



*History Curriculum Key Knowledge and Disciplinary and Substantive Concepts 2025/26  
(Medium Term Plan)*

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Year 1</i>	<p><i>Discovering History</i></p> <p><i>Source and Evidence</i></p> <p><i>Historical Significance</i></p> <p><i>Builds on the ELG 'Past and Present Goal'</i></p>		<p><i>Kings, Queens and Leaders</i></p> <p><i>Causation</i></p> <p><i>Sources and Evidence</i></p>		<p><i>Parliament and Prime Ministers</i></p> <p><i>Historical Significance</i></p> <p><i>Continuity and Change</i></p> <p><i>Source (The Bill of Rights)</i></p>	
<i>Key end of Unit Knowledge</i>	<p><i>History is the story of the past.</i></p> <ul style="list-style-type: none"> <li><i>• People who study history are called historians.</i></li> <li><i>• Historians uses sources to learn about the past.</i></li> <li><i>• Archaeologists find out about the past through looking at things found in the ground.</i></li> <li><i>• Things found by archaeologists are called artefacts.</i></li> <li><i>• Family trees tell us who lived in the past.</i></li> </ul>		<ul style="list-style-type: none"> <li><i>• England has been ruled by Kings and Queens for a long time.</i></li> <li><i>• His Royal Highness King Charles III is our current king.</i></li> <li><i>• King John was forced to sign the Magna Carta by the Barons.</i></li> <li><i>• Parliament was set up to make decisions for the country.</i></li> <li><i>• There was a time when there was no King</i></li> </ul>		<p><i>William and Mary signed the Bill of Rights.</i></p> <ul style="list-style-type: none"> <li><i>• Parliament makes decisions about our country.</i></li> <li><i>• The Prime Minister is the leader of the government.</i></li> <li><i>• The Prime Minister leads the country.</i></li> <li><i>• Robert Walpole is considered by historians to have been the first Prime Minister.</i></li> <li><i>• Adults vote to choose the people</i></li> </ul>	

			of England. • Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.		who run our country.	
<b>Assessment</b>	Sources and Evidence Focus: What are archaeologists and artefacts and why are they important?		Causation Focus:  What caused the Barons to force King John to seal the Magna Carta?		Sources and evidence Focus: What is The Bill of Rights and what does it teach us about history?	
<b>2</b>	<b>The Romans</b>  Sources and Evidence  Continuity and Change		<b>The Tudors</b>  Sources and Evidence  Historical Significance  Similarities and differences		<b>Powerful Voices</b>  Sources and Evidence  Historical Significance  Continuity and Change	
<b>Key knowledge</b>	<ul style="list-style-type: none"> <li>• The Romans were an ancient civilisation that built an empire.</li> <li>• Romans had well-organised large armies with many soldiers.</li> <li>• Romans invaded Britain and Boudicca led a rebellion against the Roman invasion.</li> <li>• Romans built towns</li> </ul>		<p>Life was different for the rich and the poor in Tudor England • Henry VII was the first Tudor monarch. • Henry VIII made himself Head of the Church of England and had six wives. •</p>		<p>Throughout history, significant people have made big changes in the world. Historians like to study these significant people.</p> <ul style="list-style-type: none"> <li>• Gandhi opposed British rule in India and fought</li> </ul>	

	<p>across Britain. • After the fall of the Roman empire, many aspects of Roman life remained in Britain. • Romans created written records which is why we know about their history.</p>		<p>Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.</p>		<p>for political freedom. • Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. • Malala Yousafzai fought for all children to have a right to education. • Greta Thunberg is a Swedish environmental activist who talks about climate change.</p>	
<p><b>Assessment</b></p>	<p>Continuity and Change Focus:</p> <p>How did the Roman invasion change life in Britain?</p>		<p>Similarities and Differences Focus:</p> <p>How do historians find out about the past? What did you learn about Henry VIII?</p>		<p>Historical Significance Focus:</p> <p>What changes have been made in the World because of people you have been learning about?</p>	

