

# History Curriculum Overview 2020-2021

## Curriculum Intent

History is the keystone in understanding the world around us and our position within it. Through studying history students grasp how events in the past have helped to shape our local, national and international identity. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History is relevant today because it develops a student's ability to understand the causes and consequences of current political, economic and social events as they develop, ensuring they have the ability to engage with people of all ages in having balanced discussions. History inspires curiosity to know more about the past, and students recognise the importance of developing the skills associated with history as well as the relevance of the topics we study and how they fit into the world we live in today.

Our curriculum goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. We believe that our curriculum is both motivational and inspirational. We closely follow the National Curriculum as it is a solid foundation upon which our students can develop a breadth and depth of knowledge in preparation for lifelong learning. The students cover history from 1066, studying it chronologically to help them understand change and continuity to the present day. Change and continuity is also developed through the breadth of our studies, for example crime and punishment in year 8. Studying a breadth and depth of topics, students can appreciate change through time but also develop the historical knowledge to enable them to rigorously assess and evaluate evidence to reach substantiated conclusions. We strive to develop students' independence, and in year 7 students are set a research project on our local town of Nantwich. For this project we ask students to research the town and recognise and explain the most significant event in its history. This involves students developing their community involvement, going to the local museum as well as the library to discover the history of Nantwich, places some students may never have visited but ones that will open them up to opportunities for lifelong learning. Some students also take the opportunity to ask older citizens of Nantwich how Nantwich has changed over the years. The ability to assess significance is a key skill which encompasses the entire curriculum of Brine Leas. Whilst studying significance students are developing many historical skills, such as continuity and change and cause and consequence. They are becoming able to make connections, draw contrasts, analyse trends, frame valid questions and create their own structured accounts. These are skills which are important in their future career and so important for their personal development.

Our history curriculum contains both British history as well as international history. We recognise the importance of students not only knowing the history of the British people but also the history of other nations who have helped change the world. For example, we study the English Civil War and the French Revolution, both events occurred in a world that was rapidly changing and went on to have an impact on the political development of America and the liberal ideas that arose from it. These events have clear links to American politics today and students can build upon this study at KS3 through our KS5 A level topics the American Dream 1945-1980 and through A level politics; the innumerate links through our history curriculum ensure students build on previous knowledge whilst ensuring they gain a breadth of knowledge through not repeating topics at KS4 and KS5. Cross curricular links with both RE and geography are embedded into the history curriculum with many topics, for example the Reformation or the Industrial revolution. We develop these links where possible to help develop students understanding that learning does not happen in isolation. Another key example would be through our development of literacy and key vocabulary which students are encouraged to use within their lessons.

For many students Nantwich, a leafy market town in Cheshire in a rural setting, is all they know. We aim to expand the students' horizons through not only teaching about geographical and historical changes but also encouraging students to visit new places. In year 10 we organise a trip to London,

many students have never had this opportunity before and it opens their eyes to a metropolitan setting. Culturally they develop their understanding of visiting places of historical but also religious significance, they have the opportunity to visit international museums with their immense collection of items which enables students to place physical objects/sites in a realistic setting, furthering knowledge of the world in which we live but also their own place within it. The visits we offer are very motivational for students.

Our teaching concentrates on equipping pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary. We encourage students to develop methods of historical enquiry, including how evidence is used rigorously to make claims, and discern how and why contrasting arguments and interpretations have been constructed. These are skills which are incorporated into our lessons with students regularly asked to analyse primary and secondary sources, creating challenging opportunities for them to apply these skills. By incorporating these skills into lesson we can ensure all students across the year groups are receiving the same diet of history, an important aspect of continuity within the department. History students at Brine Leas complete their education equipped with the skills set to research, analyse and evaluate as well as a breadth and depth of knowledge which they can apply to discussions on events around the world. These skills will also equip students with the skills needed for their future preparation. The transferable skills developed through studying history will assist students in critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively, intellectual rigour and independence.

#### **Trips and visits**

N/A

#### **Assessment**

Regular essays in the style of the A level exam paper, both comprehension and source analysis. Regular knowledge based quizzes to consolidate knowledge. In year 13 as part of their 'ninth hour' students are to complete a range of activities including essays based on the content of their year 12 course, reading and flipped learning activities. Students will also have summative assessments once a year.

