



KS5 Curriculum Map – History:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Specification and key questions underpinning A level History	<ul style="list-style-type: none"> • How effectively did the Tudors restore and develop the powers of the monarchy? • In what ways and how effectively was England governed during this period? • How did relations with foreign powers change and how was the succession secured? • How did English society and economy change and with what effects? • How far did intellectual and religious ideas change and develop and with what effects? • How important was the role of key individuals and groups and how were they affected by developments? 	<ul style="list-style-type: none"> • develop an understanding of the process of change over time • be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study • write analytical essays showing judgement about the issues and developments they have studied. • to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period • to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time • be aware of the role played by individuals, groups, ideas and ideology. 	<ul style="list-style-type: none"> • study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books • be tested and assessed on their understanding of the process of change over. • have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, online journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable. • Use and carry out exam-style questions throughout the course

Context and background to 1485	<p>Overview of:</p> <ul style="list-style-type: none"> • expectations of monarchy • Feudal structures • What do you know about the Tudors? • What was expected of a monarch? • How did the Feudal system operate? 	<ul style="list-style-type: none"> • Differences and similarities of today and Medieval structures and society 	<ul style="list-style-type: none"> • Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent • Key words: adding to glossary • Knowledge and understanding review • Source analysis techniques • Consideration of cause and effect and the importance of the role of individuals • Key words: setting up a glossary • Knowledge and understanding review • Source analysis techniques
The Road to Bosworth	<ul style="list-style-type: none"> • Wars of the Roses and family tree from Edward III • main features • key characters • main events and themes, especially the role of overmighty subject, faction, weak monarchy, favourites • How strong was Henry Tudor's claim? • How did HT get to Bosworth and why did he win? 	<ul style="list-style-type: none"> • Source analysis and evaluation techniques • Consideration of cause and effect and the importance of the role of individuals • Introduction to historical interpretation and how to integrate within academic work 	<ul style="list-style-type: none"> • Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent • Key words: adding to glossary • Knowledge and understanding review • Evils of misgovernment source analysis: what does this tell us about England in 1459?
Henry VII as King	<ul style="list-style-type: none"> • What were HVII's priorities; exploring timeline 1485-1487: what did he do and why? • Who challenged HVII 1485-1487: how, why and with what impact? 	<ul style="list-style-type: none"> • Analysis of conceptual features of authority, stability and security 	<ul style="list-style-type: none"> • Essay question: How far was Henry VII successful in dealing with threats to his position between 1485 and 1487? • How to analyse the question and prepare a plan: use of AF

			<p>and AQA mark schemes and guidance</p> <ul style="list-style-type: none"> Planned together, written at home
Henry VII's Government	<ul style="list-style-type: none"> Identify the parts of government, function and impact How did HVII control the nobility? How did he stabilise finances, including impact i.e. Yorkshire and Cornish Rebellions? How effective was he as a monarch? 	<ul style="list-style-type: none"> Analysis of conceptual features of authority, stability and security Analysis of most significant feature of HVII's govt and what helps a monarch consolidate and maintain authority Consideration of how effective Henry VII's reform of government in the years 1485 to 1509 was and develop ideas in relation to breadth theme 	<ul style="list-style-type: none"> Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent Key words: adding to glossary Knowledge and understanding review
Henry VII diplomacy	<ul style="list-style-type: none"> Intro to Europe 1485: key features and areas Key events and aims of diplomacy Role of marriage and alliances: linked to security, prosperity and recognition Assessment of success 	<ul style="list-style-type: none"> Exploration of change over time and impact of individuals through fluctuating fortunes of the powers and how this affected Henry's relations with them. Students should be able to show the inter-related nature of foreign policy. How would the removal of a single factor affect relations? 	<ul style="list-style-type: none"> Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to... Henry VII's methods of government. 2019 paper Planned together, written in class with plan Timed 1 hour
Threats to Henry VII	<ul style="list-style-type: none"> Warbeck: how and why was he a problem for HVII? Suffolk: how and why was he a problem for HVII? How secure was HVII by 1509? 	<ul style="list-style-type: none"> Exploration of concepts of authority: recognition, stability and prosperity: underpinning HVII's reign and actions 	<ul style="list-style-type: none"> Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent Key words: adding to glossary Knowledge and understanding review

