul style="list-style-type: none"> • Know how different the Mayans and the Egyptian pyramids were 	<p>Chichen Itza Itzamna Kukulcan Sacrifice Ritual</p>	<p>Society Conflict Empire</p>
<p>Summer</p>	<p>Prior Knowledge Year 3</p> <ul style="list-style-type: none"> • Studied History beyond living memory focusing on how society has changed over time • Studied Emmeline Pankhurst and the suffragette movement; women were treated unfairly, and they had to fight for the right to vote • An understanding of discrimination and inequality in society 			

Year 4

- An understanding of the importance of trade in developing society
- Studied WW2 and understand that the Nottingham Blitz impacted on the industry and society in Nottingham
- Studied Anglo-Saxon and Viking Britain; these societies lived in and around Nottingham and paved the way for modern advancements

Year 5

- An understanding of the importance of trade in developing society
- Studied WW2 and understand that the Nottingham Blitz impacted on the industry and society in Nottingham
- Studied Anglo-Saxon and Viking Britain; these societies lived in and around Nottingham and paved the way for modern advancements
- Studied Stone Age Britain to the Roman Occupation showing an understanding of the role trade, conflict and democracy had on society
- An understanding of how society was organised in Ancient Greece and what was important to the people who lived there

Year 6

- An understanding of the importance of trade in developing society
- Studied WW2 and understand that the Nottingham Blitz impacted on the industry and society in Nottingham
- Studied Anglo-Saxon and Viking Britain; these societies lived in and around Nottingham and paved the way for modern advancements
- Studied Stone Age Britain to the Roman Occupation showing an understanding of the role trade, conflict and democracy had on society
- An understanding of how society was organised in Ancient Greece and Ancient Egypt and what was important to the people who lived there

In the previous unit all children:

- Gained an understanding of Maya civilization understanding that the developments of trade have paved the way for advanced societies

What is Nottinghamshire best known for?	Society:	Industry Collieries	Society Democracy
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	<p><i>A Local History Study</i></p>	<ul style="list-style-type: none"> The rapid and poorly planned growth left Nottingham with the reputation of having the worst slums in England <p>Conflict:</p> <ul style="list-style-type: none"> Robin Hood was an outlaw that lived in Sherwood Forest near Nottingham Nottingham has 3 rebellious periods; during the civil war (1642-1651), the luddite period (1811-1813) and Chartist rebellion (1838-1848) Nottingham played part in the suffragette movement with help of the Chartist movement <p>Democracy:</p> <ul style="list-style-type: none"> Nottingham was a centre of medieval government <p>Trade:</p> <ul style="list-style-type: none"> Nottingham's lace industry was a key part of the city William Lee of Calvertin in Nottinghamshire radically changed the area William Lee of Calverton in Nottinghamshire a small cotton mill in Hockley and developed back-to-back housing for mill workers Nottinghamshire had a vast number of collieries and miners 	<p>Lace Mill Outlaw Rebellious Period</p>	<p>Trade Conflict</p>
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2024-2025

KS2 (Year 3, 4, 5 and 6) only

	Enquiry Focus <i>(National Curriculum Requirement)</i>	Knowledge	Subject Specific Vocabulary	Composite
Autumn	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> Studied history beyond living memory focusing on how society has changed over time <p>Year 4</p> <ul style="list-style-type: none"> Discussed during the Mayan Civilization that as time passed society advanced due to new ideas such as farming which helped develop trade, powerful leaders which helped create empires and democracy Studied Nottinghamshire and how society developed overtime <p>Year 5</p> <ul style="list-style-type: none"> Studied Nottinghamshire and how society developed overtime Studied the Roman Empire and understood their mission to conquer as many places as possible Discussed that as time passed society advanced due to new ideas such as farming which helped develop trade, powerful leaders which helped create empires and democracy <p>Year 6</p> <ul style="list-style-type: none"> Studied Nottinghamshire and how society developed overtime Studied the Roman Empire and understood their mission to conquer as many places as possible Discussed that as time passed society advanced due to new ideas such as farming which helped develop trade, powerful leaders which helped create empires and democracy Towards the end of Ancient Egypt the Ancient Greeks ruled in Greece Learnt about the Stone Age to the Roman Empire understanding that while the Stone Age, Bronze Age and Iron Age was happening in Britain in Egypt the Ancient Egyptians ruled 			
	How can we recreate the	Empire/Democracy: <ul style="list-style-type: none"> Know how the powerful Egyptians create a culture of slavery 	Pharaohs Pyramid	Empire Society

	<p>wonder of Ancient Egypt? <i>The Achievements of the Earliest Civilizations</i></p>	<p>Society:</p> <ul style="list-style-type: none"> • Know that there were several advanced civilizations on Earth around 3,000 years ago • Know what was happening in Britain when the Ancient Egyptians were at their most powerful • Understand how archaeologists have helped us know what happened in Ancient Egypt • Know how the Ancient Egyptians were influenced by the Gods 	<p>Hieroglyphics Vizier Sarcophagus Papyrus</p>	<p>Democracy</p>
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2025-2026

