

## CGPS Curriculum - Subject Knowledge Overview

### History

Key Stage 1	Autumn 2	Spring 2	Summer 2			
<b>Unit Title Cycle A</b>	<b>Significant People (National and International achievements): Why should Mary Seacole, Marie Curie &amp; Florence Nightingale be remembered?</b>	<b>Changes in Living Memory - Toys Through Time (UK) What toys did my grandparents play with? (Twinkl/Plan Bee)</b>	<b>Local History - York's Chocolate Story (+Joseph Rowntree)</b>			
<p><b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning.</p> <p><b>Desirable Knowledge</b> <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> <li>* Local figure - Know who Guy Fawkes was and his significance in York (stand alone lesson)</li> <li>* National / international figures - to know the significance of Florence Nightingale &amp; Mary Seacole</li> <li>* Know that Marie Curie was a significant female scientist (when the majority of scientists were male)</li> <li>* Know that these figures were alive a long time ago (around 200 years ago)</li> </ul>	<ul style="list-style-type: none"> <li>* Describe the characteristics of familiar toys.</li> <li>* Know how toys were different in the past.</li> <li>* Know when some popular toys were invented e.g lego, Barbie</li> <li>* Identify and compare old toys and new toys.</li> <li>* Know the toys their grandparents played with.</li> </ul>	<ul style="list-style-type: none"> <li>* Name the main chocolate factories that originated in York - Terries, Rowntrees and that Nestle is now the main chocolate factory.</li> <li>* Know who Joseph Rowntree was and his role in helping to develop Rowntree's Factory.</li> <li>* Know that New Earswick was a model village developed by Rowntree for the workers.</li> <li>* Compare life in Rowntree's factory in the past and modern day.</li> <li>* Know some popular sweets and chocolates made famous by Rowntree's (Kitkat, Fruit Pastilles &amp; Smarties) and Terry's (Chocolate Orange) and how they have changed.</li> </ul>			
<b>Key concept /skills</b>	<ul style="list-style-type: none"> <li>* Significant individuals and events</li> <li>* Chronology - place key figures on a timeline to present day</li> <li>* Cause and consequence e.g. the lasting impact on modern day nursing / science</li> <li>Historical enquiry - ask and answer questions about the above key figures</li> <li>* Use stories &amp; other sources to help them understand key features of events</li> </ul>	<ul style="list-style-type: none"> <li>* Similarities and Differences</li> <li>* Chronological Order</li> <li>* Evidence/Historical Enquiry: ask people of different generations about the toys they played with. Look at stories and different sources of evidence (clues) to show your understanding.</li> <li>* Continuity and Change - how toys have changed through time.</li> </ul>	<ul style="list-style-type: none"> <li>* Changes within living memory</li> <li>* Significant historical events, people and places in their own locality.</li> <li>* Evidence/Historical Enquiry - old photographs</li> <li>* Chronological Order</li> </ul>			
<b>Key Vocabulary</b> 6	<ul style="list-style-type: none"> <li>* parliament</li> <li>* Gunpowder Plot</li> <li>* nurse</li> </ul>	<ul style="list-style-type: none"> <li>* scientist</li> <li>* past</li> <li>* present</li> </ul>	<ul style="list-style-type: none"> <li>* decade</li> <li>* year</li> <li>* timeline</li> <li>* mechanical</li> </ul>	<ul style="list-style-type: none"> <li>* plastic/metal</li> <li>* past</li> <li>* present * grandparent</li> </ul>	<ul style="list-style-type: none"> <li>* factory</li> <li>* village</li> <li>* Joseph Rowntree</li> </ul>	<ul style="list-style-type: none"> <li>* local</li> <li>* past/present</li> <li>* same/different</li> </ul>

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Key Stage 1	Autumn 2	Spring 2	Summer 2