#### **Homework**

Regular reading to develop contextual knowledge, questions set from the textbook and activities set to extend knowledge from the lesson. Guided readings from set texts and extra reading from academics – which is emailed. Assessments can also be set for homework

#### **Clubs and/or intervention**

1:1s meetings arranged if appropriate

#### **Parental/Carer support**

If we have any concerns about a student before parents evening it is usual that the teacher would have contacted parents/carers looking for support.

#### **Helpful sources of information**

Course Booklet has many resources listed to assist students with developing knowledge.  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

This course is taught simultaneously by two teachers. The curriculum taught over the two years by one teacher is outlined first before the curriculum taught by the second teacher is shown

## Year 12 Overview

### Teacher 1

#### American Dream 1945-1980: illusion or reality?

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1 & 2	<p><b>Big Idea: Prosperity, inequality and Superpower status: Truman and Post-war America, 1945–1952</b></p> <p>Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.</p>			

	<ul style="list-style-type: none"> <li>➤ US Political History</li> <li>➤ US Political Systems</li> <li>➤ Roosevelt and the New Deal</li> <li>➤ Unity in the USA in 1945</li> <li>➤ Economic Policy</li> <li>➤ 1948 Presidential Election</li> <li>➤ Fair Deal</li> <li>➤ Post War peacekeeping</li> <li>➤ 1946 Increase in international tension</li> <li>➤ Containment in Europe</li> <li>➤ Containment in Asia</li> <li>➤ Korean War 1950-53</li> <li>➤ The Red Scare</li> <li>➤ McCarthyism</li> <li>➤ Civil Rights Movement</li> <li>➤ African-American segregation</li> <li>➤ Truman's reaction to CRM</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic primary source</li> <li>➤ Peer assessed source analysis and 'quote' assess the validity of this view questions</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>• 1b, 2c, 4a, 4b, 4e</li> </ul> <p>Politics</p> <ul style="list-style-type: none"> <li>• US Political System</li> <li>• US Presidential Elections</li> <li>• US constitution</li> </ul> <p>English Literature</p> <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul> <p>KS4 – Conflict and Tension</p> <p>KS3 Y9</p> <ul style="list-style-type: none"> <li>• Life on Plantations</li> <li>• Abolition in the USA</li> <li>• Pearl Harbour</li> <li>• Atomic Bomb</li> <li>• Immigration</li> <li>• Isolationism</li> <li>• Prohibition/ gangsters</li> <li>• Wall Street Crash &amp; Depression on USA</li> <li>• Jim Crow</li> <li>• Intro Cold War</li> <li>• Korean War</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	--	--	--	--

**Big Idea:** Prosperity, inequality and Superpower status: Eisenhower: tranquillity and crisis, 1952–1960

Spring  
1

Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the ‘American dream’ but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the ‘American dream’ was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states’ rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.

- Eisenhower character and Beliefs
- Dynamic Conservatism
- End of McCarthyism
- Nixon as Vice-President
- Growth of the consumer society
- Impact of the consumer society
- Increase in Cold War Tension
- Hungarian Revolution, U-2 crisis & Berlin Crisis
- Communism in Asia
- Crisis in the Middle East
- Emergence of Civil Rights

- Knowledge Quizzes with closed questions.
- ‘Quote’ Assess the validity of this view questions
- Questions assessing the value of a historic primary source
- Peer assessed source analysis and ‘quote’ assess the validity of this view questions

