

History

Curriculum & Rubric Map Overview 2025-2026 Year 7



The table below details the skills and knowledge students will be covering each half term in History.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

FOCUS – From Monarch to Democracy – The changing nature of Britain.						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>What is History?</p> <p>KNOWLEDGE: This introductory unit helps students understand what it means to study history and why it matters. Pupils learn how historians use evidence, exploring the difference between primary and secondary sources, and practise working with chronology and measurements of time. They investigate the mysterious death of the ‘Tollund Man,’ using sources to write a historical explanation. Finally, they explore Britain before 1066, comparing similarities and differences between the Iron Age and Roman periods.</p> <p>How did the Romans build an empire that changed Britain?</p> <p>KNOWLEDGE: In this unit, students explore how the Romans created a powerful empire and the impact this had on Britain. They examine how the Roman army was organised, disciplined, and successful, using comparisons with modern teamwork and tactics. Pupils consider the experiences of different groups in Roman society, including rich and poor, women, slaves, and citizens, and judge whether life was positive or negative. They investigate the methods Romans used to expand and control their empire—through conquest, roads, law, trade, and culture—and evaluate which was most important. Students also identify Roman achievements in architecture, language, law, and engineering, assessing their legacy in Britain and beyond.</p> <p>SKILLS: Throughout these two introductory units, students develop core historical skills such as using evidence, identifying similarities and differences, explaining causes, and identifying change and continuity.</p>	<p>Why did William win the Battle of Hastings?</p> <p>KNOWLEDGE: In this unit, students explore the dramatic events of 1066 and the Norman Conquest. They learn about the rivals for the English throne, the key battles that shaped the year, and how William of Normandy secured his rule after Hastings. Pupils also investigate how Norman rule changed life in England, from castles and the feudal system to language and culture.</p> <p>SKILLS: Throughout the unit, students develop important historical skills: describing events, analysing causes and consequences, explaining William’s success, and evaluating the long-term impact of the Norman Conquest.</p>	<p>Rats or Rebels? Which is more significant in improving the lives of ordinary people?</p> <p>KNOWLEDGE: In this unit, students investigate life in medieval England and the challenges faced by ordinary people. They study the reign of King John and debates about his significance, the causes and impact of the Black Death, and the Peasants’ Revolt of 1381. Pupils then compare whether “rats” (the Black Death) or “rebels” (the Peasants’ Revolt) had the greater impact on improving people’s lives.</p> <p>SKILLS: Throughout this unit, students develop skills in analysing cause and consequence, evaluating significance, and forming evidence-based judgments.</p>	<p>Why did religion change in Tudor England?</p> <p>KNOWLEDGE: In this unit, students investigate the dramatic religious changes that took place in Tudor England. They learn about the break from Rome under Henry VIII, the dissolution of the monasteries, and the influence of the wider European Reformation. Pupils explore the differences between Protestants and Catholics, consider the reputation of “Bloody Mary,” and examine how far England became Protestant under each monarch. Finally, they assess the long-term consequences of Elizabeth I’s religious settlement.</p> <p>SKILLS: Throughout the unit, students develop historical skills such as analysing causes and consequences, explaining change and continuity, and evaluating significance.</p>	<p>Was the Stuart period a time of chaos, change, or creativity?</p> <p>KNOWLEDGE: The Stuart period (1603–1714) was one of the most dramatic and transformative centuries in British history, marked by powerful contrasts between turmoil and progress. Students will explore how events such as the Gunpowder Plot, the English Civil War, the Great Plague, and the Great Fire of London created an age of extraordinary chaos and uncertainty. At the same time, the era saw profound change in the way power was exercised, from the rise and fall of Oliver Cromwell to the Glorious Revolution and the shifting relationship between monarchy and Parliament. Through this enquiry, students will evaluate which of these themes—chaos, change or creativity—best defines the Stuart age, developing their ability to use evidence, build historical arguments, and understand how one century helped shape modern Britain.</p> <p>SKILLS: Throughout the unit, students develop skills in analysing cause and consequence, evaluating significance, and forming evidence-based judgments.</p>	<p>How powerful was the Church in shaping crime and punishment in medieval England?</p> <p>KNOWLEDGE: In this unit, students study how crime, punishment, and law enforcement developed in medieval England. They learn about justice systems under the Anglo-Saxons, the Normans, and in the later Middle Ages, exploring how each period brought both change and continuity. Pupils see how wider social, political, and religious developments shaped attitudes to justice. They also investigate the role of the Church in shaping attitudes towards crime and punishment.</p> <p>SKILLS: Throughout the unit, students develop their ability to explain change and continuity across time, use case studies to support their arguments, and evaluate the influence of different factors on historical developments.</p>
	Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment

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Curriculum & Rubric Map Overview 2025-2026

Year 8



The table below details the skills and knowledge students will be covering each half term in History.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

FOCUS – Britain’s Place in the World. Impact of Britain on the World and the impact of the World on Britain.						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>The British Empire: Friend or Foe?</p> <p>KNOWLEDGE: This unit explores the history and legacy of the British Empire from the 1600s to the modern Commonwealth. Students investigate what an empire is, the experiences of Indigenous peoples and colonised nations, and the role of key figures such as the Pilgrim Fathers and Captain Cook. Pupils also examine trade, the East India Company, and the impact of colonisation on Britain and the wider world.</p> <p>The unit concludes by exploring decolonisation, the Commonwealth, the Windrush generation, and the contributions of migrants from former colonies to modern Britain. Students consider how the empire is remembered, the positives and challenges of multiculturalism, and the lasting influence of the British Empire on society.</p> <p>SKILLS: Throughout this unit, students develop skills in analysis, evaluation, and interpretation using evidence to understand both historical and modern perspectives on empire.</p>	<p>How was Slavery abolished?</p> <p>KNOWLEDGE: In this unit, students investigate the transatlantic slave trade and the campaign to end slavery. They learn about the Golden Triangle, conditions on the Middle Passage, and how enslaved people were sold at auctions. Pupils explore life on plantations, the significance of resistance and punishment, and the experiences of enslaved people. The unit culminates in an analysis of how and why slavery was eventually abolished.</p> <p>SKILLS: Throughout this unit, students develop skills in explanation, analysis, and evaluation, using evidence to understand the causes, experiences, and consequences of slavery.</p>	<p>How important was King in the struggle for equality?</p> <p>KNOWLEDGE: In this unit, students explore the struggle for civil rights in the United States. They learn how emancipation came about, the impact of the Jim Crow Laws, and the significance of the Ku Klux Klan. Pupils examine key figures and events, including Rosa Parks and the Montgomery Bus Boycott, the work of Martin Luther King, the influence of Malcolm X, and the significance of the Black Power movement.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, analysis, and evaluation, using evidence to assess the impact of individuals and movements on the fight for equality.</p>	<p>Change in the 19th Century was nothing short of a revolution?</p> <p>KNOWLEDGE: In this unit, students explore the dramatic social, economic, and technological changes of the 19th century. They learn about shifts in farming, the growth of cities, and the impact of factories, including the work of Richard Arkwright. Pupils examine living and working conditions, including child labour, and assess the influence of reformers such as Robert Owen. They also explore how improvements in transport, including roads, canals, and railways, transformed Britain.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, analysis, and evaluation, using evidence to understand the causes and consequences of change.</p>	<p>How have Migrants shaped Modern Britain?</p> <p>KNOWLEDGE: This unit explores the history and impact of migration on British society. Students investigate different waves of migration, from movements during the Industrial Revolution—when people moved to cities for work—to the Windrush generation, migrants from former colonies, and more recent arrivals. Pupils learn about the challenges migrants faced, such as discrimination, housing, and work opportunities, as well as their contributions to culture, the economy, and public life. The unit also examines how migration has influenced modern Britain’s identity, multiculturalism, and society’s understanding of diversity.</p> <p>SKILLS: Throughout the unit, students develop skills in analysing and evaluating the causes and consequences of migration, interpreting primary and secondary sources, understanding the impact of industrialisation and multiculturalism on British society.</p>	<p>Local Depth Study – Bedale.</p> <p>KNOWLEDGE: In this unit, students investigate the impact of the Industrial Revolution on their local area. They explore how farming, industry, and transport affected Bedale and the surrounding region, linking national changes to local experiences. Pupils examine social and economic life in the town, the development of workplaces, and the experiences of different groups, including children and workers. They also assess how innovations in transport, trade, and industry influenced the growth of Bedale.</p> <p>SKILLS: Throughout the unit, students develop skills in using evidence, making connections between local and national history, and evaluating the significance of change over time.</p>
	Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment

