## **Historu Curriculum Overview – Year 12**

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers	Curriculum links
		Autumn To	erm 1			
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485– 1547; Section 1, Henry VII, 1485– 1509	Week 1-4 Character and aims      Establishing the Tudor dynasty     Pre-dating of the reign; consider the path from Bosworth to coronation     Examine nature of political opposition to Henry  Week 5-6 Government     Councils; parliament; justice and domestic policies     Royal finance     Managing the nobility  Week 7-8 Relationships with Scotland and other foreign powers     Securing the succession     Marriage alliances	Students are expected to develop an understanding of the process of change over time.  Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study  Students will be required to write analytical essays showing judgement about the issues and developments they have studied.  Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology	Timed conditions: 'Henry VII's financial policies were the most important reason for the success of his rule' Assess the validity of this view Homework essays	'Henry VII had successfully established a Tudor dynasty by 1487' Assess the validity of this view  Using your understanding of the historical context, assess how convincing the views in these two extracts are in relation to Henry's approach to the nobility throughout his reign.  Further reading using History library	Listening and attentive — through exploring new content  Discerning and Joyful — developing a love for learning  Courageous and Resilient — in facing the challenges of A Level study  Community and Participation Peace and Reconciliation  English (extended writing, analysis) RE  Teaching Research Archivist Journalism Law	KS3 government and society of England 1400- 1700
	T	Students are expected to develop	Timed conditions:	Using your	Listening and attentive –	KS3 government
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485– 1547; Section 1,	Week 9 Relationships with Scotland and other foreign powers  • Major treaties and truces of the period: Ayton, Perpetual Peace, Redon, Etaples, Medina del	an understanding of the process of change over time.  Students will need to be able to comprehend and evaluate arguments in extracts from	'Henry VII's financial policies were the most important reason for the success of his rule'	understanding of the historical context, assess how convincing the views in these two extracts are	through exploring new content  Discerning and Joyful — developing a love for learning	and society of England 1400- 1700

Hanny VIII 140F	Compa Windoor and Malus	acadomic history hooks on koy	Assass the validity	in relation to	Courageous and Resilient – in	
Henry VII, 1485– 1509	Campo, Windsor and Malus	academic history books on key issues and developments relating	Assess the validity of this view	Henry VII's foreign	facing the challenges of A Level	
1509	Intercursus	to the content of their study	of this view	,	study	
	Week 10.12	to the content of their study	Homowork occove	policy?	Study	
	Week 10-12	Church and a will be many imped to write	Homework essays	From the angle and the angle	Landing for tration by	
	Society	Students will be required to write		Further reading	Leading for Justice – by	
	Churchmen, nobles and	analytical essays showing		using History	studying rebellions in the past	
	commoners; regional division	judgement about the issues and		library		
	<ul> <li>Social discontent and rebellions</li> </ul>	developments they have studied.			Community and Participation	
					Dignity in work (rebellions)	
	Week 12-13	Students will need to understand				
	Economic development	the nature of causes and			English (extended writing,	
	<ul> <li>Trade and exploration</li> </ul>	consequences; of change and			analysis)	
	<ul> <li>Prosperity and depression</li> </ul>	continuity and of similarity and			RE	
		difference over an extended			Geography	
	Week 14	period. They should be able to			Economics	
	Religion arts and learning	make links between perspectives,			Sociology	
	<ul> <li>Humanism; arts and learning</li> </ul>	such as political, economic and				
		social as well as appreciating			Teaching	
	Week 15:	developments relating to these			Research	
	Synoptic study – 'bringing it all together'	perspectives separately, over			Journalism	
		time. They should also be aware			Politics	
		of the role played by individuals,			Diplomacy	
		groups, ideas and ideology			Law	
		Spring Te	rm 1			
	Week 16-18	Students are expected to develop	Mock exam	'Henry VIII was	Listening and attentive –	KS3: Religious
PART ONE:	Henry VIII	an understanding of the process		content to allow	through exploring new content	change in 16 <sup>th</sup>
CONSOLIDATION	<ul> <li>Addressing Henry VII's legacy</li> </ul>	of change over time.	Homework essays	his ministers to		century
OF THE TUDOR	<ul> <li>Character and aims</li> </ul>			rule for him'	Discerning and Joyful –	
DYNASTY:		Students will need to be able to		Assess the validity	developing a love for learning	
ENGLAND, 1485-	Week 18-22	comprehend and evaluate		of this view		
1547; Section 2:	Government, crown and parliament	arguments in extracts from			Courageous and Resilient – in	
Henry VIII, 1509-	<ul> <li>Domestic policies</li> </ul>	academic history books on key		Using your	facing the challenges of A Level	
1547	<ul> <li>The role of Wolsey</li> </ul>	issues and developments relating		understanding of	study	
	The role of Cromwell	to the content of their study		the historical		
	<ul> <li>The establishment of royal</li> </ul>			context, assess	Acting with truth and integrity	
	supremacy	Students will be required to write		how convincing	<ul> <li>by considering governance in</li> </ul>	
	Henry VIII's government	analytical essays showing		Extracts 1,2 and 3	the past	
	, , ,	judgement about the issues and		are in relation to		
		developments they have studied.		Henry VIII's rule in	Community and Participation	
				England'		
		Students will need to understand			English (extended writing,	
		the nature of causes and		Further reading	analysis)	
		consequences; of change and		using History	RE	
		continuity and of similarity and		library	Politics	
		continuity and or similarity and				
		difference over an extended		,		
					Teaching Research	