SMSC

- 1b, 2c, 4a, 4b, 4e

Politics

- US Political System
- US Presidential Elections
- US constitution

English Literature

- Links to post-WW2 international climate
- Impact of slave trade

KS3 Y9

- Martin Luther King
- Civil Rights Movement
- Consumerism
- Arab-Israeli Crisis

Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

Future learning

- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

	<ul style="list-style-type: none"> <li>➤ Supreme Court decisions</li> <li>➤ Bus Boycott, 1955</li> <li>➤ Little Rock, 1957</li> <li>➤ Eisenhower Actions on CRM</li> </ul>			
<b>Spring 2</b>	<p><b>Big Idea:</b> Prosperity, inequality and Superpower status: John F Kennedy and the 'New Frontier', 1960–1963</p> <p>Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.</p>			
	<ul style="list-style-type: none"> <li>➤ 1960 Presidential Election</li> <li>➤ Personalities of the Kennedy Administration</li> <li>➤ New Frontier</li> <li>➤ Berlin Crisis</li> <li>➤ Cuban pre-revolution</li> <li>➤ Cuban Missile Crisis</li> <li>➤ Vietnam</li> <li>➤ Freedom Rides &amp; Albany Campaign</li> <li>➤ Birmingham Campaign</li> <li>➤ March on Washington</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic primary source</li> <li>➤ Peer assessed source analysis and 'quote' assess the validity of this view questions</li> <li>➤ Summative end of year 12 exam paper in the style</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>• 1b, 2c, 4a, 4b, 4e</li> </ul> <p>Politics</p> <ul style="list-style-type: none"> <li>• US Political System</li> <li>• US Presidential Elections</li> <li>• US constitution</li> </ul> <p>English Literature</p> <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul> <p>KS3 Y9</p> <ul style="list-style-type: none"> <li>• Civil Rights Movement</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Kennedy Actions to CRM</li> <li>➤ Pressure for social change</li> <li>➤ Economic Policy</li> <li>➤ Kennedy Assassination</li> <li>➤ USA position in 1963</li> </ul>	<p>of the A Level paper</p>		<ul style="list-style-type: none"> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	--	-----------------------------	--	--

## Year 12 Non-Examined Assessment

<p><b>Core aims of the subject at Key Stage 5</b></p>
<p>To develop awareness of the local, national and international context in which we live          To understand the historical roots of issues/ problems in the world today          To recognise the importance of our human rights          To ensure past mistakes are not repeated          To develop critical thinking, communication skills, research skills, argumentation and time management</p>
<p><b>Trips and visits</b></p>
<p>N/A</p>
<p><b>Assessment</b></p>
<p>To produce a non-examined assessment worth 20% of the students overall A level grade. Students are required to formulate a question based on the British Empire and produce a 3-4,000 word essay which incorporates the skills of analysis and evaluation of both primary and secondary sources to reach a judgment.</p>
<p><b>Homework</b></p>
<p>Regular reading to develop contextual knowledge, questions set from the textbook and activities set to extend knowledge from the lesson. Guided readings from set texts and extra reading from academics – which is emailed. Research of the students chosen topics, creation of draft section of their essay, analysis of primary and secondary sources.</p>
<p><b>Clubs and/or intervention</b></p>
<p>1:1s meetings arranged if appropriate</p>
<p><b>Parental/Carer support</b></p>
<p>If we have any concerns about a student before parents evening it is usual that the teacher would have contacted parents/carers looking for support.</p>
<p><b>Helpful sources of information</b></p>

Course Booklet has many resources listed to assist students with developing knowledge.  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<b>Summer</b>	<b>Big Idea:</b> Rationale: The British Empire is the foundation of our position in the world today. It is very emotive and has an impact on how Britain is viewed across the world. Through completing this course students will begin to understand how British's position in the world has developed and declined. Students will understand the positives and negatives of empire for both the colonialists and the indigenous people. Students will gain an idea of how the idea of empire has been portrayed within culture.			
	<ul style="list-style-type: none"> <li>➤ East India Trading Company</li> <li>➤ India 1857-1890</li> <li>➤ India 1890-1914</li> <li>➤ India 1914-1947</li> <li>➤ Scramble for Africa</li> <li>➤ Egypt and the Sudan</li> <li>➤ Boer War</li> <li>➤ Key Historians</li> <li>➤ Decolonisation in Africa</li> <li>➤ Attitudes to empire, 1857-1967</li> <li>➤ Ireland Home Rule</li> <li>➤ The Troubles in Northern Ireland</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4,500 word essay</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>• 1b, 1c, 3c, 4a, 4b, 4c, 4e, BVa, BVc, BVe</li> </ul> <p>English Literature</p> <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul> <p>KS3 Y8</p> <ul style="list-style-type: none"> <li>• British Empire in 1857</li> <li>• Indian Mutiny</li> <li>• Amritsar Massacre</li> <li>• Gandhi</li> <li>• Partition</li> <li>• Scramble for Africa</li> <li>• Windrush</li> </ul> <p>KS4 Restoration</p> <ul style="list-style-type: none"> <li>• Trade and Mercantilism</li> <li>• East India Company</li> <li>• North American Colonies</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>

