
Scheme of work

A-level History Specification 7041/7042 Spain
in the Age of Discovery, 1469–1598, 1B

Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.

Scheme of work

HISTORY: Spain in the Age of Discovery, 1469–1556

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 1)

Learning Objectives AO1 and AO3

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (the remaining 6 weeks of the school /college year to be spent on NEA Component 3)	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. 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.</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Please refer to the Specification for the different types of A-level questions.</p>	<p>Students will need to understand: the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>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.</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change over time should be regularly assessed.</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p>

	<p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>A-level practice questions can be found on the AQA website and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objective AO1 and AO3

Spain in the Age of Discovery, 1469–1598

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE ESTABLISHMENT OF A 'NEW MONARCHY', 1469–1556; Section 1: The forging of a new state, 1469–1516					
Week 1	The condition of the Iberian Peninsula in 1469	The political, economic, social and religious condition of Iberian Peninsula	<p>Look at a map of 15th century Spain and identify key features, eg polyglot collection of states lacking economic, political and religious unity; diverse culturally; defined by regionalism Aragon and Castile key states.</p> <p>Groupwork researching factors defining similarities and differences between states.</p> <p>Using map of 15th Spain assess extent of disunity and resulting problems for Ferdinand and Isabella.</p> <p>Analysis of Ferdinand and Isabella 1569 marriage relationship clauses of contract potential difficulties.</p> <p>Consider the importance of geography in shaping states; the extent of religious and political unity/disunity and impact on government and society.</p>	<p>Use key terms to develop conceptual understanding eg meaning of 'New Monarchy'.</p> <p>Make an action plan for Ferdinand and Isabella's priorities in 1474; rank order their actions. Group discussion of reasons for judgments.</p> <p>Create a chart to illustrate forces of change and of continuity for religious, social and economic issues.</p>	<p>Map Iberia in late 15th century showing regions and wider contextual European map for comparison.</p> <p>Family Tree. Ferdinand and Isabella lineage dynastic relationship.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 2			<p>List possible opponents of Ferdinand and Isabella, opposition to Ferdinand and Isabella: categorise threat and reflect on outcomes and possible reasons.</p> <p>Draw up a list of outcomes of unification (political, economic, religious). Debate in class.</p>	<p>PowerPoint display on respective personalities of Ferdinand and Isabella.</p> <p>Debate their relative significance and extent of change.</p>	<p>Group post-it exercise. Collate findings and import via computer.</p>
Week 3	The restoration of royal authority	Royal government structure and functionality; unity and confederation	<p>Research the structure of government: conciliar system; Royal Council; Cortes peripatetic style of royal government.</p> <p>Understanding the system of government and relationship between Cortes, Councils of State, Justiciar, Military Orders, Hermandades and monarchs.</p> <p>Research relationship between Dual Monarchy and respective states: nobility and Towns.</p>	<p>Evaluation of the extent to which the government was new or based on existing methods.</p> <p>Respective role of Ferdinand and Isabella in defining government could be done via a chart which group can contribute to.</p>	<p>A spread map of visitations useful for identification of problems.</p> <p>Diagrams/flow charts of government structures as above.</p>

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Week 4		Relations with other European powers	Debate the need for alliances and response to external threats: political/dynastic alliance with England 1489; relations with France; conflict with expansionist Charles VIII; Navarre; Italian Wars; trade/commerce Mediterranean; relationship with HRE; Portugal.		European maps for contextual understanding.
Week 5	Social issues and policies	The nobility	<p>Consider the role and nature of nobility. Medieval nobility essentially arrogant/aggressive little respect for monarchy, able to determine who sat on the throne historically. Question the validity of Ferdinand and Isabella being credited with ‘taming the Nobility’. Examine the methods adopted: successful /unsuccessful. Examine the key events in 1504 and 1516 and review the extent of pacification of nobility and later in 1517.</p> <p>Consider the role of the nobility in Reconquest, Italian Wars and New World. Debate: Draw up a balance sheet to determine extent of control of nobility and its implications for royal authority.</p>	Interpreting a range of differing sources, maps, texts documents to assess the extent of opposition/ cooperation to royal authority.	Interpretations from a range of differentiated texts including extracts from academic historians.

