

KS5 Curriculum Map Year 12: Consolidation of the Tudor Dynasty: England, 1485–1547

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?
<p>Specification and key questions underpinning A level History</p>	<p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <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? 	<p>Students are expected to and need to:</p> <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. 	<p>Students should be encouraged to</p> <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

<p>Context and background to 1485</p>	<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 	<p>Use of a variety of T and L strategies</p> <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
<p>The Road to Bosworth</p>	<p>Overview of England and main issues affecting stability pre-1485: this will include a brief discussion of:</p> <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 	<p>Use of a variety of T and L strategies to assess</p> <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?

<p>Henry VII as King</p>	<p>Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty</p> <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 (25 marks) • How to analyse the question and prepare a plan: use of AF and AQA mark schemes and guidance
<p>Henry VII's Government</p>	<p>Government: councils, parliament, justice, royal finance, domestic policies</p> <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 	<p>Use of a variety of T and L strategies to assess</p> <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 VII diplomacy</p>	<p>Relationships with Scotland and other foreign powers; securing the succession; marriage alliances</p> <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"> • Extract question (30 marks)

<p>Threats to Henry VII</p>	<p>Regional division; social discontent and rebellions</p> <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? 	<p>Exploration of concepts of authority: recognition, stability and prosperity: underpinning HVII's reign and actions</p>	<ul style="list-style-type: none"> • 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 	<p>Use of a variety of T and L strategies to assess</p> <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 	<p>Reminder of features of Tudor government and what was needed to consolidate and extend power.</p>	<p>Use of a variety of T and L strategies to assess</p> <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 • C of A and AB: arguments and strategies to secure the dispensation 	<p>Exploration of ministerial government and how this impacted on effectiveness and outcomes.</p>	<ul style="list-style-type: none"> • Essay question (25 marks)
<p>Henry VIII: how he governed and the significance of the Break with Rome</p>	<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 	<p>Use of a variety of T and L strategies to assess</p> <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: changes in society and impact of the BWR</p>	<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 	<p>Exploration of what makes a rebellion significant and how they threaten government</p>	<ul style="list-style-type: none"> • Extract question (30 marks)

	<ul style="list-style-type: none"> • How opposition was dealt with and what this tells us about authority under HVIII 		
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 	Exploration of concepts of the Common Weal and the impact of BWR on finance and societal changes	<ul style="list-style-type: none"> • Essay question (25 marks)
Henry VIII and the impact of Humansim and the first wave of reform in Europe (Luther and Zwingli)	<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? 	<p>How far had royal government changed since 1485? Identification of the key themes of royal government in the period</p> <ul style="list-style-type: none"> • common objectives • common obstacles to development • most significant change in the period • most significant turning point. <p>Consider the degree of change and continuity 1485-1547 in religion and government</p>	<ul style="list-style-type: none"> • Mock exam • Past Paper Questions

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<p>Topic</p>	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment Opportunities</p> <p>What assessments will be used to measure student progress?</p>
<p>Course Introduction: Key themes and course specification</p>	<p>In these first few lessons of the course students will be introduced to key themes and ideas. Using key historical skills such as cause, consequence, change and continuity, students will develop a firm base of knowledge on topics including:</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? 	<p>Within this first introductory unit, students are expected to and need to:</p> <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 <p>be aware of the role played by individuals, groups, ideas and ideology.</p>	<ul style="list-style-type: none"> • Key Words • Essay Question Plan(s) • Source Analysis • Essay (25 marks)

<p>Unit 2: The Truman Presidency</p>	<p>Within this unit, students will be provided with an in-depth study of:</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 	<p>Within this unit there is a focus on key disciplinary skills of the second order. These include:</p> <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"> • Key Words • Essay Question Plan(s) • Source Analysis • Source Question (30 marks)
<p>Unit 3: The Eisenhower Presidency</p>	<p>Following on from the Presidency of Truman, students will look at the office of Eisenhower from 1952-1960. This includes looking at:</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 	<p>Within this unit, there is again a focus on key disciplinary knowledge needed to develop a firm grasp of understanding on the Eisenhower presidency. In particular these include:</p> <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"> • Key Words • Essay Question Plan(s) • Source Analysis • Essay Question (25 marks)
<p>Unit 4: The Kennedy Presidency</p>	<p>Following on from the Presidency of Eisenhower, students will look at the office of JFK. This includes key topics such as:</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 	<p>In this final year 12 topic, students will continue to build upon their substantive knowledge and second order concepts. Students are once again expected to deploy their understanding of:</p> <ul style="list-style-type: none"> • Areas of change and continuity in regards to foreign policy, civil rights and the economy • Progress or regress for groups within society 	<ul style="list-style-type: none"> • Key Words • Essay Question Plan(s) • Source Analysis • Essay Question (25 marks) • Knowledge Test: 1945-1963. • Mock Paper- past paper questions.