<p>Society and economy</p>	<ul style="list-style-type: none"> • Society: churchmen, nobles and commoners. • Economic development: trade, exploration, prosperity and depression • Religion; humanism; arts and learning • Enclosure • Trade • The Church: what did it offer and why was it criticised? • What was the impact of New Learning? 	<ul style="list-style-type: none"> • Make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time • A good opportunity to discuss the nature of historical evidence 	<ul style="list-style-type: none"> • Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent • Key words: adding to glossary • Knowledge and understanding review
<p>Henry VIII: establishing his role</p>	<ul style="list-style-type: none"> • addressing Henry VII's legacy • Establish what the major themes of Henry VII's reign had been • Henry VIII: character and aims: what sort of person did HVIII seem to be and why did he make changes? • Consideration of the extent to which Henry VIII was prepared for kingship 	<p>Exploration of hierarchy of features and cause and consequence through:</p> <ul style="list-style-type: none"> • Production of a hierarchy of the problems that Henry VIII might be expected to face. • Adding to this by identifying problems that were of Henry VII's making. • Discussion of what problems had been the most difficult to address under HVII? 	<ul style="list-style-type: none"> • Consider the question: what was the most consistent issue that faced Henry VII during his reign? • Question if it is legitimate to consider that these might be reflected in the reign of Henry VIII.
<p>Henry VIII: how he governed</p>	<ul style="list-style-type: none"> • Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy • Ministerial govt under Wolsey: rise to power; reforms and actions 	<ul style="list-style-type: none"> • Reminder of features of Tudor government and what was needed to consolidate and extend power. 	<ul style="list-style-type: none"> • Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent • Key words: adding to glossary • Knowledge and understanding review
<p>Henry VIII and his search for glory</p>	<ul style="list-style-type: none"> • Relationships with Scotland and other foreign powers • Wolsey's policies and HVIII's desires 1515-1529 • Why Wolsey fell from power and succession problems 	<ul style="list-style-type: none"> • Exploration of ministerial government and how this impacted on effectiveness and outcomes. 	<ul style="list-style-type: none"> • "The desire to increase his international prestige was the most important motive behind Henry VII's foreign policy". Assess the validity of this view.

	<ul style="list-style-type: none"> • C of A and AB: arguments and strategies to secure the dispensation 		<ul style="list-style-type: none"> • Title known but planned independently – no plan allowed in assessment lesson • Timed
Henry VIII: how he governed and the significance of the Break with Rome	<ul style="list-style-type: none"> • securing the succession • C of A and AB: arguments and strategies to secure the dispensation continued • Cromwell: rise to power and actions in government • The Reformation parliament and its legislative impact: finance, political, personal, religious, regional • Elton's Thesis and Tudor Revolution in Government 	<ul style="list-style-type: none"> • Exploration of themes and concepts underpinning the BWR • Consider interpretations esp Elton's • Comparison Cromwell and Wolsey. How far did each serve the king well? What similarities and differences were there in their careers? • Compare the Importance of individuals and groups 	<ul style="list-style-type: none"> • Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent • Key words: adding to glossary • Knowledge and understanding review
Henry VIII: changes in society and impact of the BWR	<ul style="list-style-type: none"> • Society: elites and commoners; regional issues and the social impact of religious upheaval • Rebellion • Impact of the BWR on regions • Opposition to the changes and the Pilgrimage of Grace 1536 • How opposition was dealt with and what this tells us about authority under HVIII 	<ul style="list-style-type: none"> • Exploration of what makes a rebellion significant and how they threaten government 	<ul style="list-style-type: none"> • Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to... Henry VIII's actions towards the Church of England? • Extracts seen but planned independently – no plan allowed in assessment lesson • Timed 1 hour
Henry VIII and finance	<ul style="list-style-type: none"> • Economic development: trade, exploration, prosperity and depression • Impact of the concept of the Common Weal • Fiscal and land ownership changes under the BWR 	<ul style="list-style-type: none"> • Exploration of concepts of the Common Weal and the impact of BWR on finance and societal changes 	<ul style="list-style-type: none"> • 'The main aim of English foreign policy in the years 1509 to 1529 was to achieve peace in Europe'. • Assess the validity of this view. • 2018 • Topic known in advance but not title • Timed 45 mins