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Week 6		Peasantry, urban communities and the Church	<p>Use maps to identify population of Spain (essentially peasant based); spread geographically; often remote subsistence according to regional differences; north most prosperous.</p> <p>Assess the role of the towns/cities/urban oligarchies/military orders in the process of pacification. Make links to the authority and power of the nobility.</p> <p>Consider the political power of urban authorities and loyalty to the crown. Towns/cities characterised by populations of Jews and Moors. Research evidence of greatest concentrations. Examine the implications for Isabella's policies for orthodoxy and ending of Convivencia and its impact on royal authority. Examine how Isabella's piety drove religious policy; condition of the Spanish Church pre-reformation; role of Cisneros/Talavera, reforms; introduction of the Inquisition 1474.</p> <p>Consider the role of the Inquisition for royal authority Until 1492 Spain remained multi-faith until 1492.</p>	<p>Research numbers and location of Muslims and Jews in Spain: are there any points of interest?</p> <p>Appraise traditional interpretation of the Inquisition.</p> <p>Judgment on creation of an orthodox state.</p> <p>Group presentation, PowerPoint presentation.</p> <p>Consideration of synoptic elements within religion.</p>	<p>Map/s showing position of key urban centre, relationship geographically/ politically/ economically.</p> <p>Importance of Seville after 1492</p> <p>A map of Spain with key urban centres indicating correlation with regionalisation centres of power Castile/Aragon.</p> <p>Guided reading.</p> <p>YouTube clips, eg Monty Python.</p> <p>Academic interpretations.</p>

			Research the nature of religion in Spain: inherently traditional in worship; served by an essentially hard working but badly educated clergy; was the Spanish Church by 1516 well-run organised and reformed? Consider this for royal authority.		
Week 7	Muslims/Moriscos	The Reconquista	<p>Look at the degree of Islamic influence within Iberia; Isabella's piety and the importance of her determination to continue the Reconquest into last Islamic caliphate, Granada.</p> <p>Consider the impact of fall of Granada in 1492: 'Los Reyes Catolicos'. What was the significance of the title and why was it given? Consider this for royal authority.</p> <p>Consider the reasons for and implications of the expulsion of Moors/Mudejars in 1502.</p> <p>Reconquest created a sense of 'Unity of Purpose'. Consider the implications of this for creation of royal authority.</p>	<p>Class debate on the reasons for and the impact of Reconquest.</p> <p>Summarise Ferdinand and Isabella's motives; interpret and prioritise.</p> <p>Supported judgments from a range of sources.</p>	<p>Various texts discuss in detail the Reconquest of Granada.</p> <p>Video on Alhambra.</p> <p>Use of a range of differentiated textual sources.</p>
Week 8		Jews/Conversos; anti-Semitism	Research the expulsion of the Jews 1492 and the impact on Castilian and Aragonese states.	<p>Key words exercise.</p> <p>Research nature of western European anti-Semitism.</p>	<p>Guided reading.</p> <p>Academic interpretations.</p>

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Week 9	Economic stagnation and change	Trade	<p>Examine the key features of the nature of Iberian economy: regionalised, agricultural, subsistence, prosperous regions, coastal/north, little manufacturing; fundamentally backward with some exceptions.</p> <p>Most of Spain unable to grow crops consistently, sheep/wool/Mesta.</p> <p>Aragon Traditional maritime state trading in Med, Castile sheep. Consider: was the Spanish economy better or worse than rest of European economies?</p> <p>Identify that the economy influenced by regional variations, monopolies, population impact on government policy.</p> <p>Factors influencing change: Consider the importance of agriculture and industry and the development of new resources and markets.</p>	<p>Students research into social-economic factors which limited/supported Spain as a centre of commerce.</p> <p>Groups could present in the form of a class presentation.</p> <p>Draw a schematic showing key influences on the Spanish economy.</p> <p>Did the economy support royal authority especially after 1492 and the discovery of the New world?</p>	Quotations from and about key theorists and groups

