

History Curriculum Overview – Year 13 The Tudors

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
<p>PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547–1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563</p>	<p>Week 1: Recap Edward VI</p> <ul style="list-style-type: none"> Government Foreign policy Religion <p>Mary I:</p> <ul style="list-style-type: none"> Mary and her ministers Social impact of religious and economic changes under Mary <p>Week 2-3 Mary I</p> <ul style="list-style-type: none"> Relations with foreign powers The economy <p>Week 4-5 Mary I</p> <ul style="list-style-type: none"> The Marian Counter Reformation The broader impact of the church and of religious life on society <p>Week 6-7 Elizabeth I</p> <ul style="list-style-type: none"> Character and aims; consolidation of power including the Act of Settlement 	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> <p>Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Homework essay:</p> <p>Timed Essay:</p>	<p>Reading around the topic</p> <p>Revision of previous content</p> <p>Homework essay</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS3: Religious change in the 16th century</p> <p>Position of women in the 16th and 17th centuries</p> <p>KS4: Elizabeth I</p>

Autumn Term 2

<p>PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547– 1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563</p>	<p>Week 8-9 Elizabeth I</p> <ul style="list-style-type: none"> The impact of economic, social and religious developments in the early years of Elizabeth’s reign <p>Week 10-11 Elizabeth I</p> <ul style="list-style-type: none"> Relations with foreign powers; the impact of economic, social and religious developments to 1563 <p>Week 12 Recap topic so far</p> <ul style="list-style-type: none"> To what extent was there a ‘Mid Tudor Crisis’ Change and Continuity 1485-1563 <p>Week 13-14 Elizabethan Government</p> <ul style="list-style-type: none"> Court, ministers and Parliament 	<p>They need to demonstrate Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> <p>Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>	<p>Homework essay:</p> <p>Timed Essay:</p>	<p>Reading around the topic</p> <p>Revision of previous content</p> <p>Homework essay</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS3: Religious change in the 16th century</p> <p>Position of women in the 16th and 17th centuries</p> <p>KS4: Elizabeth I</p>
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Spring Term 1

<p>PART TWO: ENGLAND: TURMOIL AND TRIUMPH, 1547–1603; Section 2: The Triumph of</p>	<p>Week 15 MOCKS</p> <p>Week 16-17 Elizabethan Government Foreign affairs</p> <ul style="list-style-type: none"> Factional rivalries Issues of succession <p>Week 18-19</p>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study</p> <p>Students will be required to write analytical essays showing</p>	<p>Mock exam</p> <p>Homework essay:</p> <p>Timed Essay:</p>	<p>Reading around the topic</p> <p>Revision of previous content</p> <p>Homework essay</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p>	<p>KS3: Religious change in the 16th century</p> <p>Position of women in the 16th and 17th centuries</p> <p>KS4: Elizabeth I</p>
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Elizabeth 1563–1603	<p>Elizabeth I Foreign affairs</p> <ul style="list-style-type: none"> • Relations with Spain <p>Week 20: Elizabeth I Foreign affairs</p> <ul style="list-style-type: none"> • Relations with Spain 	<p>judgement about the issues and developments they have studied.</p> <p>Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p>			<p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	
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Spring Term 2

<p>PART TWO: ENGLAND: TURMOIL AND TRIUMPH, 1547–1603; Section 2: The Triumph of Elizabeth 1563–1603</p>	<p>Week 21 -22 Elizabeth I Foreign affairs</p> <ul style="list-style-type: none"> • Mary Queen of Scots <p>Week 23 Elizabeth I Society</p> <ul style="list-style-type: none"> • Continuity and change; problems in the regions <p>Week 24 Elizabeth I Society</p> <ul style="list-style-type: none"> • Social discontent and rebellions <p>Week 25: Elizabeth I Economic development</p> <ul style="list-style-type: none"> • Trade; exploration and colonisation; prosperity and depression. <p>Week 26</p>	<p>Students are expected to develop an understanding of the process of change over time.</p> <p>Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> <p>Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over</p>	<p>Homework essay:</p> <p>Timed Essay:</p>	<p>Reading around the topic</p> <p>Revision of previous content</p> <p>Homework essay</p>	<p>Listening and attentive – through exploring new content</p> <p>Discerning and Joyful – developing a love for learning</p> <p>Courageous and Resilient – in facing the challenges of A Level study</p> <p>Community and Participation Peace and Reconciliation</p> <p>English (extended writing, analysis) RE</p> <p>Teaching Research Archivist Journalism Law</p>	<p>KS3: Religious change in the 16th century</p> <p>Position of women in the 16th and 17th centuries</p> <p>KS4: Elizabeth I</p>
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