<b>Unit Title Cycle B</b>	<b>Significant Individuals &amp; Their Achievements Nationally and Internationally - Why do we remember these famous Queens?</b> (Plan Bee Unit - optional)	<b>The Great Fire of London - Did the Great Fire make London a better or a worse place?</b>	<b>Seaside Holidays from the Past - What were seaside holidays like in the past?</b> (Plan Bee Unit - optional)
<p><b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning.</p> <p><b>Desirable Knowledge</b> <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> <li>* <i>What is a monarch, where do they live and what do they do?</i></li> <li>* <i>The impact of the changes made during the reigns of: Queens - Queen Elizabeth I (Tudor), Queen Victoria (Victorian) &amp; Queen Elizabeth II (Elizabethan)</i></li> <li>* <i>The significance of Buckingham Palace</i></li> <li>* <i>Name differences &amp; similarities between each time period and present day</i></li> </ul>	<ul style="list-style-type: none"> <li>* Know where, when and how the Great Fire of London started</li> <li>* Know how the fire was put out</li> <li>* Know why the fire spread so quickly and stayed alight for so long</li> <li>* Know about Samuel Pepys and his diary</li> <li>* Know how this event influenced the rebuilding of London</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Identify key features of seaside holidays in present times.</i></li> <li>* <i>Identify some key features of seaside holidays in the past using photographs.</i></li> <li>* <i>Know that seaside holidays became popular in the 19th Century, and give reasons why.</i></li> <li>* <i>Explain what seaside holidays were like 100 years ago.</i></li> <li>* <i>Identify similarities and differences between seaside holidays now and in the past.</i></li> </ul>
<b>Key concept /skills</b>	<ul style="list-style-type: none"> <li>* <i>Significant individuals in the past who have contributed to national and international achievements - QEI, QV, QEII</i></li> <li>* <i>Continuity &amp; Change: Compare aspects of life between Tudor, Victorian and present day</i></li> <li>* <i>Know that changes occur in history</i></li> <li>* <i>Chronological order</i></li> <li>* <i>Ask &amp; answer historically-valid questions</i></li> </ul>	<ul style="list-style-type: none"> <li>* <i>Evidence / historical enquiry - diary, artefacts, recounts (newspapers)</i></li> <li>* <i>Use stories &amp; other sources to help them understand key features of events</i></li> <li>* <i>Ask &amp; answer historically-valid questions</i></li> <li>* <i>Cause &amp; consequence</i></li> <li>* <i>Chronology</i></li> </ul>	<ul style="list-style-type: none"> <li>* Changes within living memory</li> <li>* Similarities and Differences - compare past holidays with present holidays.</li> <li>* Enquiry - ask and answer questions about seaside holidays in the past.</li> <li>* Chronological Order - order photographs of past holidays chronologically</li> <li>* Evidence - use a range of sources to find information about seaside holidays, including stories and songs.</li> </ul>
<b>Key Vocabulary</b> <b>6</b>	<ul style="list-style-type: none"> <li style="width: 50%;">* monarch</li> <li style="width: 50%;">* Victorian</li> <li style="width: 50%;">* palace</li> <li style="width: 50%;">* British Empire</li> <li style="width: 50%;">* Tudor</li> <li style="width: 50%;">* Jubilee</li> <li style="width: 50%;">* significant</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">* bakery</li> <li style="width: 50%;">* River Thames</li> <li style="width: 50%;">* Samuel Pepys</li> <li style="width: 50%;">* re-built</li> <li style="width: 50%;">* fire brigade</li> <li style="width: 50%;">* diary</li> <li style="width: 50%;">* thatched</li> <li style="width: 50%;">* St Paul's Cathedral</li> </ul>	<ul style="list-style-type: none"> <li style="width: 50%;">* <i>past/present</i></li> <li style="width: 50%;">* <i>invention</i></li> <li style="width: 50%;">* <i>steam train</i></li> <li style="width: 50%;">* <i>Punch and Judy</i></li> <li style="width: 50%;">* <i>Victorian</i></li> <li style="width: 50%;">* <i>popular</i></li> <li style="width: 50%;">* <i>bathing machine</i></li> <li style="width: 50%;">* <i>tradition</i></li> </ul>