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Week 10		Trade and exploration in Europe and North Africa.	<p>Research traditional trading partners:</p> <ul style="list-style-type: none"> treaty of Medina del Campo with England the Netherlands and cloth markets Atlantic exploration; Canaries; Balearics; North Africa conflict over Aragonese/Castilian monopolies and traditional routes/alliances. <p>How effectively does this period of exploration define royal authority?</p>	Presentations as opportunity for questioning.	<p>PowerPoint presentations/ handouts from students.</p> <p>Maps showing developing trade routes, emergence after 1492 of Spain as a burgeoning global power.</p>
Week 11		Discovery and first settlements in the New World	<p>Analysis of the immediate impact of the discovery of the New World. Significance of Columbus for Spain. How much had been achieved by 1504/1516? PowerPoint presentation to demonstrate assessment.</p> <p>Explain conflict with Portugal.</p> <p>Examine role of Church, conquistadores, entrepreneurs and colonists.</p> <p>How far had discovery affected royal authority and what was the immediate benefit for Spain.</p>	<p>Research pre-Columbian civilisations, nature of indigenous peoples.</p> <p>Consider the extent to which first contact affected indigenous populations. Debate.</p>	<p>Guided reading – academic historians.</p> <p>Useful sources to help understanding of first contact.</p> <p>Map work to identify settlements and commodities discovered.</p> <p>Woodcuts showing Spanish rule.</p>

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Week 12	Degree of unity by 1516	Political	<p>Understand what is meant by dual monarchy; Catholic kings; unity defined by enhanced royal authority; notion of 'Spain' established.</p> <p>Examine law and order through Letrados/ Corregidor's; Royal Councils and peripatetic nature of rule; 'taming of nobility' and after 1504/1506, Ferdinand's royal monopoly.</p> <p>Discuss the idea that unity remained elusive, too many inherent differences.</p>	A spider diagram will help to show relationships which be further explored through extended written work.	Review of extracts from academic historians.
Week 13		Social and economic change	<p>Examine finance, economy, regionalism, Castile and emerging New World trade.</p> <p>Study other regions defined by geography, climate and political decisions.</p>	Understanding link between agriculture and industry.	<p>Guided reading.</p> <p>Academic interpretations of economic issues for discussion.</p>

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Week 14		Social and economic change	Spain as an orthodox state – social impact. Examine the role of the Cisneros' reforms; relations with Rome; Patronato and Los Reyes Catolicos. Discuss whether royal authority was enhanced through the use of the Inquisition both as a religious and political tool.	Consider economic and social change from the start of the period.	Sources, statistics and guided reading.
Week 15		Condition of Spain by 1516	Was Spain a stronger state in 1516 than it had been in 1469? Use diagrams to show political, economic and social position of Spain.	Review condition of Spain in 1469 with 1516. This can be done through themes. Groups in class can adopt a theme and share.	PowerPoints and specific class notes supported by extension reading from a range of differentiated texts.

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PART ONE: THE ESTABLISHMENT OF A 'NEW MONARCHY', 1469–1556; Section 2: The drive to 'Great Power' status, 1516–1556					
Week 16	Charles' inheritance	Opposition and consolidation	<p>Research Charles' physical appearance, attitudes and Burgundian influences.</p> <p>Consider Charles' inheritance as king of Spain and contemporary attitudes to his succession.</p>	<p>Consideration of the difficulties of a 16th century ruler, highlighting his specific problems.</p> <p>Make a judgment on Charles and predict possible outcomes.</p>	<p>Images of Charles.</p> <p>Source extracts showing nature of Charles and contemporary interpretations.</p>
Week 17		Revolts of the Comuneros and Germania	<p>Why did the rebellions happen? Produce a worksheet to explain motivations of the rebels.</p> <p>Look at the political, religious and socio-economic position reflecting the fragility of royal authority in 1516 and the resurfacing power of the nobility.</p> <p>Why were the rebellions overcome successfully? Examine the impact of Charles' reputation.</p>	<p>Pictorial representation of the rebellions as a wall chart.</p> <p>Extended written work explaining links and defeat of rebellion.</p>	<p>Range of sources on the nature of rebellion, succession crisis and the reasons for defeat. Why did Charles emerge with greater respect after 1522?</p> <p>Interpretations from academic historians on significance of the rebellions for Charles' consolidation of authority.</p>

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Week 18	The workings of Empire	Ideas and image	Examine the 1519 HRE election. Research into Charles as King of Spain.	Make a list of Charles' priorities in 1522 in Spain. Categorise them explaining your decisions.	Guided reading. Contemporary extracts.
Week 19		Conciliar government	Create chart to illustrate the structure of the reformed conciliar system and government structures defined by Charles. How does the conciliar government function in relationship with Royal council, Cortes and the appointed Royal Secretaries? Consider the importance of reformed conciliar government with Charles as an increasingly absentee monarch.	Does Charles' reformed government reflect continuity rather than innovation?	Academic interpretations on Charles' government.