		and as salitical accounts on t			Lavora Barr	
		such as political, economic and			Journalism	
		social as well as appreciating			Politics	
		developments relating to these			Diplomacy	
		perspectives separately, over			Law	
		time. They should also be aware			Government	
		of the role played by individuals,				
		groups, ideas and ideology				
		Spring Te	rm 2			
	Week 23-25	Students are expected to develop	Timed conditions:	'The main aim of	Listening and attentive –	KS3: Religious
PART ONE:	Relations with Scotland and other foreign	an understanding of the process	With reference to	English foreign	through exploring new content	change in 16 <sup>th</sup>
CONSOLIDATION	powers	of change over time.	these extracts and	policy in the years	timough expressing their content	century
OF THE TUDOR	Securing the succession	or change over time.	your understanding	1509 to 1547 was	Discerning and Joyful –	century
DYNASTY:	_	Students will need to be able to	-		•	
	Changing relations with France		of the historical	to secure the	developing a love for learning	
ENGLAND, 1485–	and Scotland	comprehend and evaluate	context, which of	succession.'		
1547; Section 2:		arguments in extracts from	these two extracts	Assess the validity	Courageous and Resilient – in	
Henry VIII, 1509-	Week 26-28	academic history books on key	provides the more	of this view	facing the challenges of A Level	
1547	Society	issues and developments relating	convincing		study	
	<ul> <li>Elites and commoners; regional</li> </ul>	to the content of their study	interpretation of	Further reading		
	issues and the social impact of		attitudes to the	using History	Leading for Justice – by	
	religious upheaval	Students will be required to write	Church in the years	library	studying rebellions in the past	
	Rebellion	analytical essays showing	1500 to 1529?			
		judgement about the issues and			Community and Participation	
	Week 29	developments they have studied.	Homework essays		Dignity in work (rebellions)	
	Economy	,			0 1, 1 (111 1 1,	
	•	Students will need to understand			English (extended writing,	
	<ul> <li>Trade, exploration, prosperity</li> </ul>	the nature of causes and			analysis)	
	and depression.	consequences; of change and			RE	
		continuity and of similarity and			Geography	
		difference over an extended			Economics	
		period. They should be able to			Sociology	
		make links between perspectives,				
		such as political, economic and			Teaching	
		social as well as appreciating			Research	
		developments relating to these			Journalism	
		perspectives separately, over			Politics	
		time. They should also be aware			Diplomacy	
		of the role played by individuals,			Law	
		groups, ideas and ideology			Government	
		Summer To	erm 1			-
	Week 30-31	Students are expected to develop	Timed conditions:	Using your	Listening and attentive –	KS3: Religious
PART ONE:	Religion	an understanding of the process	'To what extent did	understanding of	through exploring new content	change in 16 <sup>th</sup>
CONSOLIDATION	Renaissance ideas; reform of the	of change over time.	the English	the historical	1 ag., c., p.o g new content	century
OF THE TUDOR	Church	or originate over time.	government	context, assess	Discerning and Joyful –	ocition y
DYNASTY:		Students will need to be able to	respond effectively	· · · · · · · · · · · · · · · · · · ·	developing a love for learning	
	Reform of the Church; continuity  and change by 15.47.			how convincing	developing a love for learning	
ENGLAND, 1485–	and change by 1547	comprehend and evaluate	to the domestic	the arguments in		
1547; Section 2:		arguments in extracts from	problems which it	these three		

PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547– 1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563	Week 32 Edward VI Problems of succession  Week 33-34 Government Somerset and Northumberland; royal authority  Week 35 Relations with Scotland and foreign powers Somerset and Northumberland in France and Scotland	academic history books on key issues and developments relating to the content of their study  Students will be required to write analytical essays showing judgement about the issues and developments they have studied.  Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology	faced in the years 1529-1553?' Homework essays	extracts are in relation to religious changes in England 1532-1553  Further reading using History library	Courageous and Resilient – in facing the challenges of A Level study  Leading for Justice – by studying rebellions in the past  Acting with truth and integrity – by considering governance in the past  Community and Participation Peace and Reconciliation  English (extended writing, analysis)  RE  Geography Economics Sociology  Teaching Research Journalism Politics Diplomacy Law	
		Summer T	erm ?	<u> </u>	Government	
		_		Heing your	Listoning and attentive	VC2: Poligious
PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547– 1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563	Week 36-37 The social impact of religious and economic changes under Edward VI  Rebellion Intellectual developments; humanist and religious thought  Week 38-39 Mary I and her ministers Problems of the succession Royal authority  Week 40-41 The Social impact of Religious and Economic changes under Mary	Students are expected to develop an understanding of the process of change over time.  Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study  Students will be required to write analytical essays showing judgement about the issues and developments they have studied.  Students will need to understand the nature of causes and	Mock  Homework essays	Using your understanding of the historical context, assess how convincing the arguments in extracts 1, 2 and 3 are in relation to Mary I as queen'  Further reading using History library	Listening and attentive — through exploring new content  Discerning and Joyful — developing a love for learning Courageous and Resilient — in facing the challenges of A Level study  Leading for Justice — by studying rebellions in the past  Acting with truth and integrity — by considering governance in the past  Community and Participation Peace and Reconciliation	KS3: Religious change in 16 <sup>th</sup> century

<ul> <li>The broader impact of the church and of religious life on society.</li> <li>Intellectual developments; humanist and religious thought; rebellion</li> </ul>	consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these	English (extended writing, analysis) RE Geography Economics Sociology
	perspectives separately, over time. They should also be aware	Teaching Research
	of the role played by individuals,	Journalism
	groups, ideas and ideology	Politics
		Diplomacy Law
		Government