

Scheme of work

AS/A-level History 7041/7042

The Tudors: England, 1485–1603, 1C

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.

Scheme of work

HISTORY: The Tudors: England, 1485–1603

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>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and 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, power point 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>Both AS and A-level practice questions can be found on the AQA web site 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 Objectives AO1 and AO3

The Tudors: England, 1485–1603

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485–1547; Section 1, Henry VII, 1485–1509					
Week 1	Henry Tudor's consolidation of Power	Character and aims	<p>PowerPoint introduction and overview of period.</p> <p>After a brief overview of the Wars of the Roses, a consideration of the impact the conflict had by 1485.</p> <p>Question: what do the events of 1485 tell us about the character and aims of Henry Tudor?</p>	<p>Use key terms to develop conceptual understanding, eg meaning of usurpation; nature of royal legitimacy and of monarchy.</p> <p>Q and A. Why do people follow leaders? What is the basis of power in the period?</p> <p>Create a prioritised list of the strengths and weaknesses that a king who had claimed the throne through war might have had.</p>	<p>Family tree of the Yorkists and Lancastrians.</p> <p>An opportunity to introduce themes of political legitimacy and to question the nature of rule. To this end, any political tract from recent history. Comparison of different regimes.</p>

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Week 2	Henry Tudor's consolidation of power	Establishing the Tudor dynasty	<p>Pre-dating of the reign; consider the path from Bosworth to coronation. Look at: the first Parliament and Tudor Propaganda; marriage to Elizabeth of York.</p> <p>With the list of problems faced by Henry, students discuss potential solutions and produce a clear plan of action with suggestions fully explained.</p>	<p>Consideration of the immediate priorities of Henry in the aftermath of Bosworth. Produce a prioritised list.</p> <p>Produce a 'to-do' list of the problems that could be dealt with immediately and those that would require more time. Divide the problems into social, political, religious and economic etc.</p> <p>Effective opportunity for differentiated group work.</p>	<p>Definitions of terms: political, economic, financial, etc.</p> <p>Clear definitions of long-term and short-term.</p>

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Week 3	Henry Tudor's consolidation of power	Establishing the Tudor dynasty (continued)	<p>Examine nature of political opposition to Henry, especially the concept of an imposter / pretender.</p> <p>Students to identify reasons for the Lovell and the Simnel rebellions.</p> <p>Discuss similarities and differences between the rebellions. Account for the differences. Had the nature of rebellion changed over time?</p> <p>Students to consider which Rebellion was the more significant and why?</p>	<p>Student presentations on the two rebellions. One group may look at cause, the other consider effect.</p> <p>Students to write an essay plan using a prepared structure provided by staff.</p>	<p>Consider articles on the Battle of Stoke. Introduction to academic reading.</p> <p>Various articles available online re effective essay writing and examination skills.</p>
Week 4	Henry Tudor's consolidation of power	Establishing the Tudor dynasty (conclusion)	<p>Students to be divided into two groups. One group to research and present the case that Henry had successfully established his dynasty by 1487. The other to present the case that he had not.</p> <p>Students might find at least two interpretations from academic historians to support their respective case.</p> <p>Students could write an essay on the degree to which Henry had successfully established his royal authority by 1487.</p>	<p>Introduction to historical interpretation and how to integrate within academic work.</p> <p>An introduction to essay writing skills</p>	<p>Guided reading of academic historians.</p>

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Week 5	Government	Councils; parliament; justice and domestic policies	<p>Consider the problem of government; the use of government to control the nobility. Identify specific members of the nobility. Students could research relevant biographies such as Sir William Stanley.</p> <p>Students might divide into groups and each research a method of government Henry used to extend / consolidate control. Comparison of these factors such as attainder, bonds and recognizances, the Star Chamber, the Council Learned. The use of parliament.</p> <p>Students might devise a before and after presentation. Detail; the nature of royal government in 1485 and also in 1509. Students identify the most significant change across all of government.</p>	<p>Differentiated research tasks and group work.</p> <p>Students could draw web based diagrams to illustrate causal links between the factors.</p> <p>Students conduct a balloon debate over the most and least important manner of controlling the nobility.</p> <p>A more challenging exercise would be to identify the most significant turning points in Henry's reform of government.</p>	Summary worksheet on the factors

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Week 6	Government	Royal finance	<p>Consider why financial solvency was so important; the position of the Royal Court; the demands upon royal finances and the division of obligation between court and country. Assessment: Did Henry die rich?</p> <p>Students engage with the interpretations of Henry as a Miser King. A good opportunity to consider revisionist history.</p> <p>Students to consider how effective Henry VII's reform of government in the years 1485 to 1509 was. Develop ideas in relation to breadth theme.</p>	<p>Concepts and terms such as direct/indirect taxation, tariffs, capital currency, economic inter-dependence.</p>	<p>Use map to locate areas of developing industry and transport.</p> <p>Historiographical work on the Miser King and the use of money to exercise control.</p>
Week 7	Relationships with Scotland and other foreign powers	Securing the succession	<p>On provided map, identify the key countries of Europe. For each, detail rulers and main aims and objectives.</p> <p>The Breton Crisis Students to consider the extent to which Henry's relations with foreign powers were determined by the need for international recognition and security. Comparison of factors. Balloon debate. PowerPoint presentations or whole class presentations.</p> <p>Class debate: relations with which country were likely to be the most important for Henry considering his foreign policy objectives?</p>	<p>Students should chart fluctuating fortunes of the powers and how this affected Henry's relations with them.</p> <p>Students should be able to show the inter-related nature of foreign policy. How would the removal of a single factor affect relations with the whole?</p>	<p>Maps showing geographical locations of countries.</p> <p>Maps used to illustrate themes such as economic might, political system, and prowess.</p>