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Week 20		Role of individuals	<p>Undertake research into the Burgundian Chievres de Croy, Gattinarra and Los Cobos; regents, briefly Adrian, Isabella and from 1543 his son Philip.</p> <p>Consider the effect of Charles' increased absence.</p> <p>Class could consider: what did Los Cobos or any of the individuals achieve?</p>	<p>Profile of each of the key individuals within the period. A PowerPoint presentation.</p> <p>Write an analysis of the relationship Charles had with his regents. If Los Cobos was Charles' greatest finance expert why did the finances and the economy continue to suffer throughout the period?</p>	Guided notes, source extracts and brief academic interpretations of key individuals.

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Week 21		Domestic policy	<p>Consider the period of 'No History'. Did the years 1522–1556 represent a period of tranquillity after the period 1516–1522?</p> <p>Why was Charles so respected in Aragon?</p>	<p>Draw a chart which shows the areas of domestic policy and rate them on a scale of 1–10. Provide a written explanation to support your judgments.</p> <p>As a contextual exercise, what events were happening in England and France within the same chronological period which would help to illustrate this point that Spain was relatively stable?</p>	<p>Academic sources as specified</p> <p>Class notes and previous discussion material.</p>

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Week 22	Foreign relations within Europe	Campaign against the Turks	<p>Groups should undertake research into the campaigns.</p> <p>Consider effect of conflict with France and the Lutheran Princes.</p>	<p>Explain Charles' determination to stop spread of Islam/Ottoman Turks as HRE, Defender of the Faith and King of Spain.</p> <p>Draw up a timeline which correlates Charles' absences from Spain with wider foreign relations within Europe.</p>	<p>Maps showing Ottoman expansion in the first half of the 16th century.</p> <p>Range of relevant texts and academic sources.</p>

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Week 23	Religious policies	The Church within Spain	<p>Consider the importance of: Inquisition; the growth of Protestantism; continuing problems with Conversos/Moriscos/Erasmians and Alumbrados.</p> <p>Consider the threat posed by religious groups other than Catholics and the response of the government.</p> <p>Consider the nature of the Spanish Church as an agent of education and the promotion of learning.</p>	<p>Research the work of the Inquisition during this period and the reason why its role was limited up to the 1530s.</p> <p>Profile the minor religious groups/leadership identifying similarity and difference. Reference to case studies: Juan de Vergera, Juan de Avila, Teresa de Jesus and Ignatious Loyola.</p>	Range of academic texts and source based extracts.

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Week 24	The expansion of Empire	New World: Conquistadores	<p>Investigate the conquistadores and the 'Conquerers'; Pizzaro Cortes.</p> <p>Research the opening up of central America and Mexico and the extent to which (by the early 1520s) the New World was becoming a major centre of migration.</p>	<p>Consider the effects of first contact and the impact of Conquistadores. They did not operate on behalf of the Crown and their exploration was for personal gain. Write a profile of a Conquistador such as Pizzaro or Cortes.</p>	<p>Range of additional texts and source/extracts.</p>

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Week 25		Economic impact of New World on Spain	<p>Investigate trade and its effects: positives, negatives and limits of benefits.</p> <p>Were the benefits of this new wealth evenly distributed?</p> <p>Did a lack of inward investment in agriculture and manufacturing, transport and communications damage the economy?</p> <p>Why did Spain become the richest state and a global power?</p>	<p>Make a list of the commodities from which Spain benefitted and their relative financial advantage.</p> <p>Find evidence which reveals the effects of poverty within Spain and link this to the New World or to other issues.</p> <p>What had been achieved by Spain in the New World by 1556?</p> <p>Make a list of reasons to consider migration to the New World.</p>	<p>Drawing together earlier material and supplementing with further guided research.</p> <p>Extracts from the correspondence of Gattinara/Los Cobos /Philip and Charles on the impact of the New World on Spain and condition of the economy.</p> <p>Review previous notes on economy and finances.</p>

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Week 26		Social impact of New World on Spain	Investigate the social effects of exploration in the New World. Consider: not all regions were impoverished and some benefited.	Make a wall chart which reflects the social problems the New World generated. You could live in a region which benefited. Can it be argued that perhaps Charles' greatest failure was not to address the impact of the New World on Spanish society?	Using earlier materials and reference books. Consideration of Historians' interpretations for extension task. Source extracts from contemporary correspondence. Academic interpretations on the problem.
Week 27	Condition of Spain by 1556	Political condition of Spain by 1556	Make a diagram to summarise the political condition of Spain. Consider: how far had Spain changed politically?	Charles' successes/failures. Write an assessment of Charles as a political ruler of Spain. Charles saw himself as a failure consider writing a letter convincing him he was not.	Assessment of Charles.