3	<p><i>The Stone Age to the Iron Age</i></p> <p><i>Sources and Evidence</i></p> <p><i>Continuity and Change</i></p>	<p><i>The Anglo-Saxon, Scots and Vikings</i></p> <p><i>Similarities and differences</i></p> <p><i>Continuity and Change</i></p> <p><i>Sources and Evidence</i></p>	<p><i>The Ancient Egyptians</i></p> <p><i>Sources and Evidence</i></p> <p><i>Similarities and Differences</i></p>	<p><i>Law and Power</i></p> <p><i>Continuity and Change</i></p> <p><i>Historical Significance</i></p> <p><i>Interpretation (of historians of evidence)</i></p>	<p><i>The War of the Roses</i></p> <p><i>Causation</i></p> <p><i>Historical Interpretations</i></p> <p><i>Sources and Evidence</i></p>
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<p><b>Key Knowledge</b></p>	<ul style="list-style-type: none"> <li>• the Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic age.</li> <li>• when the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt.</li> <li>• during the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic.</li> <li>• life changed significantly when farming began in the New Stone Age/Neolithic.</li> <li>• the Bronze Age began when people learned how to make objects from bronze.</li> <li>• Stonehenge is a prehistoric monument built over 5000 years ago.</li> <li>• the Iron Age began around 800 BCE when people learned how to make objects from iron.</li> </ul>	<p>Anglo Saxons came to England after the Romans left</p> <ul style="list-style-type: none"> <li>• Anglo Saxons comprised of the Angles, Saxons and the Jutes</li> <li>• During this time, England was divided into kingdoms</li> <li>• The Picts and the Scots were early settlers in Scotland</li> <li>• Many Anglo Saxons were farmers and grew crops and kept animals</li> <li>• Many Anglo Saxons &amp; Vikings, who originally had Pagan beliefs, converted to Christianity</li> <li>• The Vikings raided, invaded and settled in England</li> <li>• Many Vikings lived on farms, growing crops and looking after animals</li> </ul>	<ul style="list-style-type: none"> <li>• the ancient Egyptians were an ancient civilization who lived near the Nile in Egypt.</li> <li>• the River Nile floods, creating fertile land to grow crops</li> <li>• ancient Egyptian society was hierarchal, and the Pharaoh was the leader at the top</li> <li>• the Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them</li> <li>• the ancient Egyptians believed in many gods and goddesses and prepared for the afterlife</li> <li>• the archaeologist, Howard Carter, discovered the tomb of Tutankhamun- a Pharaoh that was mummified.</li> </ul>	<p>To know and understand that Henry II is known as the father of common law.</p> <ul style="list-style-type: none"> <li>• To know that a big misunderstanding between Henry II and Thomas Becket led to Beckett being murdered</li> <li>• Canterbury Cathedral</li> <li>• To know that during this period European Kings, including Richard I, invaded the Holy Lands during the Holy Wars</li> <li>• To understand why King John was forced agree to demands from the barons and seal the Magna Carta in 1215</li> <li>• To know that Simon de Montfort set up the first Parliament</li> </ul>	<p>The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the House of York and the House of Lancaster</p> <ul style="list-style-type: none"> <li>• The Lancastrian king Henry VI, who was known as the 'mad king', was defeated by Edward IV (York)</li> <li>• Edward V was still young when his father died, so his uncle Richard ruled for him as protector.</li> <li>• Richard III later took the throne from his nephew Edward V and became king.</li> <li>• Edward and his brother were never seen again.</li> <li>• Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485.</li> <li>• Henry Tudor was a Lancastrian and</li> </ul>
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		<ul style="list-style-type: none"> <li>• Danelaw was an area of England ruled by the Vikings</li> <li>• King Alfred was the Anglo-Saxon King of Wessex</li> <li>• King Alfred defeated the Vikings and made an agreement to trade peacefully</li> <li>• King Canute was a Viking King; he understood the limits of his power</li> <li>• Later, England had an English King called Edward the Confessor, who left no clear heir</li> <li>• The Battle of Hastings was fought in 1066</li> </ul>			<p>married Elizabeth of York. This ended the Wars of the Roses.</p>	
<b>Assessment</b>	<p>Sources and Evidence Focus</p> <p>How can artefacts (things left behind) teach us about life from the Stone Age to the Iron Age?</p>	<p>Change and Continuity Focus</p> <p>How did life change in England between 450 and 1066?</p>	<p>Sources and Evidence Focus</p> <p>Use sources and evidence to understand how we have information about life in Ancient Egypt.</p>		<p>Interpretation Focus</p> <p>Why did some historians consider Richard a 'lion heart' and others consider him an invader?</p>	<p>Interpretation</p> <p>Use evidence to look at different historical perspectives of Richard III.</p>