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Week 8	Relations with Scotland and other foreign powers	Securing the succession and marriage alliances	<p>Students to research major treaties and truces of the period: Ayton, Perpetual Peace, Redon, Etaples, Medina del Campo, Windsor and Malus Intercursus.</p> <p>Each event to be given depth and detail. Begin to make causal links between events.</p>	Stretch: Consider the extent to which the fortunes of Henry VII in foreign affairs had changed by 1509.	<p>Broader discussion of the nature of class might prompt the use of various websites.</p> <p>Guided reading</p>
Week 9	Relations with Scotland and other foreign powers	Securing the Tudor dynasty	<p>Move away from the narrative to consider the broader themes of foreign policy. Students to make comments about relative impact of policies.</p> <p>Students to devise timeline showing change over time; also design a graph showing the relative importance of a number of factors over time.</p> <p>Summative essay exercise. Reinforcing synoptic links; looking at foreign policy and marriage alliances.</p> <p>Consider how far 1493 represent a turning point in Henry VII's foreign policy.</p>	<p>Was England a more powerful country?</p> <p>Was Henry a more respected monarch?</p>	<p>Consider returning to this topic thematically at the end of the course. Charting change and continuity across 100 years. Plenty of online resources to assist in drawing up a chart of periods of greatest change.</p>

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Week 10	Society	Churchmen, nobles and commoners; regional division	<p>Students to research the division of Tudor Society. Feedback to whole class as material to answer the question: How and why did the structure of society change?</p> <p>Students could be divided into two groups: one to consider urban changes and the other to consider rural changes with a special focus on enclosure.</p> <p>Students to construct a before and after diagram to show the key aspects of English society in 1485 and 1509.</p>	<p>A good opportunity to discuss the nature of historical evidence.</p> <p>Students are to compare articles focusing on social history of the period.</p> <p>Questions to investigate: Do the articles only consider certain aspects of social history – where are the women of Tudor society? How might we prove assertions about social history and groups?</p>	<p>A number of online articles are available – Tudor History societies and local history is also very strong in this area and are worth consulting.</p> <p>Guided reading</p>

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Week 11	Society:	Social discontent and rebellions	<p>Perkin Warbeck, 1491-1497. The Cornish Rebellion, 1497.</p> <p>Investigate the reasons for these later rebellions: how far were they an expression of popular discontent or simply of the interests of foreign powers.</p> <p>On a map locate Ireland, Burgundy and Brittany. Illustrate map with detail of rulers; main aims of foreign rulers?</p> <p>Consider a comparison between Simnel and Warbeck, make synoptic links. Was there more change or continuity in the course of the rebellions and especially in the response to them?</p> <p>Draw up a table identifying similarities and differences. Which were the main ones – justify your decision.</p> <p>Class debate: Had society become more peaceful and stable during Henry VII's reign?</p> <p>Using the material covered at the start of the course, students are to consider the extent to which Henry had successfully established his authority during his reign.</p>	<p>Conduct further research into the involvement of foreign powers. Consider would the rebellions have occurred if foreign interests had not been present?</p> <p>Discuss a thematic approach to essays: which theme best accounts for the rebellions of the period? Eg personal ambition; economic and financial woes; weakness of central government or local concerns.</p>	<p>There is much on this topic, both online and in a variety of texts.</p> <p>Students should utilise different accounts of the rebellions. An ideal chance to begin looking at source analysis.</p>

			Students to be reminded about the precise requirements and expectations of a breadth question.		
Week 12	Economic development	Trade and exploration	<p>Chart foreign policy events and treaties that had either an economic motivation or impact. Compare these to those that might solely be considered political.</p> <p>On a map indicate the main areas of England's overseas trade. What is traded with whom and why and especially with France and Burgundy.</p> <p>The role of the Low Countries.</p> <p>Examine the Hanseatic League and the development of shipping.</p> <p>Examine the cloth trade: students to assess its importance in comparison to other forms of overseas trade: students to debate how importance might be defined in this period.</p> <p>Exploration: why and when. Students to identify how exploration might affect the wider economy.</p> <p>Students might consider whether trade and exploration had increased in the period, and if so, in what areas and with whom.</p> <p>Students could be given three maps. One for start of the reign, one for middle, one for end. Each map to detail the main trading connections and also where exploration and expansion had occurred.</p>	<p>Key concepts: merchant adventurers; tariffs; protectionism.</p> <p>Differentiation by considering the key themes in varied detail. Use of online maps and other academic tools.</p>	<p>There are monographs covering the Hanseatic League and also the Merchant Adventurers.</p> <p>Students might also acquire maps from a variety of online resources.</p>

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Week 13	Economic development	Prosperity and depression	<p>Explore the reasons for and consequences of engrossment and enclosure; the significance of agriculture; the nature of subsistence farming; the nature of the cottage industries and the development of domestic industry.</p> <p>Look at the role of coinage in society; Henry's great re-coinage.</p> <p>Compare the development of the domestic economy to foreign trade – which was the more successful. Consider whether the comparison is valid.</p> <p>Students should be able to chart economic patterns over time. A good opportunity to emphasise the demands of the breadth paper. For example, students might be asked how far the impact of the Black Death was still significant and change was only marginal throughout the period.</p>	<p>Presentation on the importance of the domestic economy. Identify main areas of development.</p> <p>Use map to locate areas of developing industry/ economic change.</p>	<p>Various Numismatics websites detail changes to the coinage.</p> <p>Guided reading on the Tudor economy.</p>