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Week 28		Economic and social condition of Spain by 1556	Draw a spider diagrams to illustrate, social and economic change and continuity over the period.	Consider whether this correctly seen as the weakness in Charles' rule. Review previous notes and revision on this section.	Notes and materials from Part One of this course, as above. Reference books.
Week 29		Religious condition of Spain by 1556	Consider religious change and continuity. Produce a PowerPoint to summarise.	Group discussion on the condition of the Spanish Church in 1556. Place the Spanish Church in a wider context of HRE in 1556 make comparisons.	Sources and information sheets. Guided reading. PowerPoint revision presentations. Academic texts.

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Week 30	Overview /Revision		<p>Look back at material in Part One and, selecting from earlier work put together overview timelines of the key political developments/ opposition movements / economic and social developments / key dates and turning points.</p> <p>Limit number of entries to 30 to ensure careful selection. This could be undertaken in groups and results compared to create class-timelines.</p> <p>Select the 'top' 10 individuals that had an influence in this period. (Could hold balloon debate to determine the most influential) Identify the key ideas and ideologies and the points at which these were most influential.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Opportunities for differentiation in students' research and selection.</p> <p>Written and aural feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	Practice exam-style questions consistently using mark schemes.

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PART TWO: PHILIP II'S SPAIN, 1556–1598; Section 1: The 'Golden Age', 1556–1598 (A-level only)					
Week 1	Philip II as ruler	Character and inheritance	<p>Examine and discuss Philip's inheritance from Ferdinand and Isabella and Charles.</p> <p>Research Philip's character.</p> <p>Write a character profile of Philip for a PowerPoint display and attach a gallery of contemporary images to support presentation.</p>	<p>Consider the attributes of Philip as an effective ruler: Warrior king? Experienced in government? Religiously devout? Ruthless persecutor of heresy?</p> <p>Philip's pragmatism often led to discarding of loyal advisers.</p> <p>Consider: 'Machievell or Monster', within context of the period.</p>	<p>Cinematic representations of Philip.</p> <p>Map of Philip's inheritance to help understand global nature of Spanish power in the period from 1556.</p> <p>Guided reading.</p>

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Week 2		Change and continuity in Government	<p>Make a chart of the ten regions indicate on a map.</p> <p>Draw a diagram of the 'pyramid of government'.</p> <p>Consider the role of the secretaries who directly corresponded with Philip.</p>	<p>'Philip alone knew everything' answer this question in response to the structure of government in an essay format.</p> <p>Consider the extent of the known world and navigation/travel in 16th century. How was Philip able to effectively communicate across a global empire?</p>	<p>Group post-it exercise. Collate findings and import via computer.</p> <p>European/global maps for contextual understanding.</p> <p>Guided reading.</p>
Week 3		Administration and policy	<p>Look at the structure of administration and effectiveness.</p> <p>Was Philip an Absolute Monarch?</p> <p>Research the extent to which Philip reformed the structure of administration especially Juntas and the role of individuals such as Vazquez.</p> <p>How efficient was government?</p>	<p>Write a critique of the effectiveness of Philip's administration.</p> <p>Consider a practice essay.</p>	<p>Guided reading.</p> <p>Extracts from academic historians.</p>

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Week 4	Opposition	Individuals and groups	Examine the organisation of the system of government and administration. Consider the role of the Secretaries.	Make a list and briefly assess the contribution of key ministers within Philip's government and administration.	Guided reading. Chart on government structure.
Week 5		Faction and curbing internal rebellions	Look at factional disputes, eg Alba and Eboli, Alba and Perez, Zuniga and Chinchon and Moura. Write a brief report on the 'Perez Affair' in 1579. Control of the nobility. Aragon Revolt 1590–9. Consider: Did this represent Philip's limited authority and power within Spain? Despite Philip's attention to detail Castile and Aragon remained separate kingdoms by 1598.	To what extent did factionalism reflect Philip's lack of direct control of affairs? Report on the rebellion in the style of a modern news reporter. Practice exam questions.	Interpretations from a range of differentiated texts including extracts from academic historians.