4	<p><b>Ancient Greece</b></p> <p>Sources and Evidence</p> <p>Similarity and Difference</p>		<p><b>Life in Ancient Rome</b></p> <p>Similarities and differences</p> <p>Sources and evidence</p>	<p><b>The Rise and Fall of Rome</b></p> <p>Historical Significance</p> <p>Continuity and Change</p> <p>Causation</p>	<p><b>The Stuarts</b></p> <p>Historical Significance</p> <p>Causation</p> <p>Consequence</p> <p>Interpretations</p> <p>Continuity and Change</p> <p>Sources and Evidence</p>
<p><b>End of Unit Knowledge</b></p>	<p>• Ancient Greece was made up of independent city-states • Athens is considered to be the birthplace of democracy. • The Spartans were fierce warriors and lived very modestly. • Alexander the Great created a vast empire. • Plato, Socrates and Aristotle were Ancient Greek Philosophers. • Ancient Greeks built important buildings with large columns and that this style has been copied around the world. • Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. • The Ancient Greeks left an important legacy and are still remembered today.</p>	<p>Romans believed that Romulus and Remus founded Rome • Ancient Rome was a powerful empire • Rome's location, in the centre of the Mediterranean, gave it a powerful position • Rome began as an absolute monarchy and later became a republic • Roman society varied vastly during the Roman Republic • Pompeii, a wealthy town</p>	<p>To understand that the Punic Wars allowed Rome to become more powerful • To know that Julius Caesar was one of the most influential people in world history • To know that Brutus and Cassius assassinated Julius Caesar. • To know that Augustus was Rome's first emperor, and the Pax Romana was</p>	<p>James I was the first Stuart king and believed in the 'divine right of kings' and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. • The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason.</p> <p>• Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge. • The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened. • James II, the</p>	

			<p>on the Italian coast, was destroyed by a volcano • Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome • Roman leisure activities included baths, the forum, chariot races and gladiator fights • Romans spoke in Latin and Latin formed the basis of many other European languages • Until the 17th Century, most works of science, religion and politics were written in Latin</p>	<p>a long period of peace • To begin to understand that the Roman Empire came to an end in the 5th century as it became weakened and unable to keep out invaders</p>	<p>fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution. • The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor • The Glorious Revolution of 1688 was when some powerful lords invited James II's daughter Mary and her husband, William of Orange (and his army) to England to take the throne. James II fled England and the two were crowned joint king and queen. • The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court.</p>
<p><b>Assessment</b></p>	<p>Sources and Evidence Focus:</p> <p>How do sources and evidence help us understand what life was like in Ancient Greece?</p>		<p>Similarities and Differences focus:</p> <p>How was life in ancient Rome experienced differently by different people?</p>	<p>Causation Focus:</p> <p>What led to the fall of the Roman Empire?</p>	<p>Continuity and Change Focus:</p> <p>How did the impact of the leaders you have learnt about keep things the same or change things for the people of Britain?</p>

5	<p><b>The Victorians</b></p> <p>Sources and Evidence</p> <p>Continuity and Change</p> <p>Significance</p> <p>Similarities and differences</p>	<p><b>The Industrial Revolution</b></p> <p>Sources and Evidence</p> <p>Historical Significance</p> <p>Continuity and Change</p> <p>Similarities and differences</p>	<p><b>The Transatlantic Slave Trade</b></p> <p>Historical significance</p> <p>Causation</p> <p>Sources and evidence</p>	<p><b>The French Revolution</b></p> <p>Causation</p> <p>Consequence</p> <p>Historical Significance</p>	<p><b>The British Empire</b></p> <p>Causation</p> <p>Sources and Evidence</p> <p>Interpretation</p>	<p><b>Baghdad circa 900CE</b></p> <p>Continuity and Change</p> <p>Sources and Evidence</p>
Key Knowledge	<ul style="list-style-type: none"> <li>Queen Victoria is the second longest reigning monarch in British history, ruling from 1837 to 1901. She had such a profound impact on the culture and life of the nineteenth century, that the period is commonly known as the 'Victorian Age'.</li> <li>The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were</li> </ul>	<p>To know that 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</p> <p>To understand the Industrial Revolution had an enormous impact on British society, changing many</p>	<p>The Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas.</p> <p>The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many</p>	<ul style="list-style-type: none"> <li>Before the French Revolution there was inequality in French society</li> <li>King Louis XVI was an absolute monarch; he was later imprisoned and executed</li> <li>The French Revolution began with the storming of the Bastille</li> <li>Napoleon was a French military leader who seized power in France</li> <li>Following the</li> </ul>	<ul style="list-style-type: none"> <li>Great Britain had an empire from the 16th to the 20th century</li> <li>Many monarchs were involved in growing the British Empire</li> <li>Britain traded with countries all over the world</li> <li>European trading nations increasingly fought over who controlled trade</li> <li>The Mughal Empire ruled most of</li> </ul>	<p>Key end points of the 'Baghdad 900CE' unit are:</p> <ul style="list-style-type: none"> <li>The Islamic Empire spread rapidly after Mohammad's death</li> <li>Baghdad is a city that was built a long time ago near the river Tigris by Caliph AlMansur who was the leader of the Abbasid Caliphate</li> <li>Many people came to Baghdad to trade and to study</li> </ul>