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Week 14	Religion	Humanism; arts and learning	Research: <ul style="list-style-type: none"> the position of the church in English society the impact of Humanism; possibly the early role of Colet the role of the church in arts and learning broader trends in the arts England's renaissance? the foundation of a Golden Age the sense of a distinctive Tudor arts movement. 	Students might consider developments in endowments of the church. The development of art and music in the church during the period.	Guided learning Visual sources to illustrate
Week 15	Synoptic / breadth interpretation of Part One, Section 1	Change and continuity over time; cause and consequence (long term and short term)	Students to prepare debate: where was the greatest change in the period 1485 to 1509? Discussion of how significance might be assessed, especially in the comparison of different themes such as religious, political and economic change. Students to draw a graph of significance illustrating periods that saw the greatest change. Essay practice charting causes of change and or consequences.	Students to compare across factors. Link economic and religious change to political. Draw up webs of causation.	Sources, statistics and guided reading Previous notes

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PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY: ENGLAND, 1485–1547; Section 2: Henry VIII, 1509–1547					
Week 16	Henry VIII	Addressing Henry VII's legacy	<p>Consideration of the extent to which Henry VIII was prepared for kingship. Produce a hierarchy of the problems that Henry might be expected to face. Add to this by identifying problems that were of Henry VII's making.</p> <p>Consider the question: what was the most consistent issue that faced Henry VII during his reign? What problems had been the most difficult to address?</p> <p>Establish what the major themes of Henry VII's reign had been. Question if it is legitimate to consider that these might be reflected in the reign of Henry VIII.</p>	<p>Identification of the most significant opportunities for Henry VIII. This is often a more challenging concept than problems. This can then link to the next section on aims.</p>	<p>PowerPoint overview of Henry VII's reign.</p> <p>Revision notes from first section of the course.</p>

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Week 17	Henry VIII	Character and aims	<p>Consider the changing interpretation of Henry VIII's character. Research skills: students to find the most surprising academic interpretation of Henry; the most shocking, the most subjective, etc.</p> <p>Students to establish how this interpretation has been achieved. Is it simply 'Henry VIII the misogynist?'</p> <p>Discuss how valid historical assessments of character might be.</p> <p>Students to produce a presentation on Henry VIII's early life. Consider how the character of Henry VIII's early life differs from the popular interpretation.</p>	<p>Considering the opportunities discussed in the previous section; how far can we develop potential aims from this?</p> <p>Are there aims that do not develop out of opportunities?</p> <p>Examine Historical fiction and discuss how this has fed a particular interpretation of Henry VIII's character.</p>	<p>Students could be introduced to historical fiction.</p> <p>Extracts from academic historians.</p>

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Week 18	Government	Domestic policies	<p>Removal of Empson and Dudley and marriage to Catherine. Establish most important reasons.</p> <p>Consider how Wolsey came to the attention of Henry and rose so rapidly to prominence. Examine the Role of Fox. What was the root of his power? Talent, factionalism, hard work etc? Consider spheres of influence.</p>	<p>Was the rise of Wolsey a result of his own efforts?</p> <p>Broader consideration of nature of Henry's rule. Did he rely on a certain type of minister. What is the evidence for this?</p>	<p>Interpretations from academic historians on the rise of Wolsey.</p> <p>Guided reading.</p>
				<p>This might be an opportunity to discuss views of the Character of Wolsey. Compare interpretations – a good field of historiography on this topic.</p>	

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Week 19	Government	The establishment of royal supremacy	<p>Class debate in the form of legal proceedings: the case for and against annulment.</p> <p>Assessment of the popular versions of Anne Boleyn's life. Analysis of historical extracts on this topic.</p> <p>Assessment on the role of Anne Boleyn. How far was she the instigator of change?</p> <p>Students to consider the extent to which change was caused by long term or mainly short term factors.</p> <p>A timeline of events might be begun to which religious reform and the impact of European wide Protestantism might be added in later weeks.</p>	Biographies of key figures. Students to consider the reasons for Wolsey's apparent inability to secure an annulment.	Conflicting sources and extracts on Anne Boleyn.

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Week 20	Government, Crown and Parliament	Ministers	<p>Discussion: how far did Wolsey serve the interests of the king as opposed to his own?</p> <p>Relative assessment of Wolsey's domestic and foreign policy achievements.</p> <p>Account for the fall of Wolsey. Consider the view that Wolsey's fall was due entirely to his own mistakes.</p>	<p>Debate Wolsey's contribution. How far was Wolsey constrained by the actions of the King? Did the nobility help or hinder Wolsey's ambitions?</p>	<p>Guided reading.</p> <p>Look for subjective accounts to examine.</p>
Week 21	Government, Crown and Parliament	Ministers	<p>Research: the role of Thomas Cromwell; the Elton Thesis and the Tudor Revolution in Government.</p> <p>Look at interpretations in some depth. What influences historical work? Compare with other periods / themes in which interpretations obviously contrast. Consider the history of the Elton Thesis. How has this been modified over time?</p> <p>Compare Cromwell and Wolsey. How far did each serve the king well? What similarities and differences were there in their careers?</p>	<p>Individual research into individuals. The biographies of great men.</p> <p>Excellent opportunity to really examine perspectives and interpretations in historical scholarship.</p>	<p>Drawing together earlier material and supplementing with further guided research.</p> <p>Plenty of academic articles examine the notion of a Tudor Revolution in government.</p>