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Curriculum & Rubric Map Overview 2025-2026

Year 9



The table below details the skills and knowledge students will be covering each half term in History.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

FOCUS – Understanding the modern world: Conflict and Cooperation						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>WW1 – Who done it?</p> <p>KNOWLEDGE: In this unit, students explore the causes, experiences, and impact of World War One. They study the events leading to war, including the assassination of Archduke Franz Ferdinand, and learn why men joined the army. Pupils investigate the role of propaganda in shaping public opinion and examine the structure and conditions of life in the trenches. They also analyse major battles, with a focus on the Battle of the Somme, to understand the human and strategic consequences of the war.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, analysis, and evaluation using historical evidence.</p>	<p>Women’s suffrage – Terrorists or Freedom Fighters?</p> <p>KNOWLEDGE: In this unit, students explore the struggle for women’s right to vote in the 19th and early 20th centuries. They learn about the social and political position of women in the 19th century and examine the impact of both the Suffragists and the more militant Suffragettes. Pupils analyse how women’s work during World War One influenced public opinion and evaluate the reasons why women finally gained the vote in 1918.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, analysis, and evaluation, using evidence to make reasoned historical judgements.</p>	<p>What has driven the biggest changes in warfare over time</p> <p>KNOWLEDGE: In this unit, students explore how warfare has developed across key historical periods, from the Middle Ages to the modern era. They examine major shifts in the organisation, technology, strategy, and purpose of warfare, while identifying important elements of continuity over time. Through case studies—including Agincourt, Breitenfeld, Austerlitz, the impact of industrialisation on warfare, and Operation Desert Storm—students investigate how factors such as society, politics, leadership, and technological innovation have shaped the way wars are fought. They also deepen their understanding of the relationship between warfare and civilian populations, assessing how conflict has affected societies and everyday life across different periods.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, thematic analysis, and evaluative judgement. They learn to apply the concepts of change, continuity, and causation, using historical evidence to make reasoned arguments about why warfare evolves.</p>	<p>How far did westward expansion transform life in the American West?</p> <p>KNOWLEDGE: In this unit, students explore the dramatic transformations that took place in the American West during the 19th century. They study the culture and beliefs of the Plains Indians, examining how traditional ways of life were shaped by the environment and spiritual understanding. Students then investigate the growing pressures brought by westward expansion, including the role of the US government, white settlers, ranchers, railroad companies and the US Army. Through key developments such as the Oregon Trail, the Gold Rush, the Homestead Act, the building of the railroads, and the reservation system, pupils assess how and why the West changed so rapidly. They also evaluate the causes and consequences of conflict, including the Sioux Wars and the Battle of Little Bighorn, and consider the long-term impact of these changes on both Indigenous peoples and the development of the United States.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, interpretation, and evaluation. They learn to apply concepts such as cause and consequence, change and continuity, and significance, using evidence to support balanced historical judgements. Pupils analyse differing perspectives—including those of Plains Indians, settlers, US government officials, and the military—to understand how the same events were viewed in contrasting ways.</p>	<p>World War Two – How did war change life at home and abroad?</p> <p>KNOWLEDGE: In this unit, students explore the impact of World War Two both in Britain and across the globe. They learn how the government prepared for war and assess the positives and negatives of evacuating civilians. Pupils investigate the effects of the Blitz and city bombing, including the bombing of Dresden, and analyse the wider global events such as the attack on Pearl Harbour and the dropping of the atomic bomb.</p> <p>SKILLS: Throughout the unit, students develop skills in explanation, analysis, and evaluation, using evidence to understand the significance of key events and decisions.</p>	<p>Why didn’t the holocaust end genocide?</p> <p>KNOWLEDGE: In this unit, students explore the causes, experiences, and consequences of genocide, focusing on the Holocaust and later events. They learn about early anti-Semitism, the impact of stereotyping, and life for Jewish people in Nazi Germany. Pupils investigate conditions in the death camps, examine why perpetrators acted as they did, and study the liberation of the camps. The unit also considers how the Holocaust is remembered and reflects on later genocides, including the Rwandan and Armenian genocides.</p> <p>SKILLS: Students develop skills in explanation, analysis, and evaluation, using evidence to understand human behaviour and the lasting significance of these events.</p>
	Assessments	End of Topic Assessment	AP1 Interim Iterative Assessment	End of Topic Assessment	AP2 Interim Iterative Assessment	End of Topic Assessment

History

Curriculum & Rubric Map Overview 2025-2026 Year 10

The table below details the skills and knowledge students will be covering each half term in History.

