

Subject :	History	Year Group:	12 (Tudors)
Scheme title	1C - Henry VII	1C - Henry VIII	1C - Edward VI
<b>Knowledge in sequence</b>	<p>Henry Tudor's consolidation of power, including:</p> <ul style="list-style-type: none"> <li>Henry's character and aims</li> <li>Establishing the Tudor dynasty</li> </ul> <p>Henry's Government, including:</p> <ul style="list-style-type: none"> <li>His councils</li> <li>His parliament</li> <li>His use of justice</li> <li>The Royal finance</li> <li>Henry's domestic policies</li> </ul> <p>Relationships with Scotland and other foreign powers, including:</p> <ul style="list-style-type: none"> <li>Securing the succession</li> <li>Marriage alliances</li> <li>Trade agreements</li> </ul> <p>Society, including:</p> <ul style="list-style-type: none"> <li>Churchmen</li> <li>Nobles and commoners</li> <li>Regional division</li> <li>Social discontent and rebellions</li> </ul> <p>Economic development, including:</p> <ul style="list-style-type: none"> <li>Trade</li> <li>Exploration</li> <li>Prosperity and depression</li> </ul> <p>Religion, including:</p> <ul style="list-style-type: none"> <li>Humanism</li> <li>Arts and learning</li> <li>Early anti-clericalism</li> </ul>	<p>Henry VIII as a king, including:</p> <ul style="list-style-type: none"> <li>Henry's character and aims</li> <li>Addressing Henry VII's legacy</li> </ul> <p>Henry's Government, including:</p> <ul style="list-style-type: none"> <li>Crown and Parliament</li> <li>Henry's ministers</li> <li>Henry's domestic policies</li> <li>The establishment of Royal Supremacy</li> </ul> <p>Relationships with Scotland and other foreign powers, including:</p> <ul style="list-style-type: none"> <li>Foreign Policy 1509-14</li> <li>Foreign Policy 1514-26</li> <li>Foreign Policy 1527-40</li> <li>Foreign Policy 1540-47</li> </ul> <p>Society, including:</p> <ul style="list-style-type: none"> <li>Elites and commoners</li> <li>Regional issues and the social impact of religious upheaval</li> <li>Rebellion(s)</li> </ul> <p>Economic development, including:</p> <ul style="list-style-type: none"> <li>Trade</li> <li>Exploration</li> <li>Prosperity and depression</li> </ul> <p>Religion, including:</p> <ul style="list-style-type: none"> <li>Renaissance ideas</li> <li>Reformation of the Church</li> <li>Dissolution of the Monasteries</li> <li>Continuity and change by 1547</li> </ul>	<p>Edward VI, Somerset and Northumberland:</p> <ul style="list-style-type: none"> <li>Royal authority &amp; government</li> <li>Problems of succession</li> <li>Relations with foreign powers</li> <li>The devyse</li> </ul> <p>The social impact of religious and economic changes under Edward VI:</p> <ul style="list-style-type: none"> <li>Rebellion</li> <li>Intellectual developments</li> <li>Humanist and religious thought</li> </ul>
<b>Skills</b>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>Cause/Consequence</li> <li>Significance</li> <li>Change/Continuity</li> <li>Similarity/Difference</li> <li>Historical debate</li> </ul> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> <li>Make informed links and comparisons over the depth study (1917-1953)</li> <li>Explain the links between events and consequences, Evaluate relative significance of individual events.</li> <li>Analyse the value of sources for historical investigation</li> <li>Forming a sustained judgment on a question and coming to a justified conclusion</li> <li>Written structures to support learning:</li> </ul> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>Cause/Consequence</li> <li>Significance</li> <li>Change/Continuity</li> <li>Similarity/Difference</li> <li>Historical debate</li> </ul> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> <li>Make informed links and comparisons over the depth study (1917-1953)</li> <li>Explain the links between events and consequences, Evaluate relative significance of individual events.