	<p>overcrowded. • The 1834 Victorian Poor Law reformed relief for the poor and as a result, many poor people were forced to live in the workhouse. • The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world. • Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.</p>	<p>people's way of life. • To understand the significance of cotton spinning moving from being a hand craft, to being mechanised. • To understand why coal and iron were so important for the Industrial Revolution. • To know that there was a surge in child labour during the Industrial Revolution.</p>	<p>people died. • The treatment of enslaved Africans was extremely cruel. • The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade. • In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire. • Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.</p>	<p>French Revolution, Napoleon made himself Emperor of France • The British Navy defeated the French Navy at the Battle of Trafalgar, near Spain • The British Navy was led by Admiral Nelson who was killed during the battle • Britain and their allies defeated Napoleon at the Battle of Waterloo • Napoleon was exiled twice as punishment for trying to gain power</p>	<p>India and Pakistan in the 16th and 17th centuries • When the Mughal Empire collapsed, European nations fought for control of India • Britain was victorious during the Seven Years War and gained territory from France • Britain gained land in North America, Africa, the Philippines and India</p>	<p>Many important books were translated into Arabic by scholars in Baghdad • In 1258 CE, Baghdad was invaded and much of the city was destroyed</p>
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<b>Assessment</b>	Similarities and difference focus:  How different were the lives of the rich and poor in Victorian Britain?	Continuity and Change focus:  How has life changed as a result of the Industrial Revolution?	Historical Significance Focus:  Why is the Transatlantic slave trade historically significant?	Consequence Focus:  What led to the French Revolution and what were the consequences?	Causation Focus:  What motivated Britain to build an empire?	Sources and Evidence Focus:  What evidence/sources have you look at to see how historians have learned about Baghdad?
6	<p><b>The Suffragettes</b></p> <p>Sources and Evidence</p> <p>Similarities and differences</p>	<p><b>WWI</b></p> <p>Causation</p> <p>Similarities and differences</p> <p>Continuity</p> <p>Sources and evidence</p>	<p><b>The History of Human Rights</b></p> <p>Sources and Evidence</p> <p>Continuity and Change</p> <p>Significance</p>	<p><b>The Rise and Fall of Hitler</b></p> <p>Causation</p> <p>Sources and Evidence</p>	<p><b>WWII</b></p> <p>Historical Significance</p> <p>Similarity and difference</p> <p>Causation</p>	
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• During the 19th and early 20th century, only wealthy men could vote</li> <li>• The National Union for Women's Suffrage Societies was led by Millicent Fawcett</li> <li>• Fawcett wanted women to have the</li> </ul>	<p>Prior to 1914, tension was mounting in Europe with secret alliances • The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring</p>	<ul style="list-style-type: none"> <li>• Human Rights are the rights and freedoms that belong to every person • The UN established the Universal Declaration of Human Rights (1948) • In the</li> </ul>	<ul style="list-style-type: none"> <li>• After WWI, many Germans were unhappy about the Armistice and Treaty of Versailles • The Treaty of Versailles blamed Germany for starting the war</li> </ul>	<ul style="list-style-type: none"> <li>• To know that WW2 was a war fought around the world by many countries from 1939-1945</li> <li>• The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)</li> </ul>	