			<ul style="list-style-type: none"> <li>• Slave Trade</li> <li>• Tangier</li> </ul>	
			KS4 Germany 1890-1945 <ul style="list-style-type: none"> <li>• German Empire</li> </ul>	

## Year 13 Overview

### Teacher 1

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<b>Big Idea: Challenges to the American Dream: The Johnson Presidency, 1963–1968</b>			
	<p>Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the ‘American dream’ but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the ‘American dream’ was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states’ rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.</p>			
Autumn 1 & 2	<ul style="list-style-type: none"> <li>➤ Kennedy’s Legacy</li> <li>➤ Johnson’s Character</li> <li>➤ Great Society</li> <li>➤ Economic Policy</li> <li>➤ Gulf of Tonkin Incident</li> <li>➤ Escalation of Vietnam War</li> <li>➤ Vietnam in the Media</li> <li>➤ Relations between USA and its allies</li> <li>➤ Civil Rights Acts</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ ‘Quote’ Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic primary source</li> <li>Peer assessed source analysis and ‘quote’ assess the validity</li> </ul>	<b>SMSC</b> <ul style="list-style-type: none"> <li>• 1b, 2c, 4a, 4b, 4e</li> </ul> <b>Politics</b> <ul style="list-style-type: none"> <li>• US Political System</li> <li>• US Presidential Elections</li> <li>• US constitution</li> </ul> <b>English Literature</b> <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul>	<b>Careers</b> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Freedom Summer &amp; Selma March</li> <li>➤ Nation of Islam</li> <li>➤ Black Power</li> <li>➤ Black Panthers</li> <li>➤ Martin Luther King</li> <li>➤ Social Divisions – Youth</li> <li>➤ Feminist Movement</li> <li>➤ 1968</li> </ul>	of this view questions	KS3 Y9 <ul style="list-style-type: none"> <li>• Civil Rights Movement</li> <li>• Vietnam tactics</li> <li>• Vietnam Protests</li> </ul>	Future learning <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
<b>Spring</b> 1	<p><b>Big Idea:</b> Challenges to the American Dream: Republican reaction: the Nixon Presidency, 1968–1974</p> <p>Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the ‘American dream’ but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the ‘American dream’ was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states’ rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.</p>			
	<ul style="list-style-type: none"> <li>➤ 1968 Democratic Conference</li> <li>➤ 1968 Presidential Election</li> <li>➤ Nixon Administration</li> <li>➤ Personalities of the Nixon Administration</li> <li>➤ Protest Movements</li> <li>➤ Economic Change</li> <li>➤ End of Vietnam</li> <li>➤ Détente</li> <li>➤ Kissinger</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ ‘Quote’ Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic primary source</li> <li>➤ Peer assessed source analysis and ‘quote’ assess the validity</li> </ul>	SMSC <ul style="list-style-type: none"> <li>• 1b, 2c, 4a, 4b, 4e</li> </ul> Politics <ul style="list-style-type: none"> <li>• US Political System</li> <li>• US Presidential Elections</li> <li>• US constitution</li> </ul> English Literature <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul>	Careers <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Watergate</li> <li>➤ Nixon's Political Legacy</li> </ul>	<p>of this view questions</p> <ul style="list-style-type: none"> <li>➤ Summative year 13 mock exam paper in the style of the A Level paper</li> </ul>	<p>KS3</p> <ul style="list-style-type: none"> <li>• Vietnam tactics</li> <li>• Vietnam Protest Movements</li> </ul>	<p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
<p>Spring 2</p>	<p><b>Big Idea:</b> Challenges to the American Dream: The USA after Nixon, 1974–1980</p> <p>Rationale: This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. This is relevant for today as America remains a world superpower and influences politics across the globe.</p>			
	<ul style="list-style-type: none"> <li>➤ Characters of Ford and Carter</li> <li>➤ Social Divisions</li> <li>➤ Political corruption &amp; loss of self confidence</li> <li>➤ Withdrawal from Vietnam</li> <li>➤ Relations with USSR</li> <li>➤ Iran hostage crisis</li> <li>➤ Afghanistan Civil War</li> <li>➤ Success of Civil Rights Movement</li> <li>➤ USA in 1980</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic primary source</li> <li>➤ Peer assessed source analysis and 'quote' assess the validity of this view questions</li> </ul>	<p>SMSC</p> <ul style="list-style-type: none"> <li>• 1b, 2c, 4a, 4b, 4e</li> </ul> <p>Politics</p> <ul style="list-style-type: none"> <li>• US Political System</li> <li>• US Presidential Elections</li> <li>• US constitution</li> </ul> <p>English Literature</p> <ul style="list-style-type: none"> <li>• Links to post-WW2 international climate</li> <li>• Impact of slave trade</li> </ul> <p>KS3 Y9</p>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p>

