

## Historu Curriculum Overview – Year 12

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
<b>Autumn Term 1</b>						
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485–1547; Section 1, Henry VII, 1485–1509	<p><b>Week 1-4</b> <b>Character and aims</b></p> <ul style="list-style-type: none"> <li>Establishing the Tudor dynasty</li> <li>Pre-dating of the reign; consider the path from Bosworth to coronation</li> <li>Examine nature of political opposition to Henry</li> </ul> <p><b>Week 5-6</b> <b>Government</b></p> <ul style="list-style-type: none"> <li>Councils; parliament; justice and domestic policies</li> <li>Royal finance</li> <li>Managing the nobility</li> </ul> <p><b>Week 7-8</b> <b>Relationships with Scotland and other foreign powers</b></p> <ul style="list-style-type: none"> <li>Securing the succession</li> <li>Marriage alliances</li> </ul>	<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>Timed conditions: ‘Henry VII’s financial policies were the most important reason for the success of his rule’ Assess the validity of this view</p> <p>Homework essays</p>	<p>‘Henry VII had successfully established a Tudor dynasty by 1487’ Assess the validity of this view</p> <p>Using your understanding of the historical context, assess how convincing the views in these two extracts are in relation to Henry’s approach to the nobility throughout his reign.</p> <p>Further reading using History library</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p> <p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b></p> <p><b>Teaching</b> <b>Research</b> <b>Archivist</b> <b>Journalism</b> <b>Law</b></p>	KS3 government and society of England 1400-1700
<b>Autumn Term 2</b>						
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485–1547; Section 1,	<p><b>Week 9</b> <b>Relationships with Scotland and other foreign powers</b></p> <ul style="list-style-type: none"> <li>Major treaties and truces of the period: Ayton, Perpetual Peace, Redon, Etaples, Medina del</li> </ul>	<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</p>	<p>Timed conditions: ‘Henry VII’s financial policies were the most important reason for the success of his rule’</p>	<p>Using your understanding of the historical context, assess how convincing the views in these two extracts are</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p>	KS3 government and society of England 1400-1700

<p>Henry VII, 1485–1509</p>	<p>Campo, Windsor and Malus Intercursus</p> <p><b>Week 10-12</b> <b>Society</b></p> <ul style="list-style-type: none"> <li>• Churchmen, nobles and commoners; regional division</li> <li>• Social discontent and rebellions</li> </ul> <p><b>Week 12-13</b> <b>Economic development</b></p> <ul style="list-style-type: none"> <li>• Trade and exploration</li> <li>• Prosperity and depression</li> </ul> <p><b>Week 14</b> <b>Religion arts and learning</b></p> <ul style="list-style-type: none"> <li>• Humanism; arts and learning</li> </ul> <p><b>Week 15:</b> <b>Synoptic study – ‘bringing it all together’</b></p>	<p>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>Assess the validity of this view</p> <p>Homework essays</p>	<p>in relation to Henry VII’s foreign policy?</p> <p>Further reading using History library</p>	<p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Leading for Justice</b> – by studying rebellions in the past</p> <p><b>Community and Participation</b> <b>Dignity in work (rebellions)</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b> <b>Geography</b> <b>Economics</b> <b>Sociology</b></p> <p><b>Teaching</b> <b>Research</b> <b>Journalism</b> <b>Politics</b> <b>Diplomacy</b> <b>Law</b></p>	
<b>Spring Term 1</b>						
<p>PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485–1547; Section 2: Henry VIII, 1509–1547</p>	<p><b>Week 16-18</b> <b>Henry VIII</b></p> <ul style="list-style-type: none"> <li>• Addressing Henry VII’s legacy</li> <li>• Character and aims</li> </ul> <p><b>Week 18-22</b> <b>Government, crown and parliament</b></p> <ul style="list-style-type: none"> <li>• Domestic policies</li> <li>• The role of Wolsey</li> <li>• The role of Cromwell</li> <li>• The establishment of royal supremacy</li> <li>• Henry VIII’s government</li> </ul>	<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,</p>	<p>Mock exam</p> <p>Homework essays</p>	<p>‘Henry VIII was content to allow his ministers to rule for him’ Assess the validity of this view</p> <p>Using your understanding of the historical context, assess how convincing Extracts 1,2 and 3 are in relation to Henry VIII’s rule in England’</p> <p>Further reading using History library</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p> <p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Acting with truth and integrity</b> – by considering governance in the past</p> <p><b>Community and Participation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b> <b>Politics</b></p> <p><b>Teaching</b> <b>Research</b></p>	<p>KS3: Religious change in 16<sup>th</sup> century</p>