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Year Group 3	Autumn 2	Spring 2		Summer 2		
<b>Unit Title</b>	<b>Local Study - What Evidence is There That People Lived in York in the Past?</b>	<b>Stone Age to Iron Age - What Was New About The Stone Age?</b>		<b>An Overview of Ancient Civilisations and An In Depth Study of Egypt - How Much Did the Ancient Egyptians Achieve?</b> (Plan Bee Unit/Twinkl Unit - optional)		
<p><b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning.</p> <p><b>Desirable Knowledge</b> <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<p><b>Children should study an overview of the history of York.</b></p> <ul style="list-style-type: none"> <li>* Anglo-Saxon (early Minster 627), Romans and Vikings - (Roman walls, Roman Fortress - under the Minster, Jorvik)</li> <li>* Mediaeval - Merchant Adventurers Hall; Georgian - Fairfax House; Norman - Clifford's Tower</li> <li>* Victorians - Know the significance of York train station.</li> <li>* Know how York has changed over time - name some of the key historical buildings in York.</li> </ul>	<ul style="list-style-type: none"> <li>* Learn what 'prehistory' means and how archaeologists find out about the past when there is no written history.</li> <li>* Early Stone Age (Palaeolithic period) - know that people moved from place to place with no fixed home, &amp; lived in tents &amp; caves; people were hunter gatherers using basic tools made from stone.</li> <li>* Mesolithic (Middle Stone Age) and Neolithic (New/Late Stone Age) periods - understand the changes during these periods of the Stone Age, and technological advancements that were made.</li> <li>* Know changes that were made during the Bronze Age and into the Iron Age.</li> <li>* Know key facts about Stonehenge &amp; Skara Brae.</li> </ul> <p><i>[Middle Stone Age - hunter gatherers, but there were advancements in tools, skills, homes and the introduction of religion. New Stone Age - hunter gatherers but grew their own food and farmed their own animals / first buildings built mostly from rock.]</i></p>		<ul style="list-style-type: none"> <li>* Be able to name some ancient civilisations and record where and when the first civilizations appeared on a timeline and map. <b>This seems huge!</b></li> <li>* Explain what the ancient Egyptian landscape was like and how ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life.</li> <li>* Explain who Tutankhamun was and the significance of this discovery.</li> <li>* Explain key features of daily life in Ancient Egypt - hieroglyphics and the Rosetta stone.</li> <li>* Describe everyday life in ancient Egypt - food, <b>clothing</b>, farming and religion/beliefs.</li> </ul>		
<b>Key concept /skills</b>	<ul style="list-style-type: none"> <li>* Chronology - place the key building in time order</li> <li>* Evidence - buildings &amp; artefacts</li> <li>* Making connections - the significance of these key buildings &amp; their presence today still</li> </ul>	<ul style="list-style-type: none"> <li>* Significance - key changes made throughout the Stone Age</li> <li>* Evidence / Historical Enquiry - Use a range of sources to research the Stone Age</li> <li>* Chronology - Place changes and events from the Stone Age, Bronze Age and Iron Age on a simple timeline.</li> <li>* Continuity &amp; Change - how &amp; why changes occurred in the Stone Age</li> </ul>		<p><b>Key concept/skills</b></p> <ul style="list-style-type: none"> <li>* Evidence/Historical Enquiry - understand the importance of artefacts in helping us find out about daily life in the past.</li> <li>* Chronology - Place early civilizations on a timeline and identify Ancient Egypt.</li> <li>* Significant events and people - the discovery of Tutankhamen's tomb.</li> <li>* Historical Enquiry - ask and answer questions to learn about daily life in Ancient Egypt.</li> </ul>		