<p>Henry VIII and the impact of Humanism and the first wave of reform in Europe (Luther and Zwingli)</p>	<ul style="list-style-type: none"> • Religion: renaissance ideas; reform of the Church; continuity and change by 1547 • Protestant changes brought in under Cromwell and Cranmer • How far was England Protestant by 1547? 	<ul style="list-style-type: none"> • common objectives • common obstacles to development • most significant change in the period • most significant turning point. • Consider the degree of change and continuity 1485-1547 in religion and government 	<ul style="list-style-type: none"> • ‘Henry VII’s main success in domestic affairs was that he limited the power of the English nobility.’ Assess the validity of this view. • or • ‘The English Reformation from 1529-1536 came about because Henry VIII needed a divorce and for no other reason.’ • Assess the validity of this view. • Timed 45 mins
<p>Course Introduction: Key themes and course specification</p>	<ul style="list-style-type: none"> • Reality or illusion: What is the American Dream, and does it really exist? • How is the US government structured? • A true American hero? Who is FDR and what was his legacy? 	<ul style="list-style-type: none"> • develop an understanding of the process of change over time, from pre-War conditions to 1945. • be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study • write analytical essays showing judgement about the issues and developments they have studied. • to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period • to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time • be aware of the role played by individuals, groups, ideas and ideology. 	<ul style="list-style-type: none"> • Students will be formally assessed in class with end of unit exam style questions, and continually assessed by integrating stop and check recall points, and knowledge tests. • By the end of this unit students will have completed their first assessment. • As well as this, students are encouraged to become masters of their own learning, and engage with scholarly articles and books

<p>The Truman Presidency</p>	<ul style="list-style-type: none"> • An introduction to President Truman • Foreign Policy after the War, including the War time conferences, dropping of the atomic bombs, recovery in Europe, and the Korean War • The US economy under Truman • The election of 1948 • The Red Scare and growth of Communism • African Americans in the North and South • The campaign for Civil Rights 	<ul style="list-style-type: none"> • Investigating the causes and consequences of foreign policy actions within the US and across the global stage • The significance of actions taken by the Truman presidency • Degrees of change and continuity for groups of US citizens • The role of significant individuals in the political sphere 	<ul style="list-style-type: none"> • Students will be assessed in a myriad of ways in accordance with the assessment objectives. • This includes summative style assessments, which consist of a source analysis question, and a further essay-based question. • As well as this, students understanding is continually checked through knowledge tests, and required readings.
<p>The Eisenhower Presidency</p>	<ul style="list-style-type: none"> • Eisenhower's personality • Eisenhower and dynamic conservatism • Nixon and VP and the Republican Party • The end of McCarthyism • The growth of the economy and rise of the consumer • Super-power rivalries • Eisenhower in Asian, Europe and the Middle East • The growth of the Civil Rights Movement 	<ul style="list-style-type: none"> • The significance of key figures in Eisenhower's presidency and across the globe • The levels of change in the economy, domestically and internationally, as well as the Civil Rights movement. • Levels of continuity from Truman's own presidency, particularly in super-power relations and the development of antagonistic blocs. • Similarities and differences in the lives of Americans 	<ul style="list-style-type: none"> • Students will be assessed in a myriad of ways in accordance with the assessment objectives. • This includes summative style assessments, which consist of a source analysis question, and a further essay-based question. • As well as this, students understanding is continually checked through knowledge tests, and required readings
<p>The Kennedy Presidency</p>	<ul style="list-style-type: none"> • The Presidential election of 1960 • The policies and personalities of the Kennedy administration • Kennedy's domestic policy • The New Frontier • Relationship with Nikkita Khrushchev • Cuba and the Bay of Pigs • The Missile Crisis • Kennedy and Vietnam • Growth of the Civil Rights movement, sit-ins, Freedom Rides and Birth of the SNCC • The significance of King, Albany, Birmingham and the March on Washington • Kennedy and his legacy 	<ul style="list-style-type: none"> • Areas of change and continuity in regard to foreign policy, civil rights and the economy • Progress or regress for groups within society • The role of significant individuals in the Kennedy Presidency 	<ul style="list-style-type: none"> • Students will be assessed in a myriad of ways in accordance with the assessment objectives. • This includes summative style assessments, which consist of a source analysis question, and a further essay-based question. • As well as this, students understanding is continually checked through knowledge tests, and required readings