	➤ Reasons for Reagan's Victory		<ul style="list-style-type: none"> <li>• Vietnam tactics</li> <li>• Vietnam Protest Movements</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	--------------------------------	--	--	---

## Tudors 1485-1603

### Core aims of the subject at Key Stage 5

**Part one:** consolidation of the Tudor Dynasty: England, 1485–1547

Henry VI 1485-1509

Henry VIII 1509-1547

**Part Two:** England: turmoil and triumph, 1547–1603

Instability and consolidation: 'the Mid-Tudor Crisis'

The triumph of Elizabeth, 1563–1603

### Trips and visits

There are none required by the exam board

Not essential places to visit – but could be useful for students to understand the Tudor period:

-Tudor Tours in East Sussex

-Hampton Court

- Penshurst Place, Kent

-The Globe theatre, London

### Assessment

Regular essays in the style of the A level exam paper, both comprehension and source analysis. Students complete assessments based on monarch – these are identified in course handbook. Students also have two mock assessment weeks (one if year 12/13). In lessons, there are regular knowledge based quizzes to consolidate knowledge. In year 13 as part of their 'ninth hour' students have a range of activities to complete including reading, flipped learning activities and extra assessment questions.

### Homework

Regular reading to develop contextual knowledge, questions set from the textbook and activities set to extend knowledge from the lesson. Guided readings from set texts and extra reading from academics – which is emailed. Assessments can also be set for homework

<b>Clubs and/or intervention</b>
1:1s meetings arranged if appropriate Email Source analysis booklets have been made for students to practise structure Supervised study for students who are underachieving (via head of year)
<b>Parental/Carer support</b>
If we have any concerns about a student before parents evening it is usual that the teacher would have contacted parents/carers looking for support.
<b>Helpful sources of information</b>
Course handbook available via website and given to students in year 12 AQA website (Tudors – 1C) <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a>

## Year 12 Overview

### Teacher 2

### Tudors 1485-1603

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p style="text-align: center;"><b>Big Idea: Consolidation of the Tudor Dynasty: England, 1485–1547</b></p> <p>Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.</p>			

	<ul style="list-style-type: none"> <li>➤ Introduction to the Tudors</li> <li>➤ Politics of the Wars of the Roses</li> <li>➤ Battle of Bosworth</li> <li>➤ Henry VII personality</li> <li>➤ Short term consolidation</li> <li>➤ Simnel Rebellion</li> <li>➤ Yorkshire Rebellion</li> <li>➤ Cornish Rebellion</li> <li>➤ Perkin Warbeck</li> <li>➤ Relations with the nobility</li> <li>➤ Government</li> <li>➤ Changes and continuities in government</li> <li>➤ Fiscal policy</li> <li>➤ Fiscal interpretations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic secondary source</li> <li>➤ Peer assessed source analysis and 'quote' assess the validity of this view questions</li> <li>➤ Summative year 12 mock exam paper in the style of the A Level paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC <ul style="list-style-type: none"> <li>• 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc</li> </ul> </li> <li>➤ Year 7 history lessons: <ul style="list-style-type: none"> <li>• Wars of the Roses</li> <li>• Henry VII</li> </ul> </li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	--	---	---	--

