

Curriculum Map

Subject: History (Tudors)

Year Group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Descriptive/propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p>Instability and consolidation: 'The Mid Tudor Crisis' 1547-1563</p> <p>Edward VI</p> <p>-understand the nature and problems of royal authority of Edward VI under the Lord Protectors, Somerset and Northumberland</p> <p>-understand the social impact of religious and economic changes under Edward VI</p> <p>-understand the relations with foreign powers under Edward VI</p> <p>Mary I</p>	<p>-understand the social impact of religious and economic changes under Mary I</p> <p>-understand the relations with foreign powers under Mary I</p> <p>Elizabeth I</p> <p>-understand Elizabeth's character and aims, and how she consolidated power</p> <p>-understand the purpose and reception of the Elizabethan Settlement</p>	<p>The triumph of Elizabeth , 1563-1603</p> <p>-understand the nature of Elizabethan court</p> <p>-understand how the Elizabethan state dealt with foreign affairs</p> <p>- to understand the changes and continuities in Elizabethan society including discontent and rebellion.</p>	<p>-to understand the changes and developments to the Elizabethan economy</p> <p>-to understand the changes and continuities in Elizabethan religion including persecution of 'extremists' and developments in literature</p> <p>-to understand the situation in England during the last years of Elizabeth and the political, economic, social and religious legacy</p>	<p>Revision for the Exams</p> <p>-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.</p>	<p>Revision for the Exams</p> <p>-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.</p>

	-understand the nature of royal authority under Mary I and her ministers	-understand the impact of economic, social and religious developments in the early years of Elizabeth's rule		the 'Gloriana' left behind. .		
Skills <i>Ability knowledge</i> <i>'knowing how'</i>	-to explain links between different time periods and events -to evaluate the nature change and continuity over time -to evaluate the accuracy of historical interpretations on a given topic -to evaluate the relative importance of different factors over time/place/scope/ -to memorise key specific information	-to evaluate links between different time periods and events -to evaluate the nature change and continuity over time -to evaluate the accuracy of historical interpretations on a given topic -to evaluate the relative importance of different factors over time/place/scope/ -to memorise key specific information	-to evaluate links between different time periods and events -to evaluate the nature change and continuity over time -to evaluate the accuracy of historical interpretations on a given topic -to evaluate the relative importance of different factors over time/place/scope/ -to memorise key specific information	-to evaluate links between different time periods and events -to evaluate the nature change and continuity over time -to evaluate the accuracy of historical interpretations on a given topic -to evaluate the relative importance of different factors over time/place/scope/ -to memorise key specific information	-to evaluate the causes and consequences of events -to research and topic and synthesise information gathered -to draw complex evaluations around historical debates -to memorise key specific information	

<p>Key Questions</p>	<p>-Was there a mid-Tudor crisis?</p> <p>-How effectively did the monarchs govern England from 1547-1563?</p> <p>-How successful were Somerset and Northumberland respectively?</p> <p>-How did relations with foreign powers change from 1547-63?</p> <p>-How effectively did each monarch secure their succession?</p> <p>-How did English society change under Edward and Mary and to what effect?</p>	<p>-How far did religious ideas change under Edward VI and Mary I?</p> <p>-What was ordinary people's experience of the religious turmoil?</p> <p>-How successful was the Elizabethan Settlement?</p> <p>Is it fair to say there was a 'Mid-Tudor' crisis from 1547-1563?</p>	<p>-How was Elizabethan England governed?</p> <p>-How did faction impact government efficiency?</p> <p>-Was Elizabeth's foreign policy chaotic or pragmatic?</p> <p>-How serious were the internal threats to Elizabeth's rule?</p> <p>-How did Elizabethan society change from 1563-1603?</p>	<p>-How stable was the Elizabethan economy?</p> <p>-How did Elizabeth deal with religious extremism?</p> <p>-Was there a 'Golden Age' of art literature and music during Elizabeth's reign?</p> <p>-What legacy did Queen Elizabeth leave behind?</p>	<p>-What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>	<p>-What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>
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<p>Assessment</p> <p>On their Tudor exam students will answer: one 30-mark question, where they evaluate how convincing 3 interpretations are for understanding a given topic (AO3).</p> <p>Two 25-mark (essay style) questions that ask students to present and develop an argument on a given topic or debate often asking to evaluate change and continuity over time (AO1).</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark interpretation evaluation question.</p> <p>NEA Draft Deadline October</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark interpretation evaluation question.</p> <p>NEA Deadline December</p>	<p>January Mocks – Students will complete a full 2hr 30mins paper.</p> <p>Students will complete one 30mark question and two 25 mark questions</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark interpretation evaluation question.</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark interpretation evaluation question.</p>	<p>A Level Examinations</p>
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its</p>	

	Finding the 'forgotten voices' of History Presentation and debate in class to build communication skills	Finding the 'forgotten voices' of History Presentation and debate in class to build communication skills	Finding the 'forgotten voices' of History Presentation and debate in class to build communication skills	Finding the 'forgotten voices' of History Presentation and debate in class to build communication skills	impact on society today Finding the 'forgotten voices' of History Presentation and debate in class to build communication skills	
Enrichment opportunities and futures	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools	A Level Humanities/ History club Speakers in Schools Community outreach to local primary schools

*The pace of learning may vary from year to year. We aim to finish all content in Summer Term 1 leaving at least 1 month for revision. Students must keep on top of their revision throughout the course and be constantly review and recapping their notes.