

INTENT-

- By developing interest and enthusiasm for the subject, students will gain a secure, and detailed knowledge and understanding of events and developments in Tudor England.
- To reach substantiated judgements about the reigns of the Tudor monarchs, using the themes of power, religion, economy, foreign policy and society.
- Analyse extracts from historians to assess how convincing they are when studying an aspect of the course.

The bigger picture:

This learning builds on the foundations set in KS3, when Tudors are studied. Skills build on the interpretation skills developed in Y11 when studying Nazi Germany. The skills developed in this unit will also then be used as part of the NEA

Bilton School Planning for Progress over Time **Programme of Study 2020/21**

- AO1** – Knowledge and understanding of key events to analyse causes, consequences and factors influencing key events.
- AO2** – Assessing Value of contemporary sources to the time.
- AO3** – Analysis of differing historian's interpretations

IMPLEMENTATION

| | | Term 1 Mid Tudor Crisis (Edward VI) | | | | | | | | | Term 2 Mid Tudor Crisis (Mary I) | | | | | | | | | Term 3 Mid Tudor Crisis (Elizabeth Early Years) | | | | | | | | | Term 4 Turmoil and Triumph (Elizabeth I) | | | | | | | | | Term 5 Revision/ A Level Exam | | | | | | | | | Term 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| KS5 | | 31/08/20 | 07/09/20 | 14/09/20 | 21/09/20 | 28/09/20 | 05/10/20 | 12/10/20 | 19/10/20 | | | | | | | | | 02/11/20 | 09/11/20 | 16/11/20 | 23/11/20 | 30/11/20 | 07/12/20 | 14/12/20 | | | | | | | | | 04/01/21 | 11/01/21 | 18/01/21 | 25/01/21 | 01/02/21 | 08/02/21 | | | | | | | | | 24/02/21 | 01/03/21 | 08/03/21 | 15/3/21 | 22/03/21 | 29/03/21 | | | | | | | | | 19/04/21 | 26/04/21 | 03/5/21 | 10/05/21 | 17/05/21 | 24/05/21 | | | | | | | | | 07/06/21 | 14/06/21 | 21/06/21 | 28/06/21 | 05/07/21 | 12/07/21 | 07/06/21 | | | | | | | | |
| Year 13 1C: Tudors | | Revision, Rereach and catch up following lockdown. Preparation for baseline week beginning 14.9.20 Baseline Interpretations Q Baseline Essay Q L1 – Mid Tudor Crisis Introduction L2 – Edward Early Years and Influences L3 – Foreign Policy Edward L4 – Dealing with Domestic Problems L5 – Religious Change L6 – Impact of Religious change L7 – Rebellions L8 – Intellectual Development and Succession L9 – Review/Rereach L10 – Interpretations of Edward and Mid-Tudor Crisis | | | | | | | | | | | | | | | | L11 – Mary Tudor Introduction and Succession L12 – Mary Early Life and Influences - Analysis L13- Marry and Marriage/Succession/Wyatt Rebellion L14 – Mary and Government L15 – Restoration and Interpretations L16 – Mary Foreign Policy L17 – Society/Intellectualism L18 – PPE Prep and Revision PPE Week 1 PPE Week 2 PPE DIRT | | | | | | | | | | | | | | | | NEA – Historical Evaluation AO1 NEA – Sources and Value AO2 NEA – Tutorials NEA - Tutorials L1 Succession Elizabeth L2 – Legacy Inherited L3 – Parliament Royal Court and Govt L4 – Religious Settlement L5 – Early FP L6 – Economy and Society L7 – Challenges from Protestants L8 – Challenges from Catholics | | | | | | | | | | | | | | | | L9 – Mid Tudor Crisis – Review and Essay L10 – Elizabethan Government 1563-1603 L11 – Later Foreign Policy L12 – Foreign Policy and decline of relations with Spain L13 – Society and Northern Rebellion L14 -Economic Developments L15 – Religious Developments L16 – Golden Age of Culture L17- The Last Years of Elizabeth L18 – Review of Elizabeth – Historian Interpretation L19 – Rereach and Revision L20 – Summative assessment – Essay and Rereach dates | | | | | | | | | | | | | | | | DIRT on Summative Rereach Revision | | | | | | | | | | | | | | | | | | | | | | | |
| Progress and assessment | | 14.9.20 Whole School Baselines Baseline Essay and Baseline Interpretations L5 Religious Change (link to Henry VII/VIII) | | | | | | | | W/B 25 th November PPE Assessment Week L14 – Government Interpretations PPE 1 – Interpretation Q PPE 1 – Essay Q (x2) | | | | | | | | NEA Hand In date 15/01/21– AO1 , AO2 and AO3 L4 – Religious Settlement Interpretations | | | | | | | | L9 – Mid Tudor Crisis Essay L12 Foreign Policy Interpretations. L20 – Summative Essay (PPE) L20 – Summative Interpretation (PPE) | | | | | | | | Exam/Internal PPE Dates TBC | | | | | | | | Exam/Internal PPE Dates TBC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homework | | Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and writeup is ongoing. | | | | | | | | Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and write is ongoing. | | | | | | | | Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and write is ongoing. | | | | | | | | Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Vocabulary/literacy opportunities | | Regency Government Treason Office of Crown Lands Debasement Council in the North | | | | | | | | Valois-Habsburg wars Litany Diocese | | | | | | | | Calvinism Consubstantiation Transubstantiation Zwinglian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connected knowledge Character and Culture Coding: British Values Diversity Society Cultural Respect | | Links back to Y12 AS course and legacy of Henry VIII. Students need to compare features of reigns from Henry VII to Mary I. Links to Y7 history and religious rollercoaster. Key themes that are revisited through the course of the power of Tudor government, foreign policy, economic change and the effect on society. | | | | | | | | Students need to compare features of reigns from Henry VII to Mary I. Key themes across this term are government, religious policy, foreign policy, and the power of the Tudor Monarchy. L10 Intellectual development (examines religious beliefs) | | | | | | | | L9 & 10 Puritan and Catholic challenge to Elizabeth's Religious Settlement. | | | | | | | | Revision and re -teach – key is to track key themes of government, religion, foreign policy, economy and society both within and between reigns. L18 & 19 Puritan and Catholic threats to Elizabeth, highlights the power behind religious differences. | | | | | | | | Revision and re -teach – key is to track key themes of government, religion, foreign policy, economy and society both within and between reigns. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End Points | | Students will have a secure knowledge enabling them to compare the governments of Somerset and Northumberland across all key themes. They will start to reach conclusions regarding the most effective and the extent to which the period could be classed as a crisis. Students will form substantiated judgements. They will critically assess interpretations regarding the reign of Edward VI | | | | | | | | Students will have a secure and detailed knowledge of the key features of Mary's reign. They will reach substantiated judgements regarding Mary's reign and critically evaluate historians interpretations. By the end of the term, students will be able to form their own judgements regarding the extent to which there was a Mid Tudor Crisis. Students will be formally assessed in PPE1 to mark their progress in all AOs towards the final end point for Y13. | | | | | | | | Students will have a secure knowledge and understanding of Elizabeth's early years. They will make clear comparisons with previous Tudor monarchs around the theses, of power, religion, economy and foreign policy. They will be growing in security regarding their critical assessment of interpretations, particularly around Elizabeth's religious policy. | | | | | | | | Students will have a secure knowledge and understanding of Elizabeth's later years in power. They will then compare this to previous monarchs. They will be secure in their ability to assess historian interpretations, using a wide range of knowledge to support judgements. Students will be formally assessed in PPE 2 to measure their progress in all AOs towards the final end point for Y13. | | | | | | | | Students will have a secure knowledge and understanding of the whole Tudor Dynasty. They will compare and contrast monarchs based on their power, foreign policy, religion, economy, government and society. They will be secure in their understanding of historical debate around these themes and will critically assess historians interpretations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IMPACT: | | Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups. Y13 End Point: By the end of Y13 students will critically evaluate historians' interpretations, using their own contextual knowledge. They will have an in depth knowledge and understanding of key terms. Students will be independent learners, who will be critical and reflective thinkers. They will ask and research relevant and significant questions and will reach well substantiated judgements. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