		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			Journalism Politics Diplomacy Law Government	
<b>Spring Term 2</b>						
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485– 1547; Section 2: Henry VIII, 1509– 1547	<p><b>Week 23-25</b> <b>Relations with Scotland and other foreign powers</b></p> <ul style="list-style-type: none"> <li>Securing the succession</li> <li>Changing relations with France and Scotland</li> </ul> <p><b>Week 26-28</b> <b>Society</b></p> <ul style="list-style-type: none"> <li>Elites and commoners; regional issues and the social impact of religious upheaval</li> <li>Rebellion</li> </ul> <p><b>Week 29</b> <b>Economy</b></p> <ul style="list-style-type: none"> <li>Trade, exploration, prosperity and depression.</li> </ul>	<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>Timed conditions: With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of attitudes to the Church in the years 1500 to 1529?</p> <p>Homework essays</p>	<p>‘The main aim of English foreign policy in the years 1509 to 1547 was to secure the succession.’ Assess the validity of this view</p> <p>Further reading using History library</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p> <p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Leading for Justice</b> – by studying rebellions in the past</p> <p><b>Community and Participation</b> <b>Dignity in work (rebellions)</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b> <b>Geography</b> <b>Economics</b> <b>Sociology</b></p> <p><b>Teaching</b> <b>Research</b> <b>Journalism</b> <b>Politics</b> <b>Diplomacy</b> <b>Law</b> <b>Government</b></p>	KS3: Religious change in 16 <sup>th</sup> century
<b>Summer Term 1</b>						
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485– 1547; Section 2:	<p><b>Week 30-31</b> <b>Religion</b></p> <ul style="list-style-type: none"> <li>Renaissance ideas; reform of the Church</li> <li>Reform of the Church; continuity and change by 1547</li> </ul>	<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</p>	<p>Timed conditions: ‘To what extent did the English government respond effectively to the domestic problems which it</p>	<p>Using your understanding of the historical context, assess how convincing the arguments in these three</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p>	KS3: Religious change in 16 <sup>th</sup> century

<p>Henry VIII, 1509–1547</p> <p>PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547–1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563</p>	<p><b>Week 32</b> <b>Edward VI</b></p> <ul style="list-style-type: none"> <li>Problems of succession</li> </ul> <p><b>Week 33-34</b> <b>Government</b></p> <ul style="list-style-type: none"> <li>Somerset and Northumberland; royal authority</li> </ul> <p><b>Week 35</b> <b>Relations with Scotland and foreign powers</b></p> <ul style="list-style-type: none"> <li>Somerset and Northumberland in France and Scotland</li> </ul>	<p>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>faced in the years 1529-1553?’</p> <p>Homework essays</p>	<p>extracts are in relation to religious changes in England 1532-1553</p> <p>Further reading using History library</p>	<p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Leading for Justice</b> – by studying rebellions in the past</p> <p><b>Acting with truth and integrity</b> – by considering governance in the past</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p> <p><b>English (extended writing, analysis)</b> <b>RE</b> <b>Geography</b> <b>Economics</b> <b>Sociology</b></p> <p><b>Teaching</b> <b>Research</b> <b>Journalism</b> <b>Politics</b> <b>Diplomacy</b> <b>Law</b> <b>Government</b></p>	
<b>Summer Term 2</b>						
<p>PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547–1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563</p>	<p><b>Week 36-37</b> <b>The social impact of religious and economic changes under Edward VI</b></p> <ul style="list-style-type: none"> <li>Rebellion</li> <li>Intellectual developments; humanist and religious thought</li> </ul> <p><b>Week 38-39</b> <b>Mary I and her ministers</b></p> <ul style="list-style-type: none"> <li>Problems of the succession</li> <li>Royal authority</li> </ul> <p><b>Week 40-41</b> <b>The Social impact of Religious and Economic changes under Mary</b></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</p>	<p>Mock</p> <p>Homework essays</p>	<p>Using your understanding of the historical context, assess how convincing the arguments in extracts 1, 2 and 3 are in relation to Mary I as queen’</p> <p>Further reading using History library</p>	<p><b>Listening and attentive</b> – through exploring new content</p> <p><b>Discerning and Joyful</b> – developing a love for learning</p> <p><b>Courageous and Resilient</b> – in facing the challenges of A Level study</p> <p><b>Leading for Justice</b> – by studying rebellions in the past</p> <p><b>Acting with truth and integrity</b> – by considering governance in the past</p> <p><b>Community and Participation</b> <b>Peace and Reconciliation</b></p>	<p>KS3: Religious change in 16<sup>th</sup> century</p>

	<ul style="list-style-type: none"><li>• The broader impact of the church and of religious life on society.</li><li>• Intellectual developments; humanist and religious thought; rebellion</li></ul>	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>English (extended writing, analysis) RE Geography Economics Sociology</p> <p>Teaching Research Journalism Politics Diplomacy Law Government</p>	
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