</li> <li>Analyse the value of sources for historical investigation</li> <li>Forming a sustained judgment on a question and coming to a justified conclusion</li> <li>Written structures to support learning:</li> </ul> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	<p>Concepts:</p> <ul style="list-style-type: none"> <li>Cause/Consequence</li> <li>Significance</li> <li>Change/Continuity</li> <li>Similarity/Difference</li> <li>Historical debate</li> </ul> <p>Students will utilise the following skills:</p> <ul style="list-style-type: none"> <li>Make informed links and comparisons over the depth study (1917-1953)</li> <li>Explain the links between events and consequences, Evaluate relative significance of individual events.</li> <li>Analyse the value of sources for historical investigation</li> <li>Forming a sustained judgment on a question and coming to a justified conclusion</li> <li>Written structures to support learning:</li> </ul> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>
<b>Key Words</b>	<p>Act of Attainder</p> <p>Bureaucrat</p> <p>Bonds and Recognizances</p> <p>Chamber</p> <p>Chancery</p> <p>Chuntries</p> <p>Chivalrous</p> <p>Courtier</p> <p>Council Learned in Law</p> <p>Diocese</p> <p>Dowry</p> <p>Elites</p> <p>Enclosure</p> <p>Erastian</p> <p>Feudal aid</p> <p>Guilds and Confraternities</p> <p>Hanseatic League</p> <p>Inflation – real wages</p> <p>Intercursus Magnus &amp; Malus</p> <p>Laity</p> <p>Lord Chamberlain</p> <p>Magnate</p> <p>Mercenaries</p> <p>Merchant of Adventurers / Staple</p> <p>Patronage</p> <p>Peerage</p> <p>Praemunire</p> <p>Prerogative rights</p> <p>Privy chamber</p> <p>Purgatory</p> <p>Renaissance</p> <p>Statute of Uses</p> <p>Subsidy</p> <p>Stannary</p> <p>Tonnage and Poundage</p>	<p>Absenteeism</p> <p>Amicable Grant</p> <p>Annates</p> <p>Annulment</p> <p>Anticlericalism</p> <p>Articles</p> <p>Calvinism</p> <p>Catholic Reformation</p> <p>Chuntries</p> <p>Corpus Christi</p> <p>Debasement</p> <p>Erastian</p> <p>Engrossing</p> <p>Grace</p> <p>Groom of the Stool</p> <p>Heir presumptive</p> <p>Heresy</p> <p>Iconoclasm</p> <p>Imperial Jurisdiction</p> <p>King's Great Matter</p> <p>Letters Patent</p> <p>Papal dispensation</p> <p>Papal legate / Bull</p> <p>Parliamentary sanction</p> <p>Pluralism</p> <p>Praemunire</p> <p>Reformation</p> <p>Renaissance</p> <p>Submission of the clergy</p> <p>Subsidy</p> <p>Transubstantiation</p> <p>Wardens</p>	<p>Anticlericalism</p> <p>Bishop</p> <p>Bureaucrat</p> <p>Calvinism</p> <p>Chamber</p> <p>Chancery</p> <p>Chronicle</p> <p>Chuntries</p> <p>Devyse</p> <p>Dry Stamp</p> <p>Elites</p> <p>Enclosure</p> <p>Erastian</p> <p>Evangelical</p> <p>Forty-two articles</p> <p>Garrisons</p> <p>Guilds and Confraternities</p> <p>Homilies</p> <p>Iconoclasm</p> <p>Inflation</p> <p>Lady Jane Grey</p> <p>Magnate</p> <p>Mercenary</p> <p>Norfolk foldcourse</p> <p>Patronage</p> <p>Peerage</p> <p>Privy Chamber</p> <p>Proclamations</p> <p>Protectorate</p> <p>Puritan</p> <p>Submission of the clergy</p> <p>Transubstantiation</p> <p>Zwinglianism</p>
<b>End Point</b>	<p>Students will have knowledge of Paper 1C - Unit 1.</p> <p>Students will be able to explain causes and consequences, assess change, explain significance and evaluate interpretations. Students can complete both extract and essay based exam questions</p>	<p>Students will have knowledge of Paper 1C - Unit 1-2 (whole of Part 1). 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>	<p>Students will have knowledge of Paper 1C - Part 1 and bullet point 1-2 of unit 3. 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>
<b>Assessment method</b>	<p>Progress points:</p> <p>1. Source 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 source question and 1 essay question from a choice of 3</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>	<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>