Time frames for when students will complete their Interim and Masters Assessments have also been given. Both assessments will aim to assess the knowledge and skills a student has covered up to that point in their education, this also includes the curriculum covered in the previous year/s.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>PAPER 3: Modern Depth Study - Weimar and Nazi Germany</p> <p>Key Topic 1: The Origins and Early Years of the Weimar Republic, 1918–29</p> <p>This topic explores the creation and early challenges of the Weimar Republic. Students study Germany’s situation at the end of World War One, including political unrest, the abdication of the Kaiser, and the establishment of the new republic. They examine the strengths and weaknesses of the Weimar Constitution and investigate the Republic’s early difficulties, such as opposition from the Left and Right, hyperinflation, and the French occupation of the Ruhr. The unit also covers the period of recovery known as the ‘Golden Years,’ exploring economic improvements, foreign policy successes under Stresemann, and social and cultural changes, including the evolving position of women and developments in art, architecture, and cinema.</p> <p>Key Topic 2: Hitler’s Rise to Power, 1919–33</p> <p>This topic examines how Adolf Hitler and the Nazi Party grew from a fringe group to controlling Germany. Students explore Hitler’s early involvement with the German Workers’ Party, the development of the Nazi Party and its policies, and the role of the SA. They study the Munich Putsch, the party’s reorganisation, and the limited support it received in the mid-1920s. The topic then focuses on the impact of the Great Depression, rising unemployment, propaganda, and Hitler’s personal appeal, which contributed to growing support for the Nazis. Finally, students analyse the political circumstances, including elections and key figures such as Hindenburg and von Papen, that allowed Hitler to become Chancellor in 1933.</p> <p>Key Topic 3: Nazi Control and Dictatorship, 1933–39</p> <p>This topic explores how the Nazis established and maintained a totalitarian state in Germany. Students study the creation of a dictatorship, examining how Hitler consolidated power between 1933 and 1934. They investigate the role of the police state, including the Gestapo and concentration camps, and how the regime controlled and influenced public attitudes through propaganda, censorship, and the use of the media. The topic also examines opposition, resistance, and conformity, showing how individuals and groups responded to Nazi control and the risks involved.</p> <p>Key Topic 4: Life in Nazi Germany, 1933–39</p> <p>This topic focuses on the impact of Nazi rule on everyday life. Students explore Nazi policies towards women, the young, and education, as well as employment, living standards, and economic policies. The persecution of minorities, particularly Jews, is also examined, highlighting the social and political consequences of Nazi ideology. Throughout, pupils develop skills in analysis, explanation, and evaluation, using evidence to understand how the Nazi regime controlled society and the lived experiences of ordinary Germans.</p>			<p>PAPER 2: Period Study - Superpower Relations and the Cold War, 1941-91</p> <p>Key Topic 1: The Origins of the Cold War, 1941–58</p> <p>This topic explores the early tensions between the United States and the Soviet Union following World War Two. Students study the Grand Alliance and the outcomes of the Tehran, Yalta, and Potsdam conferences, as well as ideological differences between the superpowers and the attitudes of leaders such as Stalin, Truman, and Churchill. Pupils examine the impact of the atomic bomb, the Long and Novikov telegrams, and the creation of Soviet satellite states on US-Soviet relations. The topic also covers the Truman Doctrine, the Marshall Plan, the formation of NATO, the division of Berlin, the Berlin Crisis of 1948–49, and the establishment of East and West Germany. Finally, students investigate the arms race, the Warsaw Pact, and events such as the Hungarian Uprising of 1956, including international responses to Soviet actions.