

Curriculum Design 2025-26

History						
		Term1		Term2		Term3
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1
7	Theme	<p>What was the World like by the year 1000?</p> <p>How did the Normans Conquer Britain?</p>	<p>Who held Power in Medieval England?</p> <p>Who held Power in Medieval Mali? (International Case Study)</p>	<p>How did the Reformation change England?</p> <p>Was the Elizabethan era a Golden Age?</p>	<p>Why was the World Revolutionary in the 17th Century?</p>	<p>Does Bradford have a tradition of dissent and rebelliousness? (Local History Study)</p>
	Concept	<p>Power, Persecution, International Relations</p>	<p>Power, Freedom, Diversity</p>	<p>Persecution, Diversity</p>	<p>Power, Persecution, and Freedom</p>	<p>Diversity, Power</p>
	Skills Knowledge	<p>Iron age (Focus on Baildon moor), How did the Romans change Britain (Focus on Roman Ilkley), Impact of the Vikings on Britain (Focus on Viking York), Silk roads, Overview: What was the world C1000?</p> <p>Skills developed include: chronology, inferences, interpretation, causation describe and explain</p> <p>The three contenders to the throne in 1066, Battle of Stamford Bridge, Battle of Hastings, The conquest of England, Domesday book, Feudal System, Life under the Normans</p> <p>Skills developed include: similarity and difference, cause and consequence, significance, change and continuity, source and interpretation analysis.</p>	<p>Religion, Crusades, Castles, Medieval Towns, Medieval Villages, Murder in the Cathedral, Magna Carta, Parliament, Black Death, Peasants Revolt</p> <p>Skills developed: Cause and Consequence, Significance, Change and Continuity and source analysis</p> <p>How do historians know about the Kingdom of Mali? How and why did the Kingdom of Mali rise and fall? What does the life of Mansa Musa tell us about the Kingdom of Mali? Comparison between England and Mali</p> <p>Skills developed: Change, Significance, Connections, source and interpretation analysis</p>	<p>Reformation (Religious Rollercoaster and Elizabeth's Middle Way), Golden Age (exploration, theatres, fashion), Life of Black Tudors in Elizabethan England</p> <p>Skills developed: significance and order of importance, change and continuity. describe, source inferences and source usefulness</p>	<p>King James I, exploration (America) Long-Term Causes of the Civil War, Short-Term Causes of the Civil War, Roundheads and Cavaliers, New Model Army, Impact of the Civil War on Ordinary People.</p> <p>Oliver Cromwell, Different interpretations of the execution of Charles I, Interregnum, Restoration, Glorious Revolution and Witchcraft</p> <p>Skills developed: source analysis, explanation, causation, judgement and analysis of different interpretations.</p>	<p>Bradford Medieval Period, Bradford Early Modern Period, Bradford 18th and 19th Century, Bradford 20th Century</p> <p>Skills developed include: chronology, change and continuity, significance</p>
	Wider Curriculum		<p>British Values (Rule of Law)</p>			<p>British Values (Individual Liberty)</p>
8	Theme	<p>How should we remember the British Empire? (including a depth study of India)</p>		<p>How did the Trans-Atlantic trade shape African and British people?</p>	<p>The Industrial Revolution – Was it Liberty's Dawn?</p>	<p>How was Democracy achieved by 1919?</p> <p>How has migration changed Britain?</p>