<p>The Johnson presidency</p>	<ul style="list-style-type: none"> Johnson as President - personality the impact of the Kennedy legacy The pursuit of the 'Great Society' economic developments developments in the Civil Rights Movement Johnson's role in passing Civil Rights legislation the impact of change including urban riots 	<ul style="list-style-type: none"> Disciplinary knowledge of change over time will be used to contrast the Johnson and Kennedy administrations and the extent to which they achieved their respective goals The role of key individuals and groups in shaping outcomes will be investigated as part of the focus on the African American experience. 	<ul style="list-style-type: none"> During this final unit students will have summative assessments on the key skills and substantive knowledge they've learnt within the unit and across the whole year. Students will have essay and sourced based questions, as well as a final end of year knowledge quiz to recap learning of the past units and assess any areas of development needed to be made.
<p>Edward VI</p>	<ul style="list-style-type: none"> Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought 	<ul style="list-style-type: none"> Consideration of the nature of authority in a minority and impact of faction Exploration of what makes a rebellion significant and how they threaten government 	<ul style="list-style-type: none"> 'Over the period 1485 – 1547 England became a Protestant country.' How far do you agree with this statement? Planned together, written at home in timed conditions 45 mins
<p>Mary I</p>	<ul style="list-style-type: none"> Mary I and her ministers; royal authority; problems of succession; relations with foreign powers The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought 	<ul style="list-style-type: none"> Consideration of the nature of authority of a female monarch and impact of faction Exploration of what makes a rebellion significant and how they threaten government 	<ul style="list-style-type: none"> Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to crises 1533-1558 2017 paper 1 hour
<p>Elizabeth I</p>	<ul style="list-style-type: none"> Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers The impact of economic, social and religious developments in the early years of Elizabeth's rule 	<ul style="list-style-type: none"> Exploration of the concept of the Mid-Tudor Crisis: what conclusions can be made? 	<ul style="list-style-type: none"> Q and A, sources, PPTs and historical texts, discussions, card sorts, mind maps as pertinent Key words: adding to glossary Knowledge and understanding review

	<ul style="list-style-type: none"> Elizabethan government: court, ministers and parliament; factional rivalries 	<ul style="list-style-type: none"> Methods of government: change and continuity 	<ul style="list-style-type: none"> Mock Exam
	<ul style="list-style-type: none"> Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain 	<ul style="list-style-type: none"> Significance of succession, security and the impact of the Settlement: change over time 	<ul style="list-style-type: none"> Essay and extracts
	<ul style="list-style-type: none"> Society: continuity and change; problems in the regions; social discontent and rebellions 	<ul style="list-style-type: none"> Exploration of what makes a rebellion significant and how they threaten government 	<ul style="list-style-type: none"> Essay and extracts
	<ul style="list-style-type: none"> Economic development: trade, exploration and colonisation; prosperity and depression 	<ul style="list-style-type: none"> Exploration of impact of events and actions on economy: beginning of the concept of Empire (linked to BWR) and colonies 	<ul style="list-style-type: none"> 'The Elizabethan religious settlement was successfully established in the years 1558 to 1603.' Assess the validity of this view. 2017 Timed in class: unseen.
	<ul style="list-style-type: none"> Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music 	<ul style="list-style-type: none"> Consideration of cultural change and impact, both short and long term 	<ul style="list-style-type: none"> Essay and extracts

	<ul style="list-style-type: none"> The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603 	<ul style="list-style-type: none"> Change over time and continuity explored in a review of the whole of EI's reign; legacy for JVI 	<ul style="list-style-type: none"> Essay and extracts
The Johnson Presidency	<ul style="list-style-type: none"> Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies Social divisions and protest movements: education and youth; feminism; radicalisation of African Americans; anti-war movements; the role of the media 	<ul style="list-style-type: none"> Students reflect on previous work using sources to investigate a specific enquiry point and develop those skills further. Lessons utilise second order concepts of cause/consequence, significance, change & continuity etc Essay planning activities develop students abilities to shape arguments in relation to a given statement 	<ul style="list-style-type: none"> Unseen source question on Vietnam
The Nixon presidency	<ul style="list-style-type: none"> The Presidential election of 1968 and the reasons for Nixon's victory: divisions within the Democratic Party the personalities of the Nixon administration The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America and China The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom The Watergate Affair and its aftermath: the role of Congress; the resignation of the President Nixon's political legacy 	<ul style="list-style-type: none"> Essay planning activities develop students abilities to shape arguments in relation to a given statement 	<ul style="list-style-type: none"> Isolated factor essay on 1968 election Essay plan on Nixon & foreign policy During this unit, internal mock exams will assess student knowledge and understanding of the course to date, via an unseen essay.

<p>The administrations of Ford and Carter</p>	<ul style="list-style-type: none"> • Ford and Carter as presidents • Responses to social divisions; political corruption and the loss of national self-confidence • The position of the USA as a world power: the final withdrawal from Vietnam • Relations with the USSR and China • Response to crises in the Middle East; Iran and Afghanistan • The impact of civil rights legislation; change and continuity in the 'New South' • The USA by 1980: its position as a Superpower; the extent of social and economic change • the reasons for Reagan's victory in the presidential election. 	<ul style="list-style-type: none"> • Essay planning activities develop students abilities to shape arguments in relation to a given statement 	<ul style="list-style-type: none"> • Essay on Ford and Carter presidencies • Source on an aspect of social change over medium term
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