</p> <p>Key Topic 2: Cold War Crises, 1958–70</p> <p>This topic examines the intensification of Cold War tensions and key international crises. Students explore the Berlin refugee problem, Khrushchev’s Berlin Ultimatum, and the Cuban Revolution, including the Bay of Pigs incident and its impact on US-Soviet relations. Pupils study opposition to Soviet control in Czechoslovakia, including the Prague Spring, and the construction of the Berlin Wall in 1961. The unit also investigates the Cuban Missile Crisis and the Brezhnev Doctrine, and assesses the international reaction to Soviet measures in Czechoslovakia. Students evaluate the consequences of these crises, including steps toward arms control, such as the Limited Test Ban Treaty, the Outer Space Treaty, and the Nuclear Non-Proliferation Treaty, and the overall effect on Cold War relations.</p> <p>Key Topic 3: The End of the Cold War, 1970–91</p> <p>This topic explores the final phase of the Cold War and the processes that led to its conclusion. Students study attempts to reduce superpower tensions in the 1970s, including détente, the significance of SALT 1, the Helsinki Accords, and SALT 2. They examine the end of détente and the ‘Second Cold War,’ including the Soviet invasion of Afghanistan, the Carter Doctrine, Olympic boycotts, Reagan’s Strategic Defence Initiative, and the roles of Reagan and Gorbachev in easing tensions. The topic concludes with the collapse of Soviet control in Eastern Europe, the fall of the Berlin Wall, and the dissolution of the Soviet Union and Warsaw Pact, helping students understand the significance of these events in ending the Cold War.</p>		<p>Paper 1: Crime and Punishment through time, c.1000-present</p> <p>Key Topic 1: Crime and Punishment in Medieval England (c1000–c1500)</p> <p>This topic explores how crime, policing, and punishment operated in medieval England and how these systems changed over time. Students study different types of crime—including offences against the person, property, and authority—and examine how definitions of criminal behaviour shifted after the Norman Conquest through new laws such as Forest Laws. They learn how communities took responsibility for law enforcement through systems like tithings, the hue and cry, and parish constables, and investigate punishments such as fines, corporal and capital punishment, and the ending of the Wergild. A detailed case study on the Church highlights its influence through Sanctuary, Benefit of Clergy, and the use—and eventual abolition—of trial by ordeal.</p> <p>Key Topic 2: Crime and Punishment in Early Modern England (c1500–c1700)</p> <p>This topic examines continuity and change in crime and justice during a period shaped by religious upheaval and social tension. Students explore traditional crimes alongside new offences such as heresy, treason, vagabondage, and witchcraft, and analyse the continued reliance on community policing through watchmen and local constables. They investigate punishments including corporal and capital penalties, as well as new developments such as transportation and the beginnings of the Bloody Code. Case studies include the Gunpowder Plot of 1605—focusing on the conspirators’ motives, discovery, and punishment—and the witch-hunts of 1645–47 led by Matthew Hopkins, exploring reasons for their intensity and the treatment of the accused.</p>
	Key Skills	<p>Each topic will cover a range of key historical skills:</p> <ul style="list-style-type: none"> • AO1: Knowledge retrieval – recalling knowledge and linking information to the big picture • AO2: Explanation using second order concepts – cause, consequence, similarity, change, significance, continuity, difference, diversity • AO3: Source skills - explaining what sources tells, how they are useful and why the source has been created at that time in History • AO4: Engaging with historical interpretations of the past - including historiography and historians work to assess usefulness and compare different interpretations 				
Assessments	End of Key Topic Assessments	AP1 Interim Iterative Assessment	End of Key Topic Assessments	AP2 Interim Iterative Assessment	End of Key Topic Assessments	AP3 Masters Assessment