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Week 22	Government, Crown and Parliament	Henry VIII's government	<p>How far had royal government changed since 1485?</p> <p>Working in groups, identify the key themes of royal government in the period; common objectives; common obstacles to development. One group tasked with identifying the most significant change in the period. Another group identifies most significant turning point.</p> <p>Consider the degree of change and continuity. Students could devise an illustrated timeline of government and change across the period 1485 to 1509.</p> <p>Students given an array of sources on the topic and encouraged to develop source work skills on perspectives.</p>	<p>Students to consider how various themes interact across the period.</p> <p>Students encouraged to consider long term short term factors</p> <p>Students might be encouraged to find a range of perspectives to include in their written responses.</p>	<p>Using earlier materials and reference books</p> <p>Consideration of Historians' interpretations for extension task</p>

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Week 23	Relations with Scotland and other foreign powers	Securing the succession	<p>Annotate a map of Europe to illustrate the major conflicts of the reign: where and when events took place.</p> <p>Students to research in groups:</p> <ul style="list-style-type: none"> • relations with France • the Holy Roman Empire • the Hapsburg-Valois Wars • relations with the papacy. <p>Make links between foreign and domestic policy. Focus on the succession with an emphasis on the subsequent annulment.</p> <p>Students might begin to think in a synoptic manner: consider how foreign policy objectives had changed since the reign of Henry VII.</p>	<p>Debate the impact of the desire to secure the succession on Henry's foreign policy. Was this different from the aims of Wolsey? How far did Wolsey really serve the interests of the king in foreign policy?</p>	<p>Varying interpretations of Wolsey's foreign policy.</p> <p>Guided reading.</p> <p>Map of Europe.</p>

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Week 24	Relations with Scotland and other foreign powers	Securing the succession	<p>Examine the foreign policy consequences of annulment; Scotland and Ireland; the granting of the title King in 1541; the policy of conciliation; 1539 as a turning point.</p> <p>Discuss the importance of armed conflict in the final years, especially in relation to Scotland and the significance of the Treaty of Greenwich.</p> <p>Consider the extent to which the final years might be viewed as different to the rest of the reign.</p> <p>Students should be encouraged to consider change and continuity over time.</p> <p>A timeline might be constructed to illustrate periods of most substantial change and periods of relative calm.</p>	<p>Research tasks allow for differentiation.</p> <p>Students might attempt to list themes that affected foreign policy in order of priority.</p> <p>Students to use historical perspectives from different national viewpoints to establish an objective view of the significance of England's foreign policy in this period.</p>	<p>Online resources illustrating series of views from foreign perspectives on English foreign policy in the period.</p> <p>Guided reading.</p>

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Week 25	Society	Elites and commoners; regional issues and the social impact of religious upheaval	<p>Students to link to research from section one on Tudor Society. Especially consider the demographic changes of the mid Tudor period.</p> <p>Research the development of the putting out system and the Poor Law of 1536. Identify similarities and differences by 1547 compared to 1485.</p> <p>Explore the emergence of a discontented 'class'. How far is the oppositional thesis a valid one?</p> <p>Look at the impact of the dissolution of the monasteries on society. Were certain social groups affected more than others? Which groups benefitted?</p> <p>Students to identify the major turning points in social history.</p> <p>Students to debate the importance of social history. Comparison to political history.</p>	<p>Comparisons made between rural and urban.</p> <p>Students might use local resources and the internet to research local history or the history of a prominent family in the period.</p>	<p>Local archives and internet resources.</p> <p>Monographs on individual rebellions and rebels.</p>

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Week 26	Society	Rebellion	<p>Research the Lincolnshire Rising and the Pilgrimage of Grace</p> <p>Students should compare the two risings and identify similarities and differences.</p> <p>Students to consider how the risings might be seen as evidence of social discontent.</p> <p>Students to consider the Pilgrimage of Grace in comparison to rebellions under Henry VII. Identify any long-term trends.</p> <p>Look at similarities and differences over time.</p>	<p>Students might look to explicit topics of cause and consequence.</p> <p>Students to prioritise causes and identify most significant outcomes.</p>	<p>Academic historians – guided reading and extracts on the rebellions.</p>
Week 27	Economic development	Trade, exploration, prosperity and depression.	<p>Review trade under Cromwell. Consider change and continuity across the reign and the role of trade treaties in foreign affairs.</p> <p>Discuss how far Henry's trade developments were motivated by a desire to improve trade itself. Link to previous sections about objectives in foreign policy and the desire to secure the succession.</p> <p>Consider how far reform was motivated by a desire to improve the economy.</p>	<p>Prepare short class presentations on different aspects of economic development.</p> <p>Students to make explicit links between themes, eg how does exploration improve trade?</p>	<p>Students might complement their examination of social history in the previous section with an overview of economic. Discuss the strengths and weaknesses of each school.</p>

