

## Curriculum Map

**Subject:** History (Tudors – AQA 1C)

**Year Group:** Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Descriptive/propositional knowledge</i> 'knowing that'	<p><b>Consolidation of the Tudor Dynasty: England, 1485-1547</b></p> <p>-understand who ruled England before the Tudors and why the throne was contested from 1455-1487</p> <p><b>Henry VII, 1485-1509</b></p> <p>-understand how Henry took the throne in 1485 and consolidated his power</p> <p>-understand the character and aims of Henry VII including</p>	<p>-understand the aims and successes / failures of Henry VII's foreign policy</p> <p>-understand the changes to society and the reasons for discontent/ rebellion</p> <p>-understand the economic developments in England under Henry VII</p> <p>-understand the religious changes introduced under Henry VII</p>	<p><b>Henry VIII, 1509-1547</b></p> <p>-understand the character and aims of Henry VIII</p> <p>-understand how Henry made changes to government</p> <p>-understand the role of Cromwell and Wolsey in Henry's government and the Royal Supremacy</p> <p>-understand the changing aims and relationships with other foreign powers</p>	<p>-understand how Henrician foreign policy change over time, including the role of the Break with Rome</p> <p>-understand the changes in English society from 1509-1547 and reasons for discontent/ rebellion</p>	<p>understand the economic developments from 1509-1547 including the state of the royal finances</p> <p>-understand the impact the Henrician reformation had on religion in England</p> <p><b>NEA (coursework)</b></p> <p><b>Black American Civil Rights Movement</b></p> <p>-understand the reasons for</p>	<p>Independent research and development on NEA</p> <p>Revision and preparation for the UCAS Mocks</p> <p>-understanding how to answer 25 and 30mark questions</p>

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

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

<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 one 25mark question and an interpretation evaluation question (1 interpretation)</p>	<p>Students will be assessed on one 25mark question and an interpretation evaluation question (2 interpretations)</p>	<p>Students will be assessed on one 25mark question and a full 30mark interpretation evaluation question. (3 interpretations)</p>	<p>Students will be assessed on one 25mark question and a full 30mark interpretation evaluation question.</p>	<p>Students will be completing their NEA – but will hand in a practice source (AO2) + extract (AO3) evaluation.</p>	<p>Student's UCAS Mock will consist of at least one 25mark question and a full 30mark interpretation evaluation question.</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>	<p>Developing independent revision skills, self-assessment and resilience</p>

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

\*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.