History

Curriculum & Rubric Map Overview 2025-2026

Year 11



The table below details the skills and knowledge students will be covering each half term in History.

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge and skills that will be covered during this half term.	<p>Key Topic 3: Crime and Punishment in Britain (c1700–present)</p> <p>This topic tracks major developments in crime, policing, and punishment from the eighteenth century to the present day. Students examine continuity and change in criminal activity, including highway robbery, smuggling, poaching, and later offences such as driving crimes, race crimes, and drug-related and cybercrime. They study the evolution of law enforcement from the Fielding brothers' early initiatives to the creation of professional police forces, CID, and modern specialist units, alongside shifts in attitudes to punishment—from transportation, the Bloody Code, and public execution to prison reform, rehabilitation, open prisons, and non-custodial sentences. Case studies include Pentonville Prison and the separate system, Robert Peel's role in establishing the Metropolitan Police, the treatment of Conscientious Objectors in both World Wars, and the Derek Bentley case and its significance for the abolition of the death penalty.</p> <p>Key Topic 4: Whitechapel, c1870–1900 – Crime, Policing and the Inner City</p> <p>This topic explores the social and policing challenges of Whitechapel, an overcrowded inner-city district shaped by poverty, unemployment, and migration. Students investigate poor housing conditions, lodging houses, workhouses, and the links between deprivation and crime, alongside the impact of Irish, Eastern European, and Jewish migration on community tensions and policing. They examine the structure and challenges of policing in Whitechapel, including the role of beat constables, the work of H Division, and the difficulties posed by rookeries, gangs, prostitution, and anti-Semitic violence. The topic also covers developments in investigative policing—such as sketches, photographs, and interviews—and the complications created by cooperation issues between police forces, using the Jack the Ripper murders to explore media influence, public pressure, and the role of the Whitechapel Vigilance Committee, as well as the wider national context including CID and the leadership of Sir Charles Warren.</p>	<p>PAPER 2: British Depth Study - Early Elizabethan England, 1558-88</p> <p>Key Topic 1: Queen, Government and Religion, 1558–69</p> <p>This topic explores the early years of Elizabeth I's reign and the challenges she faced in establishing her authority. Students study Elizabethan society and government, considering the Queen's legitimacy, gender, marriage prospects, and personal strengths. Pupils investigate the financial and religious challenges she inherited, as well as threats from abroad. The topic examines Elizabeth's religious settlement of 1559, its impact on society, and the roles of the Church of England, while also exploring challenges to the settlement from Puritans, Catholics, and foreign powers. Finally, students analyse the problem posed by Mary, Queen of Scots, her claim to the English throne, and the relationship between Elizabeth and Mary during 1568–69.</p> <p>Key Topic 2: Challenges to Elizabeth at Home and Abroad, 1569–88</p> <p>This topic examines the political and military challenges Elizabeth faced during the middle and later years of her reign. Students study plots and revolts at home, including the Revolt of the Northern Earls and the Ridolfi, Throckmorton, and Babington conspiracies, as well as the role of Walsingham and espionage. Pupils investigate Elizabeth's relations with Spain, including commercial and religious rivalries and the impact of privateering and Drake's raids. The unit concludes with the outbreak of war with Spain and the events of the Spanish Armada, analysing the reasons for the English victory and its significance for Elizabeth's rule and England's security.</p> <p>Key Topic 3: Elizabethan Society in the Age of Exploration, 1558–88</p> <p>This topic explores everyday life and broader social changes in Elizabethan England. Students study education, leisure, sport, and the theatre, alongside the challenges of increasing poverty and vagabondage and the government's changing attitudes and policies towards the poor. The unit also investigates England's age of exploration, examining the factors driving voyages of discovery, advances in ship technology, and the desire to expand trade. Pupils consider the significance of Francis Drake's circumnavigation of the globe and explore the attempted colonisation of Virginia, including the role of Walter Raleigh and reasons for the failure of the first settlement.</p>	<p>Revision and exam preparation:</p> <p>2026 Exam Dates:</p> <p>Paper 1: Friday 15th May</p> <p>Paper 2: Thursday 4th June</p> <p>Paper 3: Tuesday 9th June</p>			
Key Skills	<p>Each topic will cover a range of key historical skills:</p> <ul style="list-style-type: none"> ● AO1: Knowledge retrieval – recalling knowledge and linking information to the big picture ● AO2: Explanation using second order concepts – cause, consequence, similarity, change, significance, continuity, difference, diversity ● AO3: Source skills- explaining what sources tells, how they are useful and why the source has been created at that time in History ● AO4: Engaging with historical interpretations of the past including historiography and historians work to assess usefulness and compare different interpretations 					
Assessments	End of Topic Assessment	AP1 Assessment (Trial Exam)	End of Topic Assessment	AP2 Assessment (Trial Exam)		