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Week 28	Religion	Renaissance ideas; reform of the Church	<p>Recap: role of church to 1529. Look at strengths and weaknesses. Consider reasons that there might have been demands for reform.</p> <p>Students to research the Reformation in Europe. Look at biographies of key individuals. Students to make comparisons in degree of influence; geographical area of influence; nature of protest. Students to make comparisons and suggest how the ideas of the Reformation changed over the time period.</p> <p>Students to take each Reform movement in turn, eg, Lutheranism; Calvinism and construct a timeline of important events. Consider how far the ideas of the European Reformation penetrate English thought.</p> <p>Examine the split from Rome. Students to make a chart on the acts that facilitated the split.</p>	<p>Research the likely impact of dissolution national and also locally. What was the greatest impact and why?</p> <p>Students to find the most objective and the most subjective historical interpretation of the Reformation online. Justify choice.</p> <p>Consider: when can we date the actual split from Rome?</p>	<p>Many online sites provide both primary and secondary source material on the Reformation.</p> <p>Guided reading.</p>

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Week 29	Religion	Reform of the Church; continuity and change by 1547	<p>Students to chart the consequences for the English church of the split. How did worship and custom change?</p> <p>The dissolution of the monasteries. Students to research the work of Cromwell. Link to previous work on the role of ministers.</p> <p>Students to identify a specific monastery in their locality. Chart its changing fortunes and the impact of the Reformation. Students then to link this to the requirements of a breadth paper: how does the experience of the local conform to the generalities of the national?</p> <p>Students to compare the impact of Wolsey and of Cromwell on the Church.</p>	<p>Students to investigate the work of the commissioners.</p> <p>On a map students to chart the spread of the dissolution.</p> <p>Students try to establish regional variation in the impact of the reformation.</p>	<p>Local accounts of dissolutions.</p> <p>Possible opportunity for a field trip or a local investigation.</p>

