

Curriculum Map: Year 13 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Rebellion and disorder under the Tudors, 1485-1603 Historical Enquiry Coursework (Unit 4)	Rebellion and disorder under the Tudors, 1485-1603 Historical Enquiry Coursework (Unit 4)	Rebellion and disorder under the Tudors, 1485-1603 Historical Enquiry Coursework (Unit 4)	Rebellion and disorder under the Tudors, 1485-1603 Historical Enquiry Coursework (Unit 4) Revision for all A Level units	Final exams	N/A
Intent	<p>To develop students as citizens by enabling them to develop a knowledge and understanding of British political concepts and processes such as parliamentary privilege and the relationship between Crown and parliament.</p> <p>To develop students as active global citizens by giving them the opportunity to explore a key historiographical debate in the Holocaust of their choice and to reach their own judgements about this issue based on evidence.</p>	<p>To develop knowledge and understanding of Kett's rebellion and in doing so to understand complex social and economic issues which have some relation to the modern world.</p> <p>To develop political understanding to equip students as citizens through a study of parliament.</p> <p>To continue to build independent learning skills through the Historical Enquiry.</p>	<p>To understand the factors involved in the Revolt of the Northern Earls and in doing so examine reasons why protest and rebellion take place.</p> <p>To understand the relationship between England and Ireland in the 16th, which provides background to modern conflict.</p> <p>To ensure students understand local government.</p> <p>To develop students' skills of analysis and evaluation, as well as ensuring they can write extended 'dissertation'-style responses through the completion of coursework.</p>	<p>See half term 1 and Year 12 curriculum map for the curriculum intent of topics which will be revised.</p> <p>To prepare effectively for final examinations and to ensure coursework is submitted.</p>	See half term 1 and Year 12 curriculum map.	N/A
Key Knowledge	<p>Tudor rebellion: - Challenging the succession 1485-1499 - Challenging religious changes 1533-1537 - Government and administration 1485-1603</p> <p>How to research the Historical Enquiry coursework</p>	<p>Tudor rebellion: - Kett's rebellion 1549 - Crown, church and parliament 1485-1603</p> <p>How to plan and draft the Historical Enquiry coursework</p>	<p>Tudor rebellion: - Revolt of the Northern Earls 1569-1570 - Tyrone's rebellion 1594-1603 - Involving the localities in governance 1485-1603</p> <p>How to write the final version of the Historical Enquiry coursework</p>	<p>Tudor rebellion: - The crown and the country 1485-1603</p> <p>Revision for USA, India and Tudor rebellion</p> <p>How to submit the final version of the Historical Enquiry coursework</p>	See half terms 1, 2 and 3 and Year 12 curriculum map	N/A

<p>Key Skills</p>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding. AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding. AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding. AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>AO1: Demonstrate, organise and communicate knowledge and understanding. AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>	<p>See half terms 1, 2 and 3 and Year 12 curriculum map Revision and exam strategies</p>	<p>N/A</p>
<p>Key Vocabulary</p>	<p>Yorkist, Lancastrian, heir presumptive, pretender, bond, recognisance, Auld Alliance, Vicegerent, Eucharist, Sacrament, enclosure, commons, enfeoffment, Visitations of the Clergy Nobility, gentry, Privy Chamber, Royal Household, Privy Council, Parliament, Secretary</p>	<p>Protector, engrossing, rack-renting, foldcourse, Godly Commonwealth, debasement, copyholder, escheator, feodary, bondmen Sanctuary, benefit of the clergy, anticlericalism, annulment, real presence, Puritan, royal prerogative, petition, bill</p>	<p>Papist, papal bull, Anglo-Irish, The Pale, Tanistry, conciliation, tenants-in-chief, composition, musketeer, pikeman, Armada, Marshal, artillery, trained band Felony, sheriff, coroner, recusancy, franchise, jury</p>	<p>Alms, jury, parish, retaining, impotent poor, private bill</p>	<p>See half terms 1, 2 and 3 and Year 12 curriculum map</p>	<p>N/A</p>
<p>Key Reading</p>	<p>The main core text is Tudor Paper 3 Rebellion and Disorder Under the Tudors 1485-1603 – Alison Gundy For the Holocaust Historical Enquiry, see the Y13 SharePoint page on Holocaust Historiography for articles and texts which can be used. The following reading would extend students’ learning of the Y13 units: The Winter King – Thomas Penn The Tudors – Richard Rex The Tudors: The History of England Volume II - Peter Ackroyd Black Tudors – Miranda Kaufman Auschwitz: The Nazis’ Final Solution – Laurence Rees The Holocaust: A New History – Laurence Rees Defiance – Nechama Tec Hitler’s Willing Executioners – Daniel Goldhagen Ordinary Men – Christopher Browning</p>					<p>N/A</p>
<p>End Point</p>	<p>Students develop their knowledge and understanding of rebellions against Henry VII and the Pilgrimage of Grace as well as Tudor government and administration.</p>	<p>Students develop their knowledge and understanding of Kett’s rebellion and Tudor crown, church and parliament.</p>	<p>Students develop their knowledge and understanding of the Revolt of the Northern Earls, Tyrone’s Rebellion and the role of the localities in Tudor government.</p>	<p>Students complete content required for the examination and undertake revision. Final coursework assignments are submitted.</p>	<p>Final examinations</p>	<p>N/A</p>

Form of Assessment	A Level exam questions	A level exam questions Mock exam	A level exam questions	A level exam questions	Final examinations Unit 4 Historical Enquiry coursework	N/A
Enrichment Opportunities	Forum for Discussion of Israel Palestine. Anne Frank Trust exhibition. Holocaust Memorial – external speakers and survivor visits linked to UCL Holocaust Quality Mark.					
Leadership Opportunities	Student Ambassador – History. Forum for Discussion of Israel Palestine Ambassador role.					