

Subject :	History	Year Group:	13 (Tudors)
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Scheme title	1C - Mary I	1C - Elizabeth I			
Knowledge in sequence	<p>Mary I's rule, including:</p> <ul style="list-style-type: none"> <li>•Ministers</li> <li>•Royal authority</li> <li>•Problems of succession</li> <li>•Relations with foreign powers</li> </ul> <p>The social impact of religious and economic changes under Mary I, including;</p> <ul style="list-style-type: none"> <li>•Rebellion</li> <li>•Intellectual developments; humanist</li> <li>•Religious thought</li> <li>•Domestic/economic policies and their achievements</li> </ul>	<p>Elizabeth I's rule, including:</p> <ul style="list-style-type: none"> <li>•Character and aims</li> <li>•Consolidation of power, including the Act of Settlement</li> <li>•Relations with foreign powers</li> </ul> <p>The impact of economic, social and religious developments in the early years of Elizabeth's rule</p> <p>Elizabethan government, including:</p> <ul style="list-style-type: none"> <li>•Elizabeth's court</li> <li>•Elizabeth's ministers Elizabeth's parliament</li> <li>•Factional rivalries</li> </ul> <p>Foreign affairs, including:</p> <ul style="list-style-type: none"> <li>•Issues of succession</li> <li>•Mary, Queen of Scots</li> <li>•Relations with Spain</li> </ul> <p>Society, including:</p> <ul style="list-style-type: none"> <li>•Continuity and change</li> <li>•Problems in the regions</li> <li>•Social discontent and rebellions</li> </ul> <p>Economic development, including:</p> <ul style="list-style-type: none"> <li>•Trade</li> <li>•Exploration and colonisation</li> </ul>			
Skills	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Historical debate</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons over the depth study (1917-1953)</p> <p>Explain the links between events and consequences,</p> <p>Evaluate relative significance of individual events.</p> <p>Analyse the value of sources for historical investigation</p> <p>Forming a sustained judgment on a question and coming to a justified conclusion</p> <p>Written structures to support learning:</p> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Historical debate</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons over the depth study (1917-1953)</p> <p>Explain the links between events and consequences,</p> <p>Evaluate relative significance of individual events.</p> <p>Analyse the value of sources for historical investigation</p> <p>Forming a sustained judgment on a question and coming to a justified conclusion</p> <p>Written structures to support learning:</p> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>			
Key Words	<p>Annates</p> <p>Bull</p> <p>Calais</p> <p>Chuntries</p> <p>Consummation</p> <p>Court of Augmentation</p> <p>Court of Exchequer</p> <p>Diocese</p> <p>Devvse</p> <p>Grace</p> <p>Heresy</p> <p>Homily</p> <p>Humanism</p> <p>Imperial Ambassador</p> <p>Influenza</p> <p>Intercession</p> <p>Legatine synod</p> <p>Martyrs</p> <p>Naval</p> <p>Papal legate</p> <p>Papal supremacy</p> <p>Privy Council</p> <p>Purgatory</p> <p>Recusant</p> <p>Synod</p> <p>Transubstantiation</p> <p>Xenophobia</p>	<p>Act of Supremacy</p> <p>Anticlericalism</p> <p>Benefactor</p> <p>Bull</p> <p>Bureaucrat</p> <p>Calvinism</p> <p>Chamber</p> <p>Colonisation</p> <p>Courtier</p> <p>Dearth</p> <p>Elites</p> <p>Erastian</p> <p>Factionalism</p> <p>Golden Speech</p> <p>Grazing rights</p> <p>Heresy</p> <p>Huguenot</p> <p>Jesuit</p> <p>Laity</p> <p>Patronage</p> <p>Peerage</p> <p>Poor Relief</p> <p>Presbyterians</p> <p>Privy chamber</p> <p>Puritanism</p> <p>Real Wages</p> <p>Rebased coinage</p>			
End Point	<p>Students will have knowledge of Paper 1C - Part 1 and bullet point 1-4 of unit 3.</p> <p>Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance, and evaluate interpretations.</p> <p>Students can complete both extract and essay based exam questions</p>	<p>Students will have knowledge of Paper 1C - Part 1 and Part 2. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance, and evaluate interpretations. Students can complete both extract and essay based exam questions</p>			
Assessment method	<p>Progress points:</p> <p>1. Extract question - 30 marks - 1 hour</p> <p>2. Essay question - 25 marks - 45 mins</p> <p>Final Assessment:</p> <p>55 marks – 1 hour 45 minutes (across 2 lessons) 1 extract question and 1 essay question from a choice of 3. Extract question will be based on the Unit just finished and the essay questions will be based on any other content covered</p>	<p>Progress points:</p> <p>1. Extract question - 30 marks - 1 hour</p> <p>2. Essay question - 25 marks - 45 mins</p> <p>Final Assessment:</p> <p>55 marks – 1 hour 45 minutes (across 2 lessons) 1 extract question and 1 essay question from a choice of 3. Extract question will be based on the Unit just finished and the essay questions will be based on any other content covered</p>			