

Key Stage Five – Unit 1 Curriculum Plan							
Year Twelve/13							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Substantive Knowledge	Disciplinary Skills	Knowledge	Skills			
The government of Henry VII and threats to his rule	<ul style="list-style-type: none"> <li>Henry's claim to the throne</li> <li>Opposition to Henry VII</li> <li>Relations with the nobility</li> <li>Royal Government</li> </ul>	<ul style="list-style-type: none"> <li>Writing and communication skills – demonstrating knowledge and understanding</li> <li>Comparison</li> <li>Similarity/Difference</li> <li>Relative Importance and Evaluation</li> <li>Making Substantiated judgements</li> <li>Summarising and Handling depth and breadth in information</li> </ul>	<ul style="list-style-type: none"> <li>The Wars of the Roses</li> <li>Margaret Beaufort</li> <li>Henry VII's background</li> <li>The Battle of Bosworth</li> <li>Level</li> <li>Yorkist opposition</li> <li>Stafford and Suffolk</li> <li>the Pretenders</li> <li>Simnel and Warbeck</li> <li>Rewards and punishments</li> <li>Fines and bonds</li> <li>Acts of Attainer</li> <li>Maintaining control</li> <li>Royal finances and their administration</li> <li>Opposition to taxation in Yorkshire and Cornwall</li> <li>Administration</li> <li>Councils</li> <li>Local government and parliament</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 – Early Tudors Y106</li> </ul>	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>
Henry VII's foreign policy	<ul style="list-style-type: none"> <li>England's position in Europe in 1485.</li> <li>Henry VII's aims</li> <li>Key events and actions</li> </ul>	<ul style="list-style-type: none"> <li>Writing and communication skills – demonstrating knowledge and understanding</li> <li>Comparison</li> <li>Similarity/Difference</li> <li>Relative Importance and Evaluation</li> <li>Making Substantiated judgements</li> <li>Summarising and Handling depth and breadth in information</li> </ul>	<ul style="list-style-type: none"> <li>Relations with:</li> <li>Burgundy</li> <li>France</li> <li>Scotland</li> <li>Spain</li> <li>Connection between foreign and internal security.</li> <li>Treaties of Medina del campo, Redon, Etaples and Ayton</li> <li>Marriage negotiations</li> <li>Trade agreements, including Magnus Intercursus and Malus Intercursus</li> <li>The Britany Crisis, the Italian Wars and the Castillian Crisis</li> <li>Scotland</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 – Early Tudors Y106</li> </ul>	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>
Henry VIII and Wolsey	<ul style="list-style-type: none"> <li>Henry VIII's personality</li> <li>The Age of Wolsey</li> <li>The divorce and Wolsey's fall</li> </ul>	<ul style="list-style-type: none"> <li>Writing and communication skills – demonstrating knowledge and understanding</li> <li>Comparison</li> <li>Similarity/Difference</li> <li>Relative Importance and Evaluation</li> <li>Making Substantiated judgements</li> <li>Summarising and Handling depth and breadth in information</li> </ul>	<ul style="list-style-type: none"> <li>Henry's personality and aims as King</li> <li>Marriage to Catherine of Aragon</li> <li>His role in government to 1529</li> <li>Aims and policies in foreign affairs to 1529</li> <li>Wolsey's role in foreign affairs</li> <li>Wars With France</li> <li>Relations with Major European Powers</li> <li>Diplomacy and the Treaty of London</li> <li>The Field of the Cloth of Gold</li> <li>The Treaty of Cambrai</li> <li>Wolsey's administration of government,</li> <li>Finances</li> <li>Law</li> <li>social reforms and enclosure</li> <li>Taxation and finances</li> <li>The Church and its condition under Wolsey</li> <li>The King's great Matter</li> <li>The Role of Anne Boleyn</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 – Early Tudors Y106</li> </ul>	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>

