Walkeringham Primary School History Knowledge Map

Empire	Democracy	Trade	Society	Conflict

2026-2027					
KS1 (Year 1 and 2)					
	Enquiry Focus *(National Curriculum Requirement)*	Knowledge	Vocabulary	Prior Knowledge	Composite
Autumn					
Spring	**What has changed since our grandparents were children?** *Changes Within Living Memory*	Society: • 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 • Know how their grandparents used to shop • Know what their grandparents would have eaten	Past Present Change Source Memory Chronology	In EYFS children should have: • Discussed that there are differences between today and the past because things have changed over time • Listened to storied from the past and understood that these events have already happened	Society

		• Know how grandparents celebrated their birthdays or enjoy holidays		• Understood older people have lived longer and experienced different things from what they have In Year 1 children should have: • Learnt about Rosa Parks and understand 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 understand 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	
Summer	**What famous people and events have happened near Walkeringham?** *Significant Historical Events, People and Places in their own Locality*	Society: • Who are and were the famous people from your locality • Know what we mean by the term 'famous' • Know about famous people prom the past who lived locally • Know about the impact of a local famous person in our lives today • 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	The Mayflower Pilgrimage Marcus Rashford Louis Tomlinson Kevin Keegan Robin Hood Famous	In EYFS children should have: • 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 In Year 1 children should have: • An understanding of the significance of London and what it	Society

				looked like in the past (The Great Fire of London) • Studied the structure and house types when The Great Fire of London happened • An understanding that London has changed overtime • Some understanding of America related to their studies of Rosa Parks In the previous unit children should have: • Gained an understanding of the differences in society and how much it has changed within living memory; schools, toys, technology, and fashion	

WALKERINGHAM PRIMARY SCHOOL
think smart be kind

KS2 (Year 3,4, 5 and 6)					
Autumn					
Spring	**From the end of the Roman Occupation to 1066: How did Britain change?** *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*	Society: • 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 Empire: • Know why the Romans left Britain • Know about some famous Anglo-Saxon kings, especially Alfred the Great. Conflict: • Know who the Anglo-Saxons were, why and when they	Anglo-Saxon Kingdoms Shire reeve Churl Longship Longhouse Jorvik	<u>2022-2023</u> Y3: History beyond living memory (society has changed over time) Y4: Britain's Stone Age to the Roman Occupation Y5: Britain's Stone Age to the Roman Occupation Y6: Britain's Stone Age to the Roman Empire and the Mayan Civilization (this was happening at the same time)	Empire Society Conflict Democracy

		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 • Know about the Norman Conquest, its causes and its consequences. Democracy: • Know how the Anglo-Saxons divided Britain up			
Summer	**What was the impact of WW2 on Britain?** *The Study of an Aspect of British*	Conflict: • Know why the war started in the first place Democracy:	Dictator Nazi Rationing Polio and Rickets	<u>2022-2023</u> Y3: History beyond living memory and Remembrance Day	Conflict Democracy Society

	History that extends pupils chronological knowledge beyond 1066	• Know about the role Churchill had in defending our country Society: • 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	Evacuation Beveridge Report	Y4/5: Studied the Roman Empire and how the romans had a mission to conquer the world; linking this to Adolf Hitlers mission to conquer Europe Y6: 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 children should have: • 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	
2027-2028					
KS1 (Year 1 and 2)					
Autumn	**What lessons have we learned from the Great Fire of London?** *Events Beyond Living Memory*	Society: • 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	Pudding Lane Thomas Farynor Samuel Pepys Leather buckets Plague Thames	In EYFS children should have: • Discussed that there are differences between today and the past because things have changed over time • Listened to storied from the past and understood that these events have already happened	Society

		• Know what people learnt from the fire and how it improved London		• Understood older people have lived longer and experienced different things from what they have In Year 1 children should have: • 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	
Spring					

Summer	**Who were the famous people that have made an impact on the world?** *The lives of Significant Individuals in the past who have contributed to national and international achievements.*	Society: • 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 Conflict: • Know about someone who scarificed their live to make things better for others	Rosa Parks Nelson Mandela Titanic Mother Teresa Leonardo da Vinci Walt Disney	In EYFS children should have: • Discussed that there are differences between today and the past because things have changed over time • Listened to storied 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	Society Conflict

				importance of being kind In Year 1 children should have: • 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 In the previous unit children should have: • Studied The Great Fire of London understanding that society was very different than it was 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 • An understanding of the discrimination and inequality in society for poor people and people of different cultures	
KS2 (Year 3,4, 5 and 6)					
Autumn					
Spring	**Who were the Mayans and what did we learn from them?** *A non-European society that*	Society: • Know about the Mayans and what they gave society • Know what was happening in Britain when the Mayans were most powerful	Chichen Itza Itzamna Codices Ahau or ahaw Batab Kukulcan	<u>2023-2024</u> Year 3: • History beyond living memory (society has changed over time)	Society Conflict Empire

	provides contracts with British History	• Understand why the Mayans civilization died out • Understand how the Mayans' belief in Gods created a culture of sacrifice Conflict: • Understand how the pok-ta-pok Mayan game could be described as the earliest football match Empire: • Know how different the Mayans and the Egyptian pyramids were		Year 4: • An understanding of the use of stone tools in the Stone Age due to a lack of other resources • 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	