KS2 (Year 3, 4, 5 and 6) only

Autumn 1	<p>Enquiry Focus <i>(National Curriculum Requirement)</i></p>	Knowledge	Subject Specific Vocabulary	Composite
<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Studied Britain dating back to the 1666 Great Fire of London understanding that empire, society and conflict have changed and developed over time • Discussed the Mayflower pilgrimage and understood that people used boats to migrate across the world <p>Year 4</p> <ul style="list-style-type: none"> • Studied Ancient Egypt and understand how an ancient society operated <p>Year 5</p>				

	<ul style="list-style-type: none"> • Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated • Studied the history of Nottinghamshire understanding how and why societies develop over time <p>Year 6</p> <ul style="list-style-type: none"> • Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated • Studied the history of Nottinghamshire understanding how and why societies develop over time • Studied the Roman Occupation understanding it started towards the end of the Iron Age • Studied WW2 understanding how technological developments made conflict deadlier 			
	<p>How did Britain change between the beginning of the Stone Age and the end of the Iron Age? <i>Changes in Britain from the Stone Age to the Iron Age and its impact on Britain</i></p>	<p>Society:</p> <ul style="list-style-type: none"> • Know how Britain changed from the stone age to the end of the iron age • Know some of the key differences between the Stone, Bronze and Iron ages • Know what is made by hunter gatherers <p>Empire/Conflict:</p> <ul style="list-style-type: none"> • Know the significance of the creation if Iron Age forts <p>Trade:</p> <ul style="list-style-type: none"> • Know the significance of the invention of the wheel • Know the significance of the discovery of the iron ore 	<p>Hunter-gatherers Settlement Iron Age forts Skara Braw Stonehenge Archaeologists</p>	<p>Society Empire Trade Conflict</p>
Autumn 2	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Studied Britain dating back to the 1666 Great Fire of London understanding that empire, society and conflict have changed and developed over time • Discussed the Mayflower pilgrimage and understood that people used boats to migrate across the world 			

	<p>Year 4</p> <ul style="list-style-type: none"> Studied Ancient Egypt and understand how an ancient society operated <p>Year 5</p> <ul style="list-style-type: none"> Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated Studied the history of Nottinghamshire understanding how and why societies develop over time <p>Year 6</p> <ul style="list-style-type: none"> Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated Studied the history of Nottinghamshire understanding how and why societies develop over time Studied the Roman Occupation understanding it started towards the end of the Iron Age Studied WW2 understanding how technological developments made conflict deadlier <p>In the previous unit all children:</p> <ul style="list-style-type: none"> Studied the Stone Age to the end of the Iron Age 			
	<p>How did Britain change between the end of the Iron Ages and the end of the Roman occupation? <i>Changes in Britain from the Stone Age to the Iron Age to the Roman Empire and its impact on Britain</i></p>	<p>Society:</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Iron Age and the end of the Roman Occupation Know how the Romans changed the landscape in Britain Consider what was the most important change the Romans brought to Britain <p>Conflict:</p> <ul style="list-style-type: none"> Know why there was some resistance to the Roman occupation Know why the Romans left Britain <p>Empire:</p> <ul style="list-style-type: none"> Know why the Romans came to Britain in the first place 	<p>Centurion Londinium Romanisation Invade Aqueduct Senate</p>	<p>Society Conflict Empire</p>

Spring	<p>Prior Knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> Studied Britain dating back to the 1666 Great Fire of London understanding that society and conflict have changed and developed over time <p>Year 4</p> <ul style="list-style-type: none"> Studied another ancient society, Ancient Egypt, understanding how an ancient society operated <p>Year 5</p> <ul style="list-style-type: none"> Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated Studied the history of Nottinghamshire understanding the importance of religion to society <p>Year 6</p> <ul style="list-style-type: none"> Studied Ancient Egypt and the Maya Civilization and understand how an ancient society operated Studied the history of Nottinghamshire understanding the importance of religion to society Studied the Roman Occupation understanding that as Ancient Egypt ended the Roman Occupation started Studied WW2 understanding how technological developments made conflict deadlier 			
	<p>Why were the Ancient Greeks ruled by their Gods? <i>Ancient Greece: A study of Greek life and achievements and their</i></p>	<p>Society:</p> <ul style="list-style-type: none"> Know what the Ancient Greeks gave the world Know what the Ancient Greeks introduced that we benefit from today Know how the Ancient Greeks were influenced by their Gods <p>Empire:</p> <ul style="list-style-type: none"> Know that the Ancient Greeks were more advanced than Ancient Britons <p>Democracy:</p>	<p>Philosophy</p> <p>Athenians</p> <p>Spartans</p> <p>Democracy</p> <p>Zeus</p> <p>Olympians</p>	<p>Empire</p> <p>Society</p> <p>Democracy</p> <p>Conflict</p>

	<i>influence on the western world</i>	<ul style="list-style-type: none"> • Know how important philosophy and democracy was in helping the Greeks to be remembered today <p>Conflict:</p> <ul style="list-style-type: none"> • Know what the main characteristics of the Spartans and the Athenians were 		
Summer				