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Week 30	Overview / revision	The extent to which consolidation of authority and of dynasty had been successfully achieved by 1547.	<p>Acquire and use sources to illustrate the key turning points in different themes across the period.</p> <p>Was there more continuity than change in religion, finance and the economy, foreign policy? Students to suggest the most significant event overall.</p> <p>Consider the view that by 1547, Henry VIII had failed to live up to the promise of the early years of his reign.</p> <p>Assess the interpretations made concerning Henry VIII, especially the comparison between Henry the King and Henry the man. An opportunity to prepare exam technique.</p> <p>How significant had religion been as a guiding principle for Henry?</p> <p>Try to respond to the thematic key questions.</p> <p>Practice exam style questions.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Debate on which king most successfully consolidated the regime. Students to discuss the changing nature of monarchy in the period.</p> <p>Consider how far Henry VIII had abnegated the role of kingship. Consider especially the significance of ministers and of women and faction towards the end of the reign. Consider how the reputation of Henry has evolved.</p> <p>Consider the role of women and especially the extent to which Henry's wives were agents of political change.</p>	<p>Sources and information sheets.</p> <p>Guided reading.</p> <p>Notes from Part One of the course.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART TWO: ENGLAND, TURMOIL AND TRIUMPH, 1547–1603; Section 1: Instability and Consolidation: the Mid-Tudor Crisis: 1547–1563 (A-level only)					
Week 1	Edward VI	Problems of succession	<p>PowerPoint introduction and re-cap of the major issues of the previous 50 years:</p> <ul style="list-style-type: none"> • the religious legacy of Henry VIII • the doctrinal position and the impact of humanist thought • introduction to the concept of a crisis of state in the mid sixteenth century. <p>The state of England in 1547. Discuss the extent to which solutions had been effective pre-1547. Identification of likely main objectives of the period.</p> <p>Investigation of interpretations. Especially of the ‘silent mid sixteenth Century’ and the concept of a mid Tudor crisis.</p> <p>The problem of the succession.</p>	<p>Use key terms to develop conceptual understanding of the concept of minority rule.</p> <p>Discuss positives and negatives of a regency – who gains from a regency?</p> <p>Why was the succession not secure? Develop counter-factual arguments about possible outcomes.</p>	<p>Family tree of the Tudors.</p> <p>Guided reading.</p> <p>PowerPoint on Henry VIII.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 2	Edward VI	Somerset and Northumberland; royal authority	<p>Research Somerset and the Protectorate from 1547–1549: continuity or change?</p> <p>Consider the plans for the regency and the Privy Council and the extent to which those plans were realised.</p> <p>Look at the arrest of Somerset in October 1549.</p>	<p>Students to list the issues likely to be facing Somerset.</p> <p>Rank these in order of significance. Consider what the objectives of Somerset were and how these may have differed from those of Henry VIII.</p> <p>Discuss the objectives of a regency / protectorship. How might success be determined?</p>	<p>The acts of the Privy Council.</p> <p>The Vagrancy Act 1549.</p> <p>Various online resources and monographs of Somerset's protectorship.</p>
Week 3	Edward VI	Somerset and Northumberland; royal authority.	<p>Research the role of Northumberland, Lord President from 1550–1553.</p> <p>Examine rebellion and the rise of Northumberland. Assess the reasons for Somerset's fall and for Northumberland's rise. Assessment of the most pressing problems, with particular focus on finance.</p>	<p>Comparison of Somerset and of Northumberland.</p> <p>Debate about the most effective period and the role of Edward.</p>	<p>Various academic articles detailing the life of Edward VI and the impact he had on the years 1547 to 1553. Relative evaluations of the main characters of the period.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 4	Edward VI	Relations with foreign powers	<p>Students to present to class: what was England's international position in 1547? Particular focus to be given to relations with France and Scotland and the renewal of the Franco-Scottish alliances.</p> <p>Comparison of Somerset and Northumberland. Research: How far was Somerset's indecisive foreign policy influenced by the terms of Henry VIII's will? Research: to what extent was Northumberland's foreign policy determined by an overwhelming desire to appease?</p>	<p>Students to make comparisons in the foreign policies of Somerset and of Northumberland.</p> <p>Discuss the criteria for success in foreign policy.</p> <p>Was England's foreign position stronger in 1553 than it had been in 1547?</p>	<p>Monographs of Somerset and of Northumberland.</p> <p>Guided reading.</p> <p>Maps of England and Scotland.</p>
Week 5	The social impact of religious and economic changes under Edward VI	Rebellion	<p>Look at key rebellion and opposition:</p> <ul style="list-style-type: none"> the Western Rebellion 1549 the Ket Rebellion 1549 Lady Jane Grey and the succession crisis 1553. <p>Students to consider the impact of rebellion in general. How did the above differ from rebellions of the past? Do they represent more continuity or change?</p> <p>Make a comparison chart.</p>	<p>Students to consider the nature of rebellion and devise posters encouraging potential rebels to join the cause.</p>	<p>Various monographs cover each rebellion. There are also plenty of general texts that debate the nature of unrest and of a crisis in this period.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 6	The social impact of religious and economic change under Edward VI	Intellectual developments; humanist and religious thought	<p>Consider the attitude to religious reform and regional variation.</p> <p>Look at the impact of the Chantries Act and of the Treason Act: continuity or change?</p> <p>The impact of the Act of Uniformity: students to consider the extent to which the parliamentary act actually changed the nature of popular worship.</p> <p>Students to discuss how radical the changes were and the extent to which such change was enforced by regional clergy.</p> <p>For class debate: how far was Northumberland a genuine religious reformer?</p>	<p>Differentiated research tasks and group work.</p> <p>Students to illustrate diagrams of 'before and after'.</p> <p>Students to identify the act which saw the greatest change in the period.</p> <p>Students to consider the manner in which motivation for uprising might be objectively assessed.</p>	<p>Summary narrative of key events.</p> <p>Chronological framework and writing frame.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 7	Mary I and her ministers	Problems of the succession	<p>Students to consider the strength of Mary's claim. Why might there be opponents to her succession? Why was there opposition to her personally?</p> <p>Assessment of Mary's character and how this affected upon the succession.</p> <p>Compare the difficulties Mary faced with those of Edward VI. Examine the differences and similarities.</p> <p>Broader discussion of how unpopular Mary actually was – consider the view that at least up to 1555, Mary was supported because of her legitimacy and the lack of appeal of Northumberland.</p>	<p>Assess reasons for Mary's unpopularity. Identify the most significant or most important reason.</p> <p>Consider the impact of pro-Elizabethan writers portraying Mary as a weak and unsuccessful Catholic, pro-Spanish monarch.</p>	<p>Contemporary accounts of Mary as Queen.</p> <p>Extracts from academic historians.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 8	Mary and her ministers	Royal authority	<p>Consider reasons for the apparent lack of innovation in government:</p> <ul style="list-style-type: none"> the role of the Privy Council Mary's apparent efforts to pack the Commons with her supporters the inefficiency of the Privy Council the role of Renard. <p>Students to construct timelines detailing the development of authority across the reigns of Edward and Mary.</p> <p>Consider: how far were Mary's problems in government entirely of her own making?</p>	<p>Students should consider the extent to which Mary sought reform of government. Consider why a monarch so apparently bent on religious change did so little to change the government of the kingdom.</p>	<p>Online sources and academic texts.</p> <p>There are a number of conflicting accounts of Mary's style of government. These might be used to consider interpretations.</p>
Week 9	Mary and her ministers	Relations with foreign powers	<p>Research:</p> <ul style="list-style-type: none"> the marriage war with France the Peace of Cateau-Cambresis the loss of Calais; the French Wars. <p>Consider the extent to which Mary's foreign policy served the interests of Philip rather than of England.</p> <p>Students might consider change and continuity in England's foreign policy since 1547.</p>	<p>Students could produce factual and chronological overview of conflicts of the period. Students might broaden this out to place England's foreign policy in a wider European context and to consider the objectives of France and of the Habsburgs.</p>	<p>Use of maps to chart the European wars. Detail of the loss of Calais.</p> <p>Guided reading on Mary and Philip.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 10	The Social impact of Religious and Economic changes under Mary	The broader impact of the church and of religious life on society.	<p>Consider the position of the English Church at Mary's accession.</p> <p>Look at the repeal of Henrician and Edwardian religious legislation.</p> <p>Simple chronological introduction to this major topic.</p> <p>The mechanics of the restoration to Catholicism: students to produce a simple timeline of change detailing the period that saw greatest change.</p>	<p>Students might link the Marian reforms to a broader conservatism afoot in Europe.</p> <p>Students might place the Marian reforms within the broader reaction of the catholic church. Ask to what extent Mary was the instigator of the reaction in England.</p>	<p>Guided reading on the changes to the Marian Church and especially the extent to which the restoration to Catholicism had been achieved by 1555.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 11	The Social impact of Religious and Economic changes under Mary	Intellectual developments; humanist and religious thought; rebellion	<p>Research the role of individuals: Gardiner; Paget; Pole; Cranmer; Latimer and Ridley. Look at Foxe's Book of Martyrs and popular interpretations.</p> <p>Examine the Wyatt Rebellion.</p> <p>Students might devise presentations on the impact of Foxe on the historiography of the topic and the period.</p> <p>Analysis of the history of the book, and the impact of different interpretations.</p> <p>Explore the concept of the Protestant Martyrs. Students to produce biographies and discuss relative significance.</p> <p>Look at the impact of Gardiner and Pole; the desire to please the queen.</p> <p>Consider: what was the most significant intellectual development in the period?</p>	Students should establish clear criteria for assessing the extent of religious change, but also for identifying change and continuity and also any significant turning points.	<p>The diary of Parkyn is an obvious starting point, compare this with Foxe.</p> <p>Foxe's book of martyrs.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 12	The Social impact of economic change under Mary	The economy	<p>Look at the effect of a series of bad harvests and epidemics; Government reaction; restriction of trade.</p> <p>Students to consider the most pressing social problem as a result of economic change and to compare rural and urban.</p> <p>Consider the impact of population rise and of inflation.</p> <p>Discuss the extent to which there was an agricultural revolution in the early 16th Century.</p> <p>Presentations: how far did the government respond to the challenge of economic change?</p> <p>Examine the search of overseas markets to replace the declining Antwerp Market.</p> <p>Make diagrams to illustrate:</p> <p>(i) economic problems</p> <p>(ii) social problems.</p>	<p>Stretch: link in these themes to the broader topic of a mid Tudor crisis.</p> <p>Consider how far the elites were under threat in the period.</p> <p>Consider how far there was an economic and social crisis during the reigns of Edward and Mary.</p>	<p>Sources such as: The Act Touching Weavers or the Enactment of the Common Council and A Discourse on the Commonwealth (1549) might be used to develop themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 13	Elizabeth I	Character and aims; consolidation of power including the Act of Settlement	<p>Look at the religious beliefs of Elizabeth and her early life. Move towards a good narrative understanding of Elizabeth's life before she ascended to the throne.</p> <p>In groups students might research and report back the most surprising, damaging, saddening, etc fact about Elizabeth as a young woman. Try to encourage the use of adverbs to qualify opinions and build confidence in research skills.</p> <p>Chart the historiography behind interpretations of Elizabeth's relationship with Parliament.</p> <p>Students to research the impact of Neale and of revisionism. Link this to historical interpretations and discuss how and why historians differ.</p> <p>Research the succession crisis of 1562 and link to Elizabeth's reluctance to marry.</p>	<p>Students to list what Elizabeth's objectives in government were likely to be. Students to prioritise these or at least categorise thematically.</p> <p>Was Elizabeth likely to be a cautious or an innovative monarch: why?</p> <p>Consider linking this to the aims and objectives of the previous monarchs. How far was Elizabeth's reign likely to represent a break from the past?</p> <p>Students should be encouraged to make synoptic links between themes by this stage. The extent to which Elizabeth's</p>	<p>Use of counter factual history.</p> <p>Guided reading.</p> <p>The Act of Settlement.</p>