**Big Idea: Consolidation of the Tudor Dynasty: England, 1485–1547**

**Autumn  
2**

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

	<ul style="list-style-type: none"> <li>➤ Foreign policy aims</li> <li>➤ Breton crisis</li> <li>➤ Spain, Burgandy, Italy and Habsburgs</li> <li>➤ Scotland and Ireland</li> <li>➤ Succession and marriage</li> <li>➤ Foreign policy interpretations</li> <li>➤ English society</li> <li>➤ Economy</li> <li>➤ Trade and economy</li> <li>➤ Exploration and economy</li> <li>➤ Humanism, arts and learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic secondary source</li> <li>➤ Peer assessed source analysis and 'quote' assess the validity of this view questions</li> <li>➤ Summative year 12 mock exam paper in the style of the A Level paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC <ul style="list-style-type: none"> <li>• 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc</li> </ul> </li> <li>➤ Sociology -Belief systems module</li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	--	---	--	--

<b>Spring 1</b>	<p style="text-align: center;"><b>Big Idea: Consolidation of the Tudor Dynasty: England, 1485–1547</b></p> <p>Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these</p>
-----------------	--

fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

- Henry VIII
- Government 1509-1514
- Intro to foreign policy 1500-1529
- Early foreign policy 1509-1514
  
- Intro to Wolsey
- Foreign policy 1514-1529
- Amicable Grant
- Church before the Reformation
- Criticisms of the Catholic Church

- Knowledge Quizzes with closed questions.
- 'Quote' Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and 'quote' assess the validity of this view questions
- Summative year 12 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- Sociology-Belief systems module

- Careers
- Education
  - Academia
  - Journalism
  - Marketing
  - Recruitment
  - Civil Service
  - Law
  - Scientific Research
  - Political Researcher
  - Anthropologist
  - Communications Officer
  - Policy Officer

- Future learning
- History
  - Law
  - Education
  - English Literature
  - Politics
  - Theatre
  - Conservation
  - Architecture
  - Heritage Management

Spring 2

**Big Idea: Consolidation of the Tudor Dynasty: England, 1485–1547**

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they

changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

- The Divorce
- How did the divorce become entangled with religion
- Fall of Wolsey
- The Years of Drift
- Break with Rome
- Cromwell
- Dissolution of the monasteries
  
- Thomas More, White Rose and Opposition
- Pilgrimage of Grace
- Revolution in government Foreign policy under Cromwell

- Knowledge Quizzes with closed questions.
- 'Quote' Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and 'quote' assess the validity of this view questions
- Summative year 12 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- English Literature:
  - Doctor Faustus (Reformation and the social/political landscape of Britain late 1500s and early 1600s).
- Year 7 history lessons:
  - Henry VIII
  - Martin Luther
  - Break with Rome
  - Closing of the Monasteries
  - Six wives' of Henry VIII's
- Year 8 history lessons:
  - Puritan England
  - Return of Charles II – political aspect
  - Succession & Catholic issue
- Year 10 GCSE history topic - Restoration

- Careers
- Education
  - Academia
  - Journalism
  - Marketing
  - Recruitment
  - Civil Service
  - Law
  - Scientific Research
  - Political Researcher
  - Anthropologist
  - Communications Officer
  - Policy Officer
- Future learning
- History
  - Law
  - Education
  - English Literature
  - Politics
  - Theatre
  - Conservation
  - Architecture
  - Heritage Management

## Big Idea: Consolidation of the Tudor Dynasty: England, 1485–1547

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

Summer  
1

- Cranmer and the Fall of Cromwell
- Religion 1540-1547
- Government 1540-1547
- Foreign policy 1540-1547
- How successful was Henry's foreign policy?
- Trade, exploration and prosperity
- English society
- Overview of Henry VIII

