



Curriculum Map

Subject: Hist	t: History (Tudors – AQA 1C)			Year Group: Year 12		
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Content	Consolidation of	-understand the aims	Henry VIII,	-understand how	understand the	Independent
Descriptive/propositio	the Tudor	and successes /	1509-1547	Henrician foreign	economic	research and
nal knowledge	Dynasty: England,	failures of Henry VII's		policy change over	developments	development on
<i>a</i>	1485-1547	foreign policy	-understand the	time, including the	from 1509-1547	NEA
'knowing that'			character and aims of	role of the Break	including the	
	-understand who	-understand he	Henry VIII	with Rome	state of the	
	ruled England before	changes to society			royal finances	
	the Tudors and why	and the reasons for	-understand how	-understand the		Revision and
	the throne was	discontent/ rebellion	Henry made changes	changes in English	-understand the	preparation for
	contested from		to government	society from	impact the	the UCAS
	1455-1487	-understand the		1509-1547 and	Henrician	Mocks
		economic	-understand the role	reasons for	reformation had	
	Henry VII,	developments in	of Cromwell and	discontent/	on religion in	-understanding
	1485-1509	England under Henry	Wolsey in Henry's	rebellion	England	how to answer
		VII	government and the			25 and 30mark
	-understand how		Royal Supremacy		NEA	questions
	Henry took the	-understand the			(coursework)	
	throne in 1485 and	religious changes	-understand the		Black	
	consolidated his	introduced under	changing aims and		American	
	power	Henry VII	relationships with		Civil Rights	
			other foreign powers		Movement	
	-understand the					
	character and aims of				-understand the	
	Henry VII including				reasons for	

	the establishment of				changes /	
	the Tudor dynasty				developments	
	the ludor dynasty				in the struggle	
	-understand the				for equality	
	nature of Henry VII's				from 1861-1970	
	1				110111 1001-1770	
	government and use					
	of royal authority					
Skills	-to explain links	-to evaluate links	-to evaluate links	-to evaluate links	-to evaluate the	
Ability knowledge	between different	between different	between different	between different	causes and	
. , ,	time periods and	time periods and	time periods and	time periods and	consequences	
'knowing how'	events	events	events	events	of events	
	-to evaluate the	-to evaluate the	-to evaluate the	-to evaluate the	-to research	
	nature change and	nature change and	nature change and	nature change and	and topic and	
	continuity over time	continuity over time	continuity over time	continuity over	synthesise	
	,	,	,	time	information	
	-to evaluate the	-to evaluate the	-to evaluate the		gathered	
	accuracy of historical	accuracy of historical	accuracy of historical	-to evaluate the		
	interpretations on a	interpretations on a	interpretations on a	accuracy of	-to draw	
	given topic	given topic	given topic	historical	complex	
	8	8	8	interpretations on	evaluations	
	-to evaluate the	-to evaluate the	-to evaluate the	a given topic	around	
	relative importance	relative importance	relative importance		historical	
	of different factors	of different factors	of different factors	-to evaluate the	debates	
	over	over	over	relative importance		
	time/place/scope/	time/place/scope/	time/place/scope/	of different factors	-to memorise	
				over	key specific	
	-to memorise key	-to memorise key	-to memorise key	time/place/scope/	information	
	specific information	specific information	specific information			

				-to memorise key		
Key Questions	-What were the War of the Roses? -How did Henry Tudor become King of England? -How did Henry VII consolidate his position? -How secure was Henry VII's position? -How did Henry VII govern England?	-What influenced Henry VII's foreign policy? -Was Henry VII' foreign policy a success? -How did the English society and economy change under Henry VII and to what effects? -How did religious ideas change under Henry VII!	-Why was Henry VIII's ascension met with much excitement? What were Henry VIII's aims? How did Henry change the nature of government? Did Wolsey and Cromwell serve themselves or their king? Did Henry VIII improve England's international reputation?	-to memorise key specific information -Was Henry VIII's foreign policy incoherent or pragmatic? -Was Henry's foreign policy a triumph or failure? -How did the Break with Rome affect foreign policy? What motivated rebellions during Henry VIII's reign? How far did the church change under Henry VIII!	What motivated rebellions during Henry VIII's reign? How far did the church change under Henry VIII? Did Henry bankrupt England?	
				Did Henry bankrupt England?		

Assessment	Students will be	Students will be	Students will be	Students will be	Students will be	Student's UCAS
Assessment	assessed on one	assessed on one	assessed on one			Mock will
On their Today areas				assessed on one	completing	
On their Tudor exam	25mark question and	25mark question and	25mark question and	25mark question	their NEA – but	consist of at
students will answer:	an interpretation	an interpretation	a full 30mark	and a full 30mark	will hand in a	least one
one 30-mark question,	evaluation question	evaluation question (2	interpretation	interpretation	practice source	25mark question
where they evaluate	(1 interpretation)	interpretations)	evaluation question.	evaluation question.	(AO2) +	and a full
how convincing 3			(3 interpretations)		extract (AO3)	30mark
interpretations are for					evaluation.	interpretation
understanding a given						evaluation
topic (AO3).						question.
Two 25 morts (access						
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						
(AOI).						
Literacy/ Numeracy/	Developing students	Developing students	Developing students	Developing	Developing	Developing
SMSC/ Character	essay writing skills	essay writing skills	essay writing skills	students essay	students essay	independent
or 100/ Onar accer	and critical thinking.	and critical thinking.	and critical thinking.	writing skills and	writing skills	revision skills,
	and critical tilliking.	and critical dilliking.	and critical dilliking.	critical thinking.	and critical	self-assessment
	Understanding the	Understanding the	Understanding the	Citucal unitiking.		and resilience
		past and its impact on			thinking.	and resilience
	past and its impact	' '	past and its impact on	Understanding the	 	
	on society today	society today	society today	past and its impact	Understanding	
				on society today	the past and its	

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