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Week 6	Religion and society	The Jesuits and Reform of the Catholic Church	<p>Research the Jesuit society.</p> <p>How effectively did Philip use the Jesuits to improve and reform the Church both domestically and internationally?</p> <p>Reform of the Spanish Church: make a list of the key reforms of the church and analyse their effectiveness either individually or in small groups.</p>	<p>Write a brief description of the Jesuits, their purpose, successes and attitudes towards them from both a Protestant and Catholic point of view.</p> <p>This can be linked to the wider impact of the Council of Trent Evaluate the success of the Council in reforming the Church.</p> <p>Research key individual Spanish reformers. Make a PowerPoint presentation illustrate where possible.</p>	<p>Range of academic sources and extracts to support learning /research.</p> <p>Guided reading.</p>

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Week 7		Inquisition and relations with the Papacy	<p>Examine the revival of the catholic faith in Spain.</p> <p>Consider: ‘The Inquisition proved to be much more enlightened than many other religious and secular authorities in Europe’.</p> <p>Explore Philip’s relationship with the papacy; domestic tensions. Research reasons for the tension between the two.</p> <p>Links to foreign policy: consider England and Papal attitudes towards Elizabeth; position of Mary Stuart; the Spanish Netherlands. Prior learning for foreign policy.</p> <p>What were the most important religious changes during Philip’s reign?</p>	<p>Debate on the interpretations/ historiography on Inquisition.</p> <p>Develop a case study for the harsher side of the Inquisition: work of Valdes in 1559 or the animosity between Dominicans and Augustinians.</p> <p>Make a list of the relevant Popes during this period, explaining their actions against Philip and reasons why.</p> <p>Draw a spider diagram or mind map in which the inter-relationships between Philip and papal tension can be plotted and demonstrated.</p>	Academic/textbook research, to obtain range of interpretations.

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Week 8	Economic developments	Finances and policies	<p>Explain where crown income came from, categorise the sources of income and respective amounts.</p> <p>Define royal expenditure: finances inherited in 1556; bankers; Genoese/Fugger's debt; cost of Netherlands revolt. Contextualize expenditure in relation to income.</p> <p>Produce a chart which helps to explain Spain's financial problems</p> <p>Consider economic development: problems inherited from years of mismanagement by Ferdinand and Isabella and Charles.</p> <p>Look at key issues: inflation; interest rates; relative weakness; agricultural problems; continued impact of the New World.</p> <p>Draw a flowchart which demonstrates the inter-relationships between the respective component parts of the Spanish economy.</p>	<p>Make a glossary of key words: Subsidio, Cruzada, Exusado, Alcabala, Millones, Excusado, Encabezamiento.</p> <p>Did Philip mishandle Spain's finances? 'Il Prudente'?</p> <p>Class debate: on the extent to which Philip was culpable for financial disasters.</p> <p>Answer the contention that the Spanish economy was unable to take advantage of empire and found the burden of great power status too great to bear.</p>	A range of academic sources and textbooks.

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Week 9		Impact of overseas Empire	<p>Make a list of the advantages and disadvantages of the impact of an overseas empire and colonial expansion. It is important to make relevant links and consider the extent to which Spain came into conflict with other states: Portugal, England, Netherlands and France. Consider the view that all the trade is in the hands of Flemings, English and French.</p>	<p>What were the major changes affecting Spanish overseas empire?</p> <p>Was Philip successful in managing his vast overseas empire?</p>	<p>Map of overseas Empire and colonial expansion.</p> <p>Statistics on trade – Spanish and other states.</p>
Week 10	Social and cultural developments of the 'Golden Age'	Impact of new ideas and intellectual movements	<p>Consider: A Golden Age for whom?</p> <p>'Winners and Losers': make a list of those who benefited from the Golden Age and conversely those who did not. Explain why.</p> <p>Undertake research into the visual arts: painting, sculpture, architecture literature, music, Philip II and the El Escorial.</p> <p>Consider key personalities: El Greco, Tasso, Cervantes, de Vitoria, Valdes, St Teresa of Avila, St John of the Cross and Lope de Vaga.</p> <p>Group research should lead to a class presentation.</p>	<p>Kamen speaks of a 'paradoxical duality'. In assessing the extent to which Spain embraced a golden age. Politically, intellectually and morally. What does this mean? Is it a realistic assessment?</p> <p>Consider: In the period 1492–1598, Spain did, or more precisely Castile did, experience a truly Golden Age.</p>	<p>Lope de Vega's plays extracts.</p> <p>Range of academic texts offering a range of opinions.</p> <p>Guided reading.</p>