			<ul style="list-style-type: none"> <li>Foreign affairs and the Great Matter</li> <li>Wolsey's solutions and the court at Blackfriars</li> <li>Failure and the fall of Wolsey</li> </ul>				
The reign of Henry VIII after 1529	<ul style="list-style-type: none"> <li>Religious change and opposition, Thomas Cromwell</li> <li>Foreign policy in the 1540s</li> <li>Faction in 1540s;</li> </ul>	<ul style="list-style-type: none"> <li>Writing and communication skills – demonstrating knowledge and understanding</li> <li>Comparison</li> <li>Similarity/Difference</li> <li>Relative Importance and Evaluation</li> <li>Making Substantiated judgements</li> <li>Summarising and Handling depth and breadth in information</li> </ul>	<ul style="list-style-type: none"> <li>Religious legislation in the 1530s and 1540s</li> <li>The Dissolution of the Monasteries and Chantries</li> <li>The Pilgrimage of Grace</li> <li>The Fall of Cromwell</li> <li>The Cleaves marriage</li> <li>Religious policy and Henry VIII</li> <li>Enemies at Court</li> <li>Cromwell's rise</li> <li>Cromwell's reform of government in the 1530s</li> <li>Government</li> <li>Royal Power</li> <li>Parliament</li> <li>War With France</li> <li>The Capture of Boulogne</li> <li>War With Scotland</li> <li>The Treaty of Greenwich and the rough wooing</li> <li>The extent of Henry VIII's role in government in the 1540s and his declining health</li> <li>Howard vs. Seymour Factions</li> <li>Factional conflict in the 1540s</li> <li>Henry's will and the dry stamp</li> </ul>	<ul style="list-style-type: none"> <li>Graph Analysis</li> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 – Early Tudors Y106</li> </ul>	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>
The stability of the monarchy	<ul style="list-style-type: none"> <li>Weaknesses of the Mid Tudor Monarchs</li> <li>Marriage and securing the succession</li> <li>Government and Faction 1549-58</li> </ul>	<ul style="list-style-type: none"> <li>Source Analysis and Evaluation</li> <li>Comparative Skills of Sources</li> <li>Demonstrating Knowledge and Understanding</li> <li>Relative Importance</li> <li>Evaluation</li> <li>Substantiated Judgement</li> </ul>	<ul style="list-style-type: none"> <li>Issues of Edward VI's age</li> <li>The weaknesses in government and finance inherited from Henry VIII</li> <li>Somerset's seizure of power</li> <li>Issues of Mary Tudor's gender and age</li> <li>Lady Jane Grey, Northumberland and the devise for the succession in 1553</li> <li>Mary Tudor securing the Throne</li> <li>Marriage of Mary Tudor and Philip of Spain and its failure</li> <li>The peaceful succession in 1558</li> <li>Faction and its impact during the rule of Somerset and Northumberland</li> <li>Somerset as Lord Protector and Northumberland as President of the Council</li> <li>Control of government and faction</li> <li>Economy, finance and the problem of debasement</li> <li>Social and economic problems</li> <li>Foreign policy Scotland and France</li> <li>Factional conflict under Somerset and Northumberland</li> <li>The government of Mary Tudor</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 – Early Tudors Y106</li> </ul>	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>

			<ul style="list-style-type: none"> <li>Factional conflict between Paget and Gardiner under Mary.</li> <li></li> </ul>				
Religious changes	<ul style="list-style-type: none"> <li>Key figures</li> <li>The religious and ecclesiastical policies 1547–1558</li> <li>Reaction to Religious Changes</li> </ul>	<ul style="list-style-type: none"> <li>Source Analysis and Evaluation</li> <li>Comparative Skills of Sources</li> <li>Demonstrating Knowledge and Understanding</li> <li>Relative Importance</li> <li>Evaluation</li> <li>Substantiated Judgement</li> </ul>	<ul style="list-style-type: none"> <li>The Role of Somerset and Northumberland</li> <li>Edward VI's beliefs</li> <li>Protestant reformers</li> <li>Mary I</li> <li>Stephen Gardiner and Bishop Bonner</li> <li>Protestant Legislation</li> <li>Book of homilies</li> <li>Repeal of the Act of Six articles</li> <li>The Prayer Books</li> <li>Acts of Uniformity</li> <li>42 articles</li> <li>Mary I's legislation</li> <li>Acts of repeal</li> <li>Parliamentary resistance</li> <li>Bonnors Homilies</li> <li>12 Decrees</li> <li>Persecution of Protestants</li> <li>The extent and results of religious change under Edward and Mary</li> <li>Support for changes</li> <li>Opposition to changes</li> <li>The religious changes at a local level</li> <li>Unrest and upheaval connected to religion</li> <li>Attitudes to Marian policies, Catholic restoration and persecution.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Significance and connection to today.</li> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	Unit 1 – Early Tudors Y106	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> <li></li> </ul>
Rebellion and unrest		<ul style="list-style-type: none"> <li>Source Analysis and Evaluation</li> <li>Comparative Skills of Sources</li> <li>Demonstrating Knowledge and Understanding</li> <li>Relative Importance</li> <li>Evaluation</li> <li>Substantiated Judgement</li> </ul>	<ul style="list-style-type: none"> <li>Causes of Rebellion</li> <li>Issues of succession</li> <li>Religion</li> <li>Taxes</li> <li>Enclosure</li> <li>Other Economic /social problems</li> <li>Nature of Rebellions</li> <li>Threat to the Crown</li> <li>Religious challenges</li> <li>Resistance to government authority</li> <li>Inflation</li> <li>Poverty</li> <li>Inflation and price rises</li> <li>Enclosure</li> <li>Causes of Western and Kett rebellions</li> <li>Events of the Rebellions</li> <li>Consequences of the rebellions</li> <li>1553 (Lady Jane Grey)</li> <li>Role of Religion</li> <li>Northumberland and succession</li> <li>Mary's response to the rebellion</li> <li>1554 (Wyatt)</li> <li>The Spanish Marriage</li> <li>Protestantism as a factor in rebellion</li> <li>The planned rebellion</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis</li> <li>Significance and connection to today.</li> <li>Assessing the mechanisms of change</li> <li>Handling Historians Views and Interpretations</li> </ul>	Unit 1 – Early Tudors Y106	<ul style="list-style-type: none"> <li>Essay Questions of varying foci</li> <li>Formative Assessment in each lesson</li> <li>Pre-assessment of prior-reading</li> </ul>	<ul style="list-style-type: none"> <li>Politics and Diplomacy</li> <li>English Heritage</li> <li>Family and Relationships</li> </ul>

			<ul style="list-style-type: none"><li>• Wyatt's rebellion and its failure</li><li>• Consequences of Wyatt's rebellion</li><li>•</li></ul>				
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