	<ul style="list-style-type: none"> • 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"> • The role of significant individuals in the Kennedy Presidency 	
<p style="text-align: center;">Unit 5 The Johnson presidency</p>	<p>Students begin the study of the Johnson years. They will continue this topic at the start of Year 13. During this term they will cover topics such as</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 	<p>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</p> <p>The role of key individuals and groups in shaping outcomes will be investigated as part of the focus on the African American experience.</p>	<ul style="list-style-type: none"> • Key Words • Essay Question Plan(s) • Source Analysis • Essay Question (25 marks)

KS5 Curriculum Map Year 13: England: turmoil and triumph, 1547–1603 and Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

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<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 	<p>Consideration of the nature of authority in a minority and impact of faction</p> <p>Exploration of what makes a rebellion significant and how they threaten government</p>	<p>Essay question (25 marks)</p>
<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 	<p>Consideration of the nature of authority of a female monarch and impact of faction</p> <p>Exploration of what makes a rebellion significant and how they threaten government</p>	<p>Extract question (30 marks)</p>
<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 	<p>Exploration of the concept of the Mid-Tudor Crisis: what conclusions can be made?</p>	<p>Use of a variety of T and L strategies to assess</p> <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 	Methods of government: change and continuity	Mock exam – past paper questions.
	<ul style="list-style-type: none"> Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain 	Significance of succession, security and the impact of the Settlement: change over time	Extract and Essay
	<ul style="list-style-type: none"> Society: continuity and change; problems in the regions; social discontent and rebellions 	Exploration of what makes a rebellion significant and how they threaten government	Extract and Essay
	<ul style="list-style-type: none"> Economic development: trade, exploration and colonisation; prosperity and depression 	Exploration of impact of events and actions on economy: beginning of the concept of Empire (linked to BWR) and colonies	Essay Question (25 marks)
	<ul style="list-style-type: none"> Religious developments, change and continuity; the English renaissance and ‘the Golden Age’ of art, literature and music 	Consideration of cultural change and impact, both short and long term	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 	Change over time and continuity explored in a review of the whole of El’s reign; legacy for JVI	Essay and extracts

Subject: History The American Dream: Reality and Illusion 1945-1980

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<p>Unit 5</p> <p>The Johnson Presidency</p>	<p>This unit continues from where we left off in the summer term. Topics to be covered include:</p> <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 	<p>Students reflect on previous work using sources to investigate a specific enquiry point, and develop those skills further.</p> <p>Lessons utilise second order concepts of cause/ consequence, significance, change & continuity etc</p> <p>Essay planning activities develop students abilities to shape arguments in relation to a given statement</p>	<ul style="list-style-type: none"> Key Words Essay Question Plan(s) Source Analysis Source Question (30 marks)
<p>Unit 6</p> <p>The Nixon presidency</p>	<p>Topics covered in this unit include</p> <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 	<p>Students reflect on previous work using sources to investigate a specific enquiry point, and develop those skills further.</p> <p>Lessons utilise second order concepts of cause/ consequence, significance, change & continuity etc</p> <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"> Key Words Essay Question Plan(s) Source Analysis Mock Exam- Past Paper Questions Essay question (25 marks)

	<p>influence of Kissinger on US policies towards the USSR, Latin America and China</p> <ul style="list-style-type: none"> • 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 		
<p>Unit 7</p> <p>The administrations of Ford and Carter</p>	<p>The study of Nixon's legacy continues with analysis of his successors</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. 	<p>Students reflect on previous work using sources to investigate a specific enquiry point, and develop those skills further.</p> <p>Lessons utilise second order concepts of cause/ consequence, significance, change & continuity etc</p> <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"> • Key Words • Essay Question Plan(s) • Source Analysis • Essay question (25 marks) • Source question (30 marks) • Knowledge Test: 1963-1980.