<b>Key Vocabulary</b> <b>6</b>	<ul style="list-style-type: none"> <li>* mediaeval / Georgian / Norman</li> <li>* architecture</li> </ul>	<ul style="list-style-type: none"> <li>* archeology</li> <li>* modern vs historical</li> <li>* AD/BC and CE/BCE</li> </ul>	<ul style="list-style-type: none"> <li>* Prehistoric</li> <li>* evolution</li> <li>* flint</li> <li>* deforestation</li> </ul>	<ul style="list-style-type: none"> <li>* Stonehenge / Skara Brae</li> <li>* hunter - gatherers</li> <li>* religion</li> <li>* source</li> </ul>	<ul style="list-style-type: none"> <li>* ancient</li> <li>* civilisation</li> <li>* hieroglyphics</li> <li>* River Nile</li> </ul>	<ul style="list-style-type: none"> <li>* pharaoh</li> <li>* tomb</li> <li>* artefacts</li> <li>* papyrus</li> </ul>



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Year Group 4	Autumn 2	Spring 2	Summer 2	
<b>Unit Title</b>	<b>The Roman Empire and its impact on Britain - Was the Roman Invasion Good or Bad for Britain?</b>	<b>Transport - How has Transport Affected Society Through the Years and in our Locality?</b>	<b>Anglo Saxons &amp; Scots - Was the Anglo Saxon Period Really a Dark Age?</b>	
<p><b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning.</p> <p><b>Desirable Knowledge</b> <i>nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</i></p>	<ul style="list-style-type: none"> <li>* Know the importance of the Roman Empire and how it grew so large.</li> <li>* Know how Britain became part of the Roman Empire.</li> <li>* Know who the Celts were and key facts about their lives.</li> <li>* Know the significance of Boudicca.</li> <li>* Know the changes made by the Romans during their settlement in Britain and explain the lasting impact the Romans left in Britain.</li> </ul> <p>(York Romans Trip - Yorkshire Museum -local aspect)</p>	<p>Know how transport has changed through history and how it has affected society.</p> <ul style="list-style-type: none"> <li>*Rivers - the role of rivers in transport, trade and invasion.</li> <li>*Roads - know about the development of Roman roads in relation to trade and transport.</li> <li>*Trains - know the importance of the railway during the Victorian times.</li> <li>*Aeroplanes - Know the history of the aeroplane. *Know how transport has affected daily life in York throughout History.</li> </ul>	<ul style="list-style-type: none"> <li>* To know the significance of Sutton Hoo</li> <li>* To know who the Anglo-saxons were and where they came from.</li> <li>* To know who the Picts &amp; Scots were and where they lived; and the similarities &amp; differences in lifestyles &amp; cultures of these two peoples</li> <li>* Describe what life was like in an Anglo-Saxon village including elements of home, leisure and culture</li> <li>* To explore the spread of Christianity in Britain during the Anglo-Saxon period</li> </ul>	
<b>Key concept /skills</b>	<ul style="list-style-type: none"> <li>* Cause &amp; consequence</li> <li>* Significant people - Roman Emperors &amp; Boudicca</li> <li>* Evidence &amp; historical interpretations - Roman remains &amp; different sources of evidence (primary &amp; secondary sources)</li> <li>* Continuity &amp; Change - Compare &amp; contrast the life pre &amp; post Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>* Significance - changes &amp; developments in transport &amp; their impact on society</li> <li>* Continuity &amp; Change - how &amp; why these changes have occurred.</li> <li>* Chronology - modes of transport &amp; their time periods</li> </ul>	<ul style="list-style-type: none"> <li>* Significance - people &amp; events across the Anglo-Saxon period</li> <li>* Evidence &amp; historical interpretations - Sutton Hoo / Anglo-Saxon life</li> <li>* Cause &amp; consequence - why did the Anglo-Saxons settle in Britain?</li> <li>* Similarities &amp; differences - Picts vs Scots</li> </ul>	
