

Curriculum Map

Subject: History (Tudors)

Year Group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content <i>Descriptive/propositional knowledge</i> <i>'knowing that'</i></p>	<p>Instability and consolidation: 'The Mid Tudor Crisis' 1547-1563 Edward VI -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 Mary I -understand the nature of royal authority under Mary I and her ministers</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 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>-understand the impact of economic, social and religious developments in the</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 the 'Gloriana' left behind.</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>

		early years of Elizabeth's rule				
Skills <i>Ability knowledge</i> <i>'knowing how'</i>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	
Key Questions	<ul style="list-style-type: none"> -Was there a mid-Tudor crisis? -How effectively did the monarchs govern England from 1547-1563? 	<ul style="list-style-type: none"> -How far did religious ideas change under Edward VI and Mary I? -What was ordinary people's experience of the religious turmoil? 	<ul style="list-style-type: none"> -How was Elizabethan England governed? -How did faction impact government efficiency? 	<ul style="list-style-type: none"> -How stable was the Elizabethan economy? -How did Elizabeth deal with religious extremism? 	<ul style="list-style-type: none"> -What do I need to revise? -How can I prepare for my exams? 	<ul style="list-style-type: none"> -What do I need to revise? -How can I prepare for my exams?

	<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 successful was the Elizabethan Settlement?</p> <p>Is it fair to say there was a 'Mid-Tudor' crisis from 1547-1563?</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>-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 help / support do I need?</p>	<p>-What help / support do I need?</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</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>given topic or debate often asking to evaluate change and continuity over time (AO1).</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>Finding the 'forgotten voices' of History</p> <p>Presentation and debate in class to build communication skills</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its 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>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its 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>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its 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>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Finding the 'forgotten voices' of History</p> <p>Presentation and debate in class to build communication skills</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.