				consolidation of power depended upon her personality or on her relationship with ministers and parliament.	
Week 14	Elizabeth I	The impact of economic, social and religious developments in the early years of Elizabeth's reign	<p>Class discussion: how far was Elizabeth pushed into the events of 1559? Link back to discussions about her consolidation of power and relations with parliament.</p> <p>Students to divide into groups and research the impact of the following factors. Feed back to class:</p> <ul style="list-style-type: none"> • the Elizabethan Settlement • the Parliament of 1559 • the Acts of Supremacy and Uniformity • the Thirty-nine Articles • development of the Book of Common Prayer. <p>How far did religious change affect the position of the bishops and the clergy? Consider the Exchange Act and the Injunctions of 1559.</p> <p>Consider further work on perspectives: The strength of the Catholics; Dicken's vs. Haigh.</p>	Discussion of the nature of change and continuity in the period. How substantial were the changes? Consider how historians prove motivation.	There are plenty of texts that address the debate between Dickens and Haigh. Contrast the views and look for supporting texts or articles.

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Week 15	Elizabeth I	Relations with foreign powers; the impact of economic, social and religious developments to 1563	<p>Identify Elizabeth's aims and objectives in foreign policy. Label and annotate a map of the Netherlands. Discuss the significance of the area.</p> <p>Contrast this with the importance of the Anglo-Burgundian alliance in the early years. Consider relations with France and Scotland and how this might be used to support or counter arguments about the consolidation of authority and especially the role of Cecil in court.</p> <p>Encourage students to consider if Elizabeth's foreign policy aims represent a change in direction from 1547.</p> <p>Make three charts to illustrate developments in the economy, society and the church. This could be done in three groups – one looking at each theme from 1547 to 1563.</p>	<p>Students should make causal links between factors, using long term and short term as a means of explaining change in foreign policy in the period.</p> <p>Three groups present findings.</p> <p>Class to produce an overview of all themes.</p>	<p>Use of maps. Refer to the Treaty of Edinburgh 1560 and allow students to lift points from it.</p> <p>Notes from study of Edward, Mary and Elizabeth.</p>

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PART TWO: ENGLAND: TURMOIL AND TRIUMPH, 1547–1603; Section 2: The Triumph of Elizabeth 1563–1603 (A-level only)					
Week 16	Synoptic overview of years 1547 to 1563	Identify major themes of the first half of Part Two of the course.	<p>An overview of the key themes after the death of Henry VIII, and indeed any themes that are consistent throughout the Tudor period.</p> <p>Students might identify one key consistency throughout the whole period and one major turning point. Students to justify their selection.</p>	Students encouraged to produce group presentations detailing the course of a particular theme across the period. For example religious change / foreign policy. Students encouraged to use command terms such as cause and consequence.	<p>Various general texts should be combined with specific monographs of the early Tudor period.</p> <p>Earlier notes from Part Two, Section 1.</p>