- Knowledge Quizzes with closed questions.
- 'Quote' Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and 'quote' assess the validity of this view questions
- Summative year 12 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- English Literature:
  - Doctor Faustus (Reformation and the social/political landscape of Britain late 1500s and early 1600s).
- Year 7 history lesson:
  - Trade and exploration

### Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

### Future learning

- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

## Big Idea: Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

Summer  
2

- Henry VIII's legacy and problems with the succession
- Edward VI and royal authority
- Edward Seymour (Somerset)
- Northumberland
- Edward's government
- Social and economic policies
- Religious changes under Edward
- Edwardian reformation
- Where was the driving force behind the religious changes?
- Kett's rebellion
- Western rebellion
- Relations with foreign powers

- Knowledge Quizzes with closed questions.
- 'Quote' Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and 'quote' assess the validity of this view questions
- Summative year 12 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- Year 7 history lesson:
  - Edward I
- English Literature:
  - Doctor Faustus (Reformation and the social/political landscape of Britain late 1500s and early 1600s).
- Year 7 history lesson:
  - Edward I

### Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

### Future learning

- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

	➤ Edward's death and problems with the succession (Lady Jane Grey)			
--	--	--	--	--

## Year 13 Overview

### Teacher 2

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
	<p><b>Big Idea: Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</b></p> <p>Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.</p>			
Autumn 1	<ul style="list-style-type: none"> <li>➤ Mary I</li> <li>➤ How well equipped was Mary to rule?</li> <li>➤ Mary, marriage and rebellion</li> <li>➤ Relations with foreign power (Allied with Spain and the war with France and the loss of Calais)</li> <li>➤ Religious changes under Mary</li> <li>➤ Mary's nickname</li> <li>➤ Social and economic policies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Knowledge Quizzes with closed questions.</li> <li>➤ 'Quote' Assess the validity of this view questions</li> <li>➤ Questions assessing the value of a historic secondary source</li> <li>➤ Peer assessed source analysis and 'quote'</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc</li> <li>➤ Year 7 history lesson: <ul style="list-style-type: none"> <li>• Mary I</li> </ul> </li> <li>➤ Sociology – unit 3 belief systems</li> <li>➤ English Literature: <ul style="list-style-type: none"> <li>• Doctor Faustus (Reformation and the social/political landscape of Britain late 1500s and early 1600s).</li> </ul> </li> </ul>	<p>Careers</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Academia</li> <li>• Journalism</li> <li>• Marketing</li> <li>• Recruitment</li> <li>• Civil Service</li> <li>• Law</li> <li>• Scientific Research</li> <li>• Political Researcher</li> <li>• Anthropologist</li> <li>• Communications Officer</li> <li>• Policy Officer</li> </ul> <p>Future learning</p>

	<ul style="list-style-type: none"> <li>➤ Intellectual developments (humanist and religious thoughts)</li> <li>➤ Introduction to Elizabeth – Early years</li> <li>➤ Consolidation of power</li> <li>➤ The Elizabethan Settlement 1559</li> <li>➤ The Elizabethan Settlement problems 1559</li> <li>➤ Relations with foreign powers, 1558-1563</li> <li>➤ Economic and social policies 1558-1563 Was there really a mid-Tudor crisis 1540-1563</li> </ul>	<p>assess the validity of this view questions</p> <ul style="list-style-type: none"> <li>➤ Summative year 13 mock exam paper in the style of the A Level paper</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>S</u>ociology -Belief systems unit 3</li> <li>➤ Year 7 history lessons: <ul style="list-style-type: none"> <li>• Elizabeth &amp; her portraits</li> <li>• Elizabeth's Suitors</li> <li>• Mary, Queen of Scots</li> </ul> </li> <li>➤ Year 8 history lessons: <ul style="list-style-type: none"> <li>• Puritan England</li> <li>• Return of Charles II – political aspect</li> <li>• Succession &amp; Catholic issue</li> </ul> </li> </ul> <p>Year 10 GCSE history topic - Restoration</p>	<ul style="list-style-type: none"> <li>• History</li> <li>• Law</li> <li>• Education</li> <li>• English Literature</li> <li>• Politics</li> <li>• Theatre</li> <li>• Conservation</li> <li>• Architecture</li> <li>• Heritage Management</li> </ul>
--	---	---	--	---