<b>Key Vocabulary</b> <b>6</b>	<ul style="list-style-type: none"> <li>* Boudicca</li> <li>* Roman Empire</li> <li>* Emperor</li> </ul>	<ul style="list-style-type: none"> <li>* Celts/ Iceni/ Picts</li> <li>* Invader / Settler</li> <li>* Impact</li> </ul>	<ul style="list-style-type: none"> <li>* developments / advancements</li> <li>* aviation</li> <li>* society</li> <li>* trade</li> <li>* tourism</li> </ul>	<ul style="list-style-type: none"> <li>* archaeology / archaeologist</li> <li>* Bede</li> <li>* Paganism</li> <li>* Christianity</li> <li>* Angles</li> <li>* Saxons</li> <li>* Jutes</li> <li>* culture</li> </ul>



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Year Group 5	Autumn 2	Spring 2	Summer 2			
<b>Unit Title</b>	<b>A study of an aspect of, or theme in British History that extends knowledge beyond 1066 - What was the impact of World War 2 on York?</b>	<b>Ancient Greece - What Have the Ancient Greeks Ever Done For Us?</b> (Plan Bee/Twinkl)	<b>How Has the Role of Women Changed Over Time?</b>			
<b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning. <b>Desirable Knowledge</b> <i>nice-to-have extras</i> that deepen, enrich or extend understanding if time or interest allows.	<ul style="list-style-type: none"> <li>* Know why WWII started and how York was involved.</li> <li>* Know what the blitz was and how it changed people's lives.</li> <li>* York blitz - similarities and differences to London blitz.</li> <li>* Know how the war affected children &amp; their families.</li> <li>* Understand the significance of the holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>* Name, and place in chronological order; the main time periods of ancient Greece</li> <li>* Explain the difference between a democracy, oligarchy and a monarchy in ancient Greece.</li> <li>* Explain some similarities and differences between the two city-states of Athens and Sparta.</li> <li>* Use a range of sources to find out about daily life in ancient Greece (inc. religion/philosophers)</li> <li>* Know how modern-day life has been influenced by the ancient Greeks.</li> </ul>	<ul style="list-style-type: none"> <li>* Know how women were restricted in their daily lives and forbidden by law from undertaking certain roles, between the 17th and 19th.</li> <li>* Give examples of women who achieved great things despite the restrictions on them.</li> <li>* Explain and describe key aspects of the women's suffrage movement.</li> <li>* Know how the jobs and roles of women changed during the First World War; and know when women first got the right to vote.</li> <li>* Know the changes in the role of women in the 1950s, 1960, and 1970s.</li> </ul>			
<b>Key concept /skills</b>	<ul style="list-style-type: none"> <li>* Cause &amp; consequence</li> <li>* Historical interpretations - being aware of different viewpoints regarding aspects of the war</li> <li>* Significant - events &amp; people</li> <li>* Evidence - letters, newspapers, propaganda posters, photos (primary &amp; secondary sources)</li> </ul>	<ul style="list-style-type: none"> <li>* Historical Enquiry - frame historically valid questions &amp; use a range of evidence</li> <li>* Create own structured accounts including written narratives &amp; analyses</li> <li>* Making Connections - links across &amp; between periods (political / social / religious)</li> <li>* Cause &amp; Consequence - describe reasons for &amp; results of changes in the past</li> </ul>	<ul style="list-style-type: none"> <li>* Historical Enquiry/Evidence - use primary and secondary sources to research</li> <li>* Significance - people and events that changed the role of women in society.</li> <li>* Cause and Consequence</li> <li>* Making Connections - links across &amp; between periods (political / social)</li> <li>* Chronology - plot the significant events and changes to laws relating to women in society, on a timeline.</li> </ul>			
