



# Curriculum Plan History Year 13

Year 13	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
<b>Cycle 1</b>  <b>Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 - 1603</b>	<b>Aspects in breath: controlling a fractious nation – changes in Tudor government, 1485 - 1603</b> Government and administration, 1485–1603: changes made to structure and function of the household (key development: reform of the Privy Council 1540); changes in the role of Secretary, establishing the post of lord lieutenant.  Crown, church and parliament, 1485–1603: church-state relations (key developments: impact of the Reformation, including the Acts of Supremacy of 1534 and 1559, the Elizabethan religious settlement); development of the concepts of sovereignty of statute and parliamentary privilege; the extent of change in the	Section C Essays - Breadth.  Section A Essays – Source. Section B Essays – Breadth.	‘The key factor in upholding and extending royal authority in the years 1485 – 1603 was the development of institutions of central government.’ How far do you agree with this claim?  How far do you agree that the key turning point in the relationship between church and state in the sixteenth century was the Act of Supremacy of 1534?	Chronology – timelines. Analysing data & graphs Using evidence Analysing sources Forming an argument Explaining Making a judgement Interpretations Making inferences	<b>Attitude</b> – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.  <b>Achievement</b> - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons.  <b>Community</b> - Work together & respect different ideas & opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context.		The development and use of Parliament. The Break with Rome.  Study religious differences and changes and the impact these had.  Divine right of kings.  Explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. Explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.  <b>Careers:</b> History pupils offer employers a great deal, since they have become independent learners and thinkers who have developed research skills and the ability to question established ideas. Careers



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<p><b>Aspect in depth: challenges to authority</b></p>	<p>relationship between crown and parliament.</p> <p><b>Involving the localities in governance, 1485–1603:</b> relations with localities (key developments: re-establishing the Council of the North 1537, the Law in Wales Acts 1535 and 1542); increasing borough representation in the Commons over the period; impact of increasing literacy in the yeoman class; the changing role of justices of the peace (key developments: the Tudor subsidy of 1513, the Statute of Artificers 1563, the Act for the Relief of the Poor 1598).</p> <p>The crown and the country, 1485–1603: the development of a network of personal relationships by patronage, the granting of lands, titles and positions at court; the increasing use of royal progresses beyond London and the Home Counties.</p> <p>Henry Tudor's hold on the throne, 1485–87: the impact of Bosworth 1485; measures to secure his</p>		<p>How far do you agree that the 1513 subsidy marked the most significant improvement in the government of the localities in the years 1485 - 1603? 'The Act for the Relief of the Poor (1598) was the most significant action by Tudor governments to gain the cooperation of the localities in the years 1485 – 1603.' How far do you agree with this statement?</p> <p>Assess the value of Source 4 for revealing how secure Henry was on the throne in the</p>		<p><b>Endeavour –</b> Persevere with learning &amp; understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>opportunities exist in teaching, researching, banking, media including television and radio, journalism, law, the civil service, local government and all branches of management.</p>
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## 1 – Challenging the succession, 1485 - 1499

throne; the roles of the Yorkist and Lancastrian factions.

The nature and extent of the challenges of Lambert Simnel, 1486–87, and Perkin Warbeck, 1491–99, and how they were overcome.

The significance of support for the challengers from Burgundy, France, Scotland and Ireland.

early years of his reign and his approach to government.

How far was Perkin Warbeck's challenge responsible for Henry VII's insecurity?

## 2 – Challenging religious changes, 1533 - 37

The impact of Henrician religious changes, 1533–37: the break with Rome and the dissolution of the monasteries.

The causes and impact of the Lincolnshire Rising and the Pilgrimage of Grace: aims, methods, nature of support and extent of threat.

The role of leaders in challenge and suppression: Robert Aske and Henry Bigod; Thomas Cromwell, Henry VIII and the Duke of Norfolk; the extent of repression in 1537.

Assess the value of the source for revealing the reason for the Pilgrimage of Grace and why the smaller religious houses were so important in the north of England before their suppression in 1536?

How significant was the challenge posed by the risings of 1536-37 for the government of Henry VIII?