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Week 11	Condition of Spain by 1598	Political condition	Balance sheet exercise for: the First Ministry, 1556–1579 and Second Ministry 1579–1598. Revisit earlier ideas on kingship and discuss whether Philip was an absolute monarch. What restrictions were placed upon Philip? Was Spain politically secure by 1598: nobility, government, administration, religion?		Guided reading. Link to current academic interpretation.
Week 12		Economic strengths and weaknesses	Look at the development of the New World economy. Consider the position of viceroys and government departments; plantations; influx of silver from Peru; emeralds and other commodities for Spain. Make a table of positive and negative outcomes.	Practice exam style question.	Websites for further research. Class notes/ worksheets and PowerPoint presentations.
Week 13		Social strengths and weaknesses	Did different groups within society fare better than others? What was the impact on Spain of the Moriscos expulsions after 1570? Balance sheet exercise: select a social group and explain your opinions: 'What has Spain ever done for me'? Link to class presentation next week.		Review of collated notes, range of texts used and academic sources. Internet web addresses to help advance presentation to class.

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Week 14		Social strengths and weaknesses	Work in groups to pool research into social groups. Create a PowerPoint to summarise the social and economic changes by 1598.	Differentiation by presentation of task.	PowerPoint statistics on change.
Week 15	Spain from 1556 to 1598	Overview of 1556–1598	Review of previous material to assess change and continuity in Spain. Students might produce paragraph summary responses to each of the six key questions.	Class discussion on most significant developments.	PowerPoints and specific class notes supported by extension reading from a range of differentiated texts.

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PART TWO: PHILIP II'S SPAIN, 1556–1598, Section 2: Spain the 'Great Power' 1556 –1598 (A-level only)					
Week 16	Philip's inheritance and ambitions	Ideas and pressures	<p>Make a list of Philip's aims and ambitions for Spain.</p> <p>Class discussion on Philip's ambitions in foreign policy.</p>	<p>Consider sources as evidence to make an assessment of Philip between the years 1555–1580. Compare with more modern interpretations.</p> <p>Consider: did Philip ever deviate from his ambitions?</p>	<p>Extracts from academic historians.</p> <p>Sources and extracts.</p>
Week 17		The Spanish army and navy	<p>Why were Spain's armed forces pre-eminent in the first half of the sixteenth century?</p> <p>How effective was the navy?</p> <p>Research developments in the army and navy.</p> <p>What was Philip's II's reputation abroad and why?</p>	<p>Comparison between Spanish armed forces and key opponents: France, United Provinces, England. How do they measure up?</p> <p>Assess/discuss the findings of your research.</p>	<p>Texts.</p> <p>Internet research opportunity.</p> <p>Statistics on naval strength.</p> <p>Guided reading.</p>

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Week 18	Eclipsing French power	Italy and war	<p>Draw a map of Italy and show the extent of Spanish territory.</p> <p>Consider the wider strategic importance of Italy to Spain.</p>	<p>Class discussion on the vital role of Italy.</p> <p>Use maps from research.</p>	<p>Academic texts.</p> <p>Maps of Empire and Italy.</p>
Week 19		Interference in France and war	<p>Revise the on-going conflict with France. Why did Philip continue to interfere in French affairs? Extended written exercise. This could also be a class discussion.</p> <p>Draw a map to illustrate the extent of conflict with France.</p> <p>After 1572 France and England became increasingly friendly. How would this have affected Spain in northern Europe?</p>	<p>Consider the question that France was Spain's greatest enemy?</p> <p>'Before 1572 Spain was the ally and France the enemy but after 1572 France increasingly became the ally and Spain the enemy.' Is this a realistic summation of Spanish relations?</p>	<p>Academic interpretations on Philip's governments.</p> <p>Timeline of conflict with France.</p>

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Week 20	Control of the Mediterranean	Challenging the Turks	Consider Spain's traditional rivalry with Islam.	<p>Consider: did the ottoman threat exist in reality?</p> <p>Was the Ottoman threat removed with the death of Suleiman in 1566?</p> <p>What was the significance of the battle of Lepanto?</p>	Guided reading and worksheets.
Week 21		Conquest of and relationship with Portugal	<p>What were the advantages to Spain of the acquisitions of Portugal?</p> <p>Consider a class discussion in which the advantages/disadvantages are evaluated.</p>	Class presentations on the results of the conquest of Portugal.	<p>Academic sources.</p> <p>Class notes and previous discussion material.</p>