<b>Key Vocabulary</b> 6	<ul style="list-style-type: none"> <li>* Allied Powers / Axis powers</li> <li>* Nazi</li> <li>* Holocaust</li> <li>* blackout</li> </ul>	<ul style="list-style-type: none"> <li>* evacuee / evacuation</li> <li>* propaganda</li> <li>* political</li> <li>* artefacts</li> </ul>	<ul style="list-style-type: none"> <li>* democracy</li> <li>* monarchy</li> <li>* oligarchy</li> <li>* trade</li> </ul>	<ul style="list-style-type: none"> <li>* empire</li> <li>* civilisation</li> <li>* primary &amp; secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>* feminism</li> <li>* sexism</li> <li>* suffrage/suffragette</li> </ul>	<ul style="list-style-type: none"> <li>* equality/inequality</li> <li>* rights</li> <li>* laws</li> <li>* <b>Add names of significant women focused on</b></li> </ul>

Year Group 6	Autumn 2		Spring 2		Summer 2	
<p><b>Unit Title</b></p>	<p><b>British Black History</b> (see - Keystage History website)</p>		<p><b>The Vikings &amp; Anglo Saxon Struggle for the Kingdom of England in the time of Edward the Confessor.</b> (Plan Bee) Were Vikings really brutal invaders?</p>		<p><b>Early Islamic Civilisation - Baghdad - The Rise and Fall of an Empire (Twinkl / Planbee / Hamilton Trust)</b></p>	
<p><b>Essential knowledge</b> What all children must know by the end of the unit — this underpins progression and future learning. <b>Desirable Knowledge</b> nice-to-have extras that deepen, enrich or extend understanding if time or interest allows.</p>	<p>* Know that there have been Black People in Britain since early times (evidence shows since the Roman times - Ivory Bangle Lady York) * Know the role of the British Empire in the slave trade and key figures in its abolition * Know how the arrival of the Empire Windrush changed the way Black People were treated in Britain. * Know how life has improved for Black People living in Britain in the past 60 years</p>		<p>*Know about the Viking invasions of Britain (Lindisfarne AD793) and reasons behind this. *Know about the Viking settlement of Britain and how this affected the <b>AngloSaxons</b>. *Explain the role King Alfred played in making England a unified country. *Describe what life was like for Vikings in Britain and <b>compare this to Anglo-Saxon life</b>. * Explain why and how, by 1016, England was a unified country under the control of a single king *Know the significance of the Battle of Hastings.</p>		<p>* Know the importance of Baghdad's role in the early Islamic Civilisation including the importance of trade &amp; the silk routes * Identify similarities and differences between Baghdad (the Golden Age) and London (the Dark Ages) in c 900 CE and what life was like * Know about the achievements &amp; contributions of the early Islamic civilisation (scholars of Baghdad's House of Wisdom during the Golden Age of Islam) * Compare &amp; evaluate potential causes for the dissolution of the Islamic Empire * Describe who Mohammad is, how the first caliphate came to be formed and explain the roles and the responsibilities of a caliph.</p>	
<p><b>Key concept /skills</b></p>	<p>* Historical interpretations - know how, and suggest reasons why, interpretations of Black History have been constructed * Significance - events and individuals * Cause &amp; consequence * Continuity &amp; change</p>		<p>*Significance - understand why some events, individuals, situations, changes, societies and periods are considered significant. *Cause and consequence *Similarities and differences *Historical Enquiry - frame historically valid questions &amp; use a range of evidence * Create own structured accounts including written narratives &amp; analyses</p>		<p>* Chronology - order key events &amp; periods * Continuity &amp; change - changes throughout the early Islamic Empire * Historical interpretations / evidence - bias &amp; reliability of sources (primary &amp; secondary sources) * Similarities &amp; differences</p>	
<p><b>Key Vocabulary</b> <b>6</b></p>	<p>* Windrush * discrimination * prejudice * Triangle of Slavery</p>	<p>* equality * freedom * civil rights * enslaved</p>	<p>* unified * kingdoms * peace treaty * impact</p>	<p>*society *Alfred the Great *Lindisfarne *Danelaw</p>	<p>* dissolution * empire * civilisation * trade</p>	<p>* expansion * primary / secondary sources * Baghdad</p>





*Better Never Stops...*