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<p><b>Cycle 2</b></p> <p><b>3 – Agrarian discontent: Kett’s rebellion 1549</b></p>	<p>The social and economic reasons for rebellion: the impact of enclosures; rural discontent; the impact of the Duke of Somerset’s commission on enclosures.</p> <p>The challenge posed by Kett’s rebellion: its demands; extent of the threat posed.</p> <p>The role of leaders in challenge and suppression: Kett; Somerset and the Earl of Warwick; the extent of repression.</p>	<p>Section A Essays – Source. Section B Essays – Breadth.</p>	<p>Assess the value of Source 1 for revealing the problems caused by the practice of enclosure and the attitudes of those advising the Tudor government.</p> <p>How far do you agree that Kett’s rebellion was driven by the rebels’ desire for better local government?</p>	<p>Chronology – timelines. Analysing data &amp; graphs Using evidence Analysing sources Forming an argument Explaining Making a judgement Interpretations Making inferences</p>	<p><b>Attitude</b> – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p><b>Achievement</b> - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons.</p> <p><b>Community</b> - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context.</p> <p><b>Endeavour</b> – Persevere with learning &amp; understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>The development and use of Parliament. The Break with Rome.</p> <p>Study religious differences and changes and the impact these had.</p> <p>Divine right of kings.</p> <p>Explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society.</p> <p>Explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.</p>
<p><b>4 – Queen takes Queen? The revolt of the northern earls, 1569 – 70</b></p>	<p>The causes of and development of the challenge: problem posed by Mary, Queen of Scots; court politics and faction; the role of the Duke of Norfolk; economic and religious insecurities of the northern nobility; Mary’s arrival in 1568.</p> <p>The main events of the revolt: the significance of the capture of Durham and the siege of Barnard</p>		<p>How far do you agree that the arrival of Mary, Queen of Scots in England in 1568 was the primary cause of the Northern Rebellion in 1569?</p> <p>Assess the value of Source 1 for revealing the extent of the threat of the Northern Rising to</p>				<p><b>Careers:</b> History pupils offer employers a great deal, since they have become independent learners and thinkers who have developed research skills and the ability to question established ideas. Careers opportunities exist in teaching, researching, banking, media including television and radio, journalism, law, the civil service, local government and all branches of management.</p>



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<p><b><u>Coursework:</u></b> <b>Historians have disagreed about how far can Philip II of Spain be seen as “The most Catholic King”?</b> <b>What is your view about how far can Philip II of Spain be seen as “The most Catholic King”?</b></p>	<p>Castle; the role of the northern earls; the extent of the threat to Elizabeth.</p> <p>Failure and its impact: reasons for failure; repression; implications for Catholicism and Protestantism in England.</p>	<p><b><u>Coursework.</u></b> Analyse the ways in which interpretations of the question, problem or issue differ.</p> <p>Explain the differences you have identified.</p> <p>Evaluate the arguments, indicating which you found the most persuasive and explaining your judgements.</p>	<p>Elizabeth’s position on the throne and the approaches of her government to dealing with the threat.</p>				
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<p><b>Cycle 3</b></p> <p><b>5 – Troublesome Ireland: Tyrone’s rebellion, 1594 - 1603</b></p> <p><b>Coursework:</b> Historians have disagreed about how far can Philip II of Spain be seen as “The most Catholic King”? What is your view about how far can Philip II of Spain be seen as “The most Catholic King”?</p>	<p>The reasons for the Nine Years’ War (Tyrone’s rebellion) and the significance of the support for Hugh O’Neill and Hue Roe O’Donnell from within Ireland and from Spain.</p> <p>The significance of events and individuals: the Battles of Clontibret 1595, Yellow Ford 1598, Curlew Pass 1599, and the collapse of the Munster Plantation; the roles of Henry Bagenal, Florence MacCarthy, the Earl of Essex and Lord Mountjoy.</p> <p>Reasons for the war’s duration and England’s eventual success, including the battle of Kinsale 1601, the late arrival of Spanish support and the siege of Dunboy; costs to the English government.</p>	<p>KO’s. 5 a day.</p> <p>Lucky Dip exam Questions. Past Papers.</p> <p>Coursework. Analyse the ways in which interpretations of the question, problem or issue differ.</p> <p>Explain the differences you have identified.</p>	<p>How significant were the grievances of Hugh O’Neill, Earl of Tyrone in bringing about rebellion in Ireland from 1594?</p> <p>Assess the value of Source 6 for revealing the causes of the rebellion in Ireland and the part played by Hugh O’Neill, Earl of Tyrone in leading this rebellion.</p> <p>How accurate is it to say that is was English weaknesses that account for the long duration of Tyrone’s rebellion in Ireland?</p>	<p>Chronology – timelines. Analysing data &amp; graphs Using evidence Analysing sources Forming an argument Explaining Making a judgement Interpretations Making inferences</p>	<p><b>Attitude</b> – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p><b>Achievement</b> - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. DIRT lessons.</p> <p><b>Community</b> - Work together &amp; respect different ideas &amp; opinions. Make connection between the topics and students’ lives. Understand the lifestyles of different groups and put this into context.</p> <p><b>Endeavour</b> – Persevere with learning &amp; understanding historical concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>		<p>The development and use of Parliament. The Break with Rome.</p> <p>Study religious differences and changes and the impact these had.</p> <p>Divine right of kings.</p> <p>Explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society.</p> <p>Explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.</p> <p><b>Careers:</b> History pupils offer employers a great deal, since they have become independent learners and thinkers who have developed research skills and the ability to question established ideas. Careers opportunities exist in teaching, researching, banking, media including television and radio, journalism, law, the civil service, local government and all branches of management.</p>
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**REVISION – Route  
F – Searching for  
Rights &  
Freedoms.  
America & India.**

Evaluate the arguments, indicating which you found the most persuasive and explaining your judgements