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Week 22	Revolt in the Netherlands	Relations with England and wider conflict in Europe	<p>Review existing relations with England. Consider:</p> <ul style="list-style-type: none"> • Why did the English send troops to the Netherlands in 1585? • What did the defeat of the Armada reveal about Spanish power? • What strategic threats did the Spanish face in 1588–9? • Why did Ireland become a focus of Spanish interest? • Is the revolt of the Netherlands symptomatic of a nation over stretched? <p>Consider whether England’s survival was more a result of Spanish failure than an English victory. Debate and reach a supported judgment.</p>	<p>Consider a range of contemporary and historical viewpoints.</p> <p>Review the historiography of the revolt. Was Spanish defeat based on the failure of leadership? Examine:</p> <ul style="list-style-type: none"> • Alva • Requesens • Don John • Parma. <p>Or the intervention of Philip?</p> <p>Or the role of foreign intervention?</p>	Guided reading.

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Week 23		Conflict in the Caribbean	<p>Review Anglo-Spanish rivalry in the Caribbean.</p> <p>Draw a map to show the extent of Spanish territory in the Caribbean.</p>	<p>Consider: Was the decision to launch the Armada and subsequent failed attempts a consequence of English intervention in the Caribbean?</p> <p>The Netherlands and the New World were Spain's key assets which the English interfered in. Write a brief from Philip explaining the threat posed by English interference.</p>	<p>Range of academic texts and source based extracts.</p> <p>Maps of the Caribbean.</p>

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Week 24	Spain in the New World	Expansion	<p>Examine the cost of empire.</p> <p>How effectively was the New World administered from Madrid?</p> <p>Statistical data: produce a chart to show rise in revenues from the New World.</p> <p>Look at the role of the Church and Jesuits as part of Spanish influence in the New World.</p> <p>How much of the New World was controlled by Spain by 1598?</p>	<p>‘What did Spanish influence in the New World do for me?’</p> <p>Discuss with reference to different groups and/or individuals.</p>	<p>Guided reading.</p> <p>Extracts and sources from academic historians.</p>
Week 25		Settlement and trade	<p>How much of the New World had been colonised by 1598?</p> <p>Examine the extent of trade and settlements and their effects.</p>	<p>Consider the positives and negatives for the New World and for Spain.</p>	<p>Map of Spanish acquisition and settlements.</p>

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Week 26		The impact of Empire	Make a chart which shows how the empire affected Spain: <ul style="list-style-type: none"> • politically • economically • socially • internationally. Which was the most important?	Class presentation of charts and discussion of judgement(s) in the relevant importance.	Earlier materials and reference books. Consideration of Historians' interpretations for extension task. Source extracts from contemporary correspondence. Academic interpretations on the issues.

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 27	Spain's international position by 1598	Extent of Spain's power: illusion or reality?	Consider the checklist of Spanish achievement by 1598 use headings such as: <ul style="list-style-type: none"> • New World • Europe • Influence of Spain culturally • Status of Philip II. Was the Golden Age a reality or an illusion?	Debate around the key question. Split the class into those supporting 'reality' and 'illusion'.	Guided reading and internet searches.
Week 28		Extent of Spain's power by 1598	Range of activities can be used here: debates, group discussions, hot seating, role play, extended writing and wall displays. A pair of balances cut from card into which the weights of reality versus illusion can be placed by class.	Discussion of results. Which judgement is stronger? Why?	Previous research and notes.
Week 29	Overview/Revision	Spain from 1469–1598	Review material studied. Students exchange notes/ideas; round robin group sharing activities. Create revision notes around the six key questions. Exam questions practice with mark schemes.	Discuss main areas of change and continuity.	Notes from Parts One and Two.
Week 30	Overview/Revision	Spain by 1598	Look back at material in Part One and put together overview timelines of the key political developments/opposition movements/economic and social and religious developments/key dates and turning points. Limit number of entries to 30 to ensure careful selection.	Opportunities for differentiation in students' research and selection.	Practice exam-style questions consistently using mark schemes.

			<p>This could be undertaken in groups and results compared to create class-timelines Identify key ideas and individuals and the points at which these were most influential.</p> <p>Debate all key questions and produce one paragraph summary responses to each.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Written and aural feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	
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