<b>Autumn 2</b>	<p style="text-align: center;"><b>Big Idea: Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563</b></p> <p>Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these</p>
---------------------	--

fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

- Government – court and courtiers
- Government – privy council and factions
- Government – parliaments
- Local governments
- Elizabethan economy
- Marriage, succession and crisis of 1562
- Mary Queen of Scots
- Why did the Northern rebellion fail?
- Catholic threat – who were the Catholics?
- Catholic threat overview
- Puritan threat – who were the Puritans?
- Puritan threat overview
- Religious threat overview

- Knowledge Quizzes with closed questions.
- ‘Quote’ Assess the validity of this view questions
- Questions assessing the value of a historical secondary source
- Peer assessed source analysis and ‘quote’ assess the validity of this view questions
- Summative year 13 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc

#### Careers

- Education
- Academia
- Journalism
- Marketing
- Recruitment
- Civil Service
- Law
- Scientific Research
- Political Researcher
- Anthropologist
- Communications Officer
- Policy Officer

#### Future learning

- History
- Law
- Education
- English Literature
- Politics
- Theatre
- Conservation
- Architecture
- Heritage Management

## Big Idea: The triumph of Elizabeth, 1563–1603

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

Spring  
1

- Trade and colonisation
- Foreign relations 1558-1572
- Foreign relations 1572-1584
- Foreign relations 1585-1603
- Ireland, Wales and the North of England
- Society in Elizabethan England
- Countryside, towns and enclosure
- Poverty
- Art and literature Golden Age

- Knowledge Quizzes with closed questions.
- 'Quote' Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and 'quote' assess the validity of this view questions
- Summative year 13 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- Year 7 history lessons:
  - Mary, Queen of Scot
  - Trade and Exploration
  - Elizabeth and Spain
  - Spanish Armada
- Year 7 history lessons:
  - Theatres & Plays
  - Beggars & Poor Law
  - Elizabeth's Reign
- English Literature:
  - Doctor Faustus (Reformation and the social/political landscape of Britain late 1500s and early 1600s).

- Careers
- Education
  - Academia
  - Journalism
  - Marketing
  - Recruitment
  - Civil Service
  - Law
  - Scientific Research
  - Political Researcher
  - Anthropologist
  - Communications Officer
  - Policy Officer
- Future learning
- History
  - Law
  - Education
  - English Literature
  - Politics
  - Theatre
  - Conservation
  - Architecture
  - Heritage Management

## Big Idea: The triumph of Elizabeth, 1563–1603

Rationale: Tudor history is rich with exploration, execution, conflict and conspiracy. It remains a fascinating period of British history. Students will investigate a pivotal part of English heritage that is important to our countries history including, How effectively did the Tudors restore and develop the powers of the monarchy after the War of the Roses. They will discover how effectively England was governed during this period. In addition, studying relations with foreign powers change and how the succession secured. As well as this studying how English society and how the economy changed. In addition, studying intellectual and religious ideas, how they changed and developed and with what effects, help students to understand the modern world and why it has developed. All of these fundamentally shaped where we are today, therefore, important students can use this study to help their understanding of the wider world.

Spring  
2

- The last years – Factions and Court
- Finance, admin and parliament by 1603
- Religion and social policies by 1603
- Revision

- Knowledge Quizzes with closed questions.
- ‘Quote’ Assess the validity of this view questions
- Questions assessing the value of a historic secondary source
- Peer assessed source analysis and ‘quote’ assess the validity of this view questions
- Summative year 13 mock exam paper in the style of the A Level paper

- SMSC
  - 1a, 1c, 4a, 4b, 4c, 4e, BVa, BVc
- Year 7 history lessons:
  - Golden Age

- Careers
- Education
  - Academia
  - Journalism
  - Marketing
  - Recruitment
  - Civil Service
  - Law
  - Scientific Research
  - Political Researcher
  - Anthropologist
  - Communications Officer
  - Policy Officer

- Future learning
- History
  - Law
  - Education
  - English Literature
  - Politics
  - Theatre
  - Conservation
  - Architecture
  - Heritage Management