				Year 5/6: • 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 • 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 more deadly	

				than any Maya conflict	
Summer	**What is Nottinghamshire best known for?** *A Local History Study*	Society: • The rapid and poorly planned growth left Nottingham with the reputation of having the worst slums in England Conflict: • 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 Democracy: • Nottingham was a centre of medieval government Trade:	Industry Collieries Lace Mill Outlaw Rebellious Period	<u>2023-2024</u> Year 3: • History beyond living memory (society has changed over time) • Studied Emmeline Pankhurst and the suffragette movement; women were treated unfairly, and they had to fight for their rights • An understanding of discrimination and inequality in society Year 4/5/6: • An understanding of the importance of trade in developing society	Society Democracy Trade Conflict

		• 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		• An understanding that the prehistoric societies paved the way more industrialisation and a modern way of life • 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 In the previous unit children should have:	

				• Gained an understanding of Maya civilization understanding that the developments of trade have paved the way for advanced societies	
2028-2029					
KS2 (Year 3, 4, 5 and 6) only					
Autumn	**How can we recreate the wonder of Ancient Egypt?** *The Achievements of the Earliest Civilizations*	Empire/Democracy: • Know how the powerful Egyptians create a culture of slavery Society: • 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	Pharaohs Pyramid Hieroglyphics Vizier Sarcophagus Papyrus	<u>2024-2025</u> Year 3: • History beyond living memory (society has changed over time) Year 4: • Discussed during the Mayan Civilization that as time passed society advanced due to new ideas such as farming which helped develop trade,	Empire Society Democracy

		• Understand how archaeologists have helped us know what happened in Ancient Egypt • Know how the Ancient Egyptians were influenced by the Gods		powerful leaders which helped create empires and democracy Year 5/6: • 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 Greece Year 6: • 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	
2029-2030					
KS2 (Year 3, 4, 5 and 6) only					
Autumn	**From Stone Age Britain to the end of the Roman Occupation: How did Britain Change?** *Changes in Britain from the*	Society: • 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	Hunter-gatherers Settlement Iron Age forts Skara Braw Stonehenge Archaeologists	<u>2025-2026</u> Year 3: • Studied Britain dating back to the 1666 Great Fire of London understanding that empire, society	Society Empire Trade

	Stone Age to the Iron Age to the Roman Empire and its impact on Britain	• Know what is made by hunter gatherers Empire/Conflict: • Know the significance of the creation if Iron Age forts Trade: • Know the significance of the invention of the wheel • Know the significance of the discovery of the iron ore		and conflict have changed and developed over time • Discussed the Mayflower pilgrimage and understood that people used boats to migrate across the world • Used artefacts to infer what happen in earlier periods of history • An understanding that society is not always fair and ruled with equality for all people Year 4/5/6 • Studied the Ancient Egyptian period of history understanding that the Roman Empire	

				conquered Ancient Egypt	
Spring	**Why were the Ancient Greeks ruled by their Gods?** *Ancient Greece: A study of Greek life and achievements and their influence on the western world*	Society: • 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 Empire: • Know that the Ancient Greeks were more advanced than Ancient Britons Democracy: • Know how important philosophy and democracy was in helping the Greeks to be remembered today Conflict: • Know what the main characteristics of the Spartans and the Athenians were	Philosophy Athenians Spartans Democracy Zeus Olympians	<u>2025-2026</u> Year 3: • Gained an understanding of equality and discrimination and have an understanding that certain groups in society (women, black people, disabled people, and many others) were not always and are still not treated fairly Year 4/5/6 • Studied Ancient Egypt and the use of slaves • Pharaohs linked to religion held the most power	Empire Society Democracy Conflict

				because the people at the time had strong religious beliefs In the previous unit children should have: • Studied the Roman Empire and be able to make links between the roman baths and houses and Ancient Greek way of life • An understanding that the Roman Empire was so powerful because of its wealth like Athens • Knowledge of the use of armies to conquer countries like the romans did (linking to	

				Alexander the Great)	
Summer					