	Concept	Power, Freedom, Diversity	Persecution, Freedom, International Relations	Power, Diversity	Power, Freedom	Diversity, Freedom, Power
	Skills Knowledge	<p>Introduction to Empire, What was the British Empire, how have historians interpreted it, how did the ruled feel about being in the empire, Case study: India and Benin, Why did it end and what is its legacy?</p> <p>Skills developed include: Skills: source analysis of British representations of the Empire, Interpretations (Niall Ferguson and David Olusoga) and Writing like an Historian-explaining Knowledge</p>	<p>How did the Slave trade work and how did it make Britain so wealthy? What sources can reveal about the enslaved Africans, how the enslaved rebelled and why the Slave Trade was abolished in 1815. Legacy of slave trade.</p> <p>Skills developed include: Skills: Source analysis and Historical report writing. Historian: James Walvin and David Olusoga</p>	<p>How the Industrial Revolution changed Britain, Why were industrial towns unhealthy, How Titus Salt should be remembered, Life for child workers, development of railways (including impact on leisure), changes in society. Whether the Industrial Revolution was Liberty's Dawn?</p> <p>Skills developed include: Source analysis, Interpretations (Emma Griffin and Alfred Toynbee) and Writing like a Historian</p>	<p>Definition and state of democracy in Britain at turn of 19th century, protest movements from Chartists, luddites and others put pressure on government to extend the franchise, women's suffrage, evaluation of how and why franchise was extended.</p> <p>Skills developed include: Causation, Interpretation (Fern Riddell) and source analysis</p>	<p>Early migration, medieval migration, early modern migration, industrial revolution migration, modern migration</p> <p>Skills developed include: Change and continuity, significance.</p>
	Wider Curriculum	Tolerance (British Values)	Mutual Respect (British Values) School Trip to International Slavery Museum		Democracy (British Values)	Tolerance (British Values)
9	Theme	<p>How Close did the World Come to Doomsday? 1914-45 How Close did the World Come to Doomsday? World War Two</p>		<p>How Close did the World Come to Doomsday? How and Why Did the Holocaust Happen?</p>	<p>How Close did the World Come to Doomsday? Cold War (include Vietnam)</p>	<p>Did Britain become an inclusive society by 2000?</p>
	Concept	International Relations, Diversity, Power		Persecution, Power	Power, International Relations	Diversity, Freedom
	Skills Knowledge	<p>World War One- Pupils Study: Causes, Trenches, Home front, Football, Empire Troops, End of WW1, Treaty of Versailles</p> <p>Skills developed include: interpretation, significance, source analysis and interpretation</p> <p>World War Two - Pupils Study: Rise of the Nazis/Hitler, Rise of Communism and Capitalism, Dunkirk, Bombing of Cities, Operation Mincemeat, Different Interpretations of D-Day, End of war in Europe, Atomic Bomb</p> <p>Skills developed include: interpretation, significance, source analysis and interpretation</p>		<p>Who were the Jews of Europe before WW2? How did the experience of Jews change 1933-39? How did the Holocaust happen 1938-45? How did the Jews resist? Who is most responsible for the Holocaust? How and why did the Holocaust happen?</p> <p>Skills developed include: explanation, judgement,</p>	<p>The causes, events and impact of the Cold War, Cuban Missile Crisis, Berlin Wall, Evaluation of how far the world came to Doomsday in the 20th century. Case study: Vietnam,</p> <p>Skills developed include: describe, explanation, significance,</p>	<p>NHS, Post-war social history changes, Miners' Strike, multi-cultural Britain, Change in role of women and minorities.</p> <p>Skills developed include: Explanation, significance, change and continuity</p>

				significance, analysis of sources and interpretation		
	Wider Curriculum	Remembrance Day Commemorations		Holocaust Memorial Day Commemorations		British Values (Individual Liberty)
10	Theme	Paper 2 - Component 2: Period Study The Development of Germany 1919-1991	Paper 1 - Component 1: Non-British Study in Depth The USA: A Nation of Contrasts, 1910-1929	Paper 1 – Component 1: British Study in Depth Elizabethan Age 1558-1603		
	Concept	Power, Persecution, Freedom, International Relations	Power, Persecution, Freedom, Diversity	Power, Persecution, Freedom, International Relations, Diversity		
	Skills Knowledge	Pupils Study: Weimar Germany, The Rise of the Nazi Party and its consolidation of power between 1933 and 1934, Life under the Nazis, Life during the Second World War, West and East Germany between 1949 and 1991, Cold War relations, Co-operation and reconciliation. Key Skills: Describe, Explain, Significance, Judgement	Pupils Study: Immigration, Religion and race, Crime and corruption, Economic boom, The end of prosperity, Popular entertainment, Role of women Key skills: Describe, Source analysis (including purpose and usefulness), Interpretation analysis (including how and why interpretations may differ, judgement)	Pupils Study: Elizabethan government, Lifestyles of rich and poor, Popular entertainment, The problem of religion, The Catholic threat, The Spanish Armada, The Puritan threat. Key skills: Describe, Explanation (connections), Significance, Source analysis (including accuracy), Interpretation analysis (judgement).		
	Wider Curriculum	Democracy (British Values), Mutual Respect (British Values)	Tolerance (British Values), Individual Liberty (British Values)		Tolerance (British Values)	
11	Theme	Paper 1 – Component 1: British Study in Depth Elizabethan Age 1558-1603	Paper 2 – Component 2: Thematic Study Changes in Crime and Punishment in Britain, c.500 to the present day	Exam Preparation	Exams	
	Concept	Power, Persecution, Freedom, International Relations, Diversity	Power, Persecution, Freedom	Power, Persecution, Freedom, International Relations, Diversity		
	Skills Knowledge	Pupils Study: Elizabethan government, Lifestyles of rich and poor, Popular entertainment, The problem of religion, The Catholic threat, The Spanish Armada, The Puritan threat. Key skills: Describe, Explanation (connections), Significance, Source analysis (including accuracy), Interpretation analysis (judgement).	Pupils Study: Causes of crime, Nature of crimes, Enforcing law and order, Methods of combating crime, Methods of punishment, Attitudes to crime and punishment, A study of the historic environment: Policing in Victorian Liverpool. Key skills: Describe, Explain (including causation), Change and continuity, Source analysis (including: comparison and reliability)	Exam technique lessons including knowledge retrieval from Yr10 & Yr11 topics.		
	Wider Curriculum	Tolerance (British Values)	British Values (Rule of Law)			