

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>	<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 memorise key specific information</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>	

<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>	

	<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.