	<p>same voting rights as men</p> <ul style="list-style-type: none"> <li>• The NUWSS members (suffragists) campaigned peacefully</li> <li>• The Women's Social and Political Union was led by Emmeline Pankhurst</li> <li>• Pankhurst fought for suffrage for all women</li> <li>• The WSPU members (suffragettes) were sometimes violent and broke the law</li> <li>• There was also an 'anti-suffrage' movement at the time</li> <li>• In 1918, some women were given the vote</li> <li>• In 1928, all women were given the same voting rights as men</li> </ul>	<p>war on Serbia. • Following the assassination, Austria-Hungary declared war on Serbia • Britain declared war on Germany on 4th August 1914, after Germany invaded Belgium • WWI was fought on land, at sea and in the air • On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches • The people on the 'Home Front', took up jobs in factories, farms, offices etc. • The war ended 11th November 1918 when Germany and the allies signed a ceasefire</p> <ul style="list-style-type: none"> <li>• The Treaty of</li> </ul>	<p>UK, the Human Rights Act (1998) protects human rights • The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights • The Race Relations Acts in the 1960s and 70s made race discrimination illegal • The Equality Act 2010 replaced a number of anti-discriminatory laws with one Act which protects people</p>	<p>and outlined punishments • In 1921, Adolf Hitler became the leader of the Nazi party • The Nazi party promoted German nationalism • The Nazi party had racist views, they believed in a superior Aryan race • The Nazi party controlled many aspects of life in Germany, including school curriculums • German children were taught to hate 'others' including Jewish people • In 1938, Kristallnacht saw Jewish homes, businesses, Synagogues attacked, &amp; people killed • Many Jews tried to leave Germany to seek refuge elsewhere • In 1939, Germany invaded Poland to regain land,</p>	<ul style="list-style-type: none"> <li>• The Battle of Britain was fought in the skies and won by the British RAF</li> <li>• Britain was heavily bombed in the war- known as the Blitz</li> <li>• The Code-breakers at Bletchley Park played a significant role in helping the allies win the war</li> <li>• The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people.</li> <li>• The Home Front also played a significant role and the government used propaganda to encourage the people to support the war</li> </ul>
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		Versailles was signed in 1919 • Over 15 million people were believed to have been killed during the war and many more injured		enslave Polish people and take po		
Assessment	<p>Sources and evidence focus:</p> <p>What does evidence and sources show us about the beliefs and experiences of people at the time of the Suffragette movement?</p>	<p>Causation focus:</p> <p>What were the causes of WWI?</p>	<p>Continuity and Change focus:</p> <p>How has life in Britain changed over time?</p>	<p>Sources and evidence focus:</p> <p>Use sources to analyse Adolf Hitler.</p>	<p>Historical Significance Focus:</p> <p>Why is it important to learn about the holocaust?</p>	<p>Historical Interpretation Focus:</p> <p>How do interpretations on why the Cold War started differ depending on the varied evidence available?</p>

Key Disciplinary Knowledge is built upon year by year.

All children answer the above question at the end of the unit. Those who complete are encouraged to think about other second order concepts and how their unit can relate.

Key Substantive Concepts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Discovering history</p> <p>Ancestry Monarchy</p>		<p>Kings, Queens and Leaders</p> <p>Monarchy Law Tax Parliament Religion(puritan) Civil war power</p>		<p>Parliament and Prime Ministers</p> <p>Power Parliament Democracy</p>	
2	<p>The Romans</p> <p>Civilisation Empire Invasion Conquer Rebellion</p>		<p>The Tudors</p> <p>Monarchy Power Religion</p>		<p>Powerful Voices</p> <p>Empire Protest Civil Rights Equality</p>	
3	<p>The Stone Age to the Iron Age</p> <p>Society Migration Religion Trade Conflict</p>	<p>The Anglo-Saxon, Scots and Vikings</p> <p>Migration Invasion Law Trade Settlement Religion Monarchy</p>	<p>The Ancient Egyptians</p> <p>Civilisation Society Power Hierarchy Religion</p>		<p>Law and Power</p> <p>Law Monarchy Invasion Religion/Church</p>	<p>The War of the Roses</p> <p>Monarchy Power Civil War</p>
4	<p>Ancient Greece</p> <p>Power</p>		<p>Life in Ancient Rome</p>	<p>The Rise and Fall of Rome</p>	<p>The Stuarts</p> <p>Monarchy</p>	

	Democracy Empire Civilisation		Empire Civilisation Power Monarchy Government Democracy	Empire Conflict Civilisation Power Religion	Law Religion War	
5	The Victorians  Monarchy Industrialisation Urbanisation Imperialism Poverty	The Industrial Revolution  Society Urbanisation Industrialisation	The Transatlantic Slave Trade  Slavery Empire Trade Migration Resistance Revolt	The French Revolution  Monarchy Empire Alliance Society Tax Social Hierarchy	The Early British Empire Empire Trade Power War	Baghdad circa 900 CE  Civilisation Empire
6	The Suffragettes  Feminism Suffrage Equality Democracy	WWI  Empire War  Imperialism Propaganda Patriotism Nationalism Invasion Democracy	The History of Human Rights  Migration Empire Religion Race Law	The Rise and Fall of History  Nationalism Invasion Dictatorship Refugee Racism	WWII  Empire Conflict Invasion Warfare Nationalism Propaganda Genocide	The Cold War  Alliance War Capitalism Communism Protectionism Expansionism

Year 1 -unit 1 - Links to EYFS - Understanding of dinosaurs, transport in the past, Monarchy

Year 1 -unit 2 - Links to EYFS - ELG - Past and Present and People, cultures and communities - children will have some prior knowledge of the monarchy and king John