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Week 17	Elizabethan Government	Court, ministers and Parliament	<p>Consider the theme of parliamentary resistance and cooperation established in the period to 1563.</p> <p>Discuss how evidence after 1563 might change the view of the legitimacy of the Puritan Choir thesis.</p> <p>Evaluate the Whig interpretation of the role of parliament and especially the developing relations between the Commons and the Lords across the whole time period.</p> <p>Look at Parliament and the Monopolies Crisis. For debate: were Elizabeth's relations with parliament a success?</p>	<p>Students to begin to think thematically across the course. How has the role of the Privy Council and of Parliament changed? Students may discuss the thesis of the progeniture of the English Civil War.</p>	<p>Parliamentary speeches.</p> <p>Guided reading.</p>

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Week 18	Elizabethan Government	Factional rivalries	<p>Assess the importance of individuals in government. Research biographies of Cecil, Parker, Winchester, Essex and Leicester.</p> <p>Links here might be made thematically, especially with authority. For example students could prove the link between Cecil and the establishment of authority by illustrating his role as the Master of Wards.</p> <p>Consider how effectively Elizabeth used patronage in her efforts to control the court.</p> <p>Establish reasons for factionalism within the Privy Council. Prioritise these and establish the role of Elizabeth.</p>	<p>Students might construct biographies of the key individuals. An effort to compare these and their roles might be made.</p> <p>Students produce PowerPoint presentations on key individuals.</p>	<p>Lift material from the DNB. Alternatively there are plenty of biographies of those such as Cecil.</p> <p>Extracts from academic historians.</p>

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Week 19	Foreign Affairs	Issues of succession	<p>Students to summarise the aims of Elizabeth's foreign policy. How might each of these be achieved by delaying confirmation of marriage?</p> <p>Look at the effect of the accession of Francis II and the rise of the Protestant Lords of the Congregation as context. How was this affected by the events of 1560 and the rise of the Duke of Guise?</p> <p>Students to research the individual treaties, in particular Edinburgh, Hampton Court and Troyes.</p> <p>Students to establish the effect of marriage negotiations, eg with Anjou, on the course of policy towards France.</p>	Students to establish how Elizabeth's objectives differed from previous monarchs. What remained a consistent policy?	<p>Maps and general texts on Elizabethan foreign policy.</p> <p>Guided reading.</p>
Week 20	Foreign Affairs	Relations with Spain.	<p>Discussion: why were the Spanish Netherlands so important?</p> <p>How did the Spanish Netherlands affect relations with Spain?</p> <p>Students to research the Treaty of Nonsuch and detail the leadership of Leicester.</p> <p>The Spanish Armada: research causes, course and consequences.</p> <p>Compare interpretations and use drama / balloon debates.</p>	<p>Debate the extent to which Elizabeth's foreign policy achieved its objectives in relation to Spain.</p> <p>Consider subjective opinion and use to argue a clear point.</p>	Contemporary sources and academic historians.

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Week 21	Foreign Affairs	Mary Queen of Scots.	<p>Detail the problems presented by Scotland. Students to research the potential solutions and debate the relative merits of cooperation, military invasion, etc.</p> <p>Consider: how successful was Elizabeth's policy towards Scotland?</p> <p>Students to question the threat presented by Mary; comparison of themes; students to question how far the threat posed by Mary changed in nature over time.</p> <p>Source exercise on perspectives. Look at Mary from a Scottish perspective, in comparison to interpretations from England – does this make any difference?</p>	<p>Some students to approach each issue from the perspective of Elizabeth, others to do so from the perspective of Mary Queen of Scots. Students to investigate the murder of Darnley.</p> <p>Consider the relative objectiveness and subjectiveness of accounts of the murder.</p>	<p>Maps, especially of Ireland will prove useful. Contemporary accounts of the murder of Darnley and of Mary's execution.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 22	Society	Continuity and change; problems in the regions	<p>Examine the workings of the Elizabethan Poor Law, the Problem of the poor and government responses.</p> <p>Students to debate the extent to which there was a genuine problem with the poor. Why had this changed? Is there a difference between deserving and undeserving?</p> <p>The ending of mid Tudor inflation? Discuss the interpretation of the crisis of the Elites.</p> <p>Poverty might be examined as a theme across the Tudor period. Regional variation and especially the contrast between rural and urban experience might be discussed.</p>	<p>Consider how effective Elizabeth's social and economic legislation was.</p> <p>Debate the influence of political perspective in historical writing.</p>	<p>Students may examine the various interpretations of Elizabethan poor law.</p> <p>Academic interpretations of Tudor poverty.</p>
Week 23	Society	Social discontent and rebellion	<p>Consider the reasons for revolt. Compare the revolt of the Northern Earls with the Essex Rebellion. Identify how they were different.</p> <p>Discuss: what were the causes of rebellion under Elizabeth?</p> <p>Compare revolt across the Tudor period: was there a crisis in authority? Did any of the revolts cause genuine concern about Elizabeth's government of the country?</p> <p>Consider whether the Elizabethan period saw more or less disorder.</p>	<p>PowerPoint on revolt across the Tudor period.</p> <p>Debate nature of rebellion.</p>	<p>Guided reading.</p> <p>Extracts from academic historians.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 24	Economic development	Trade; exploration and colonisation; prosperity and depression.	<p>Consider how far there was an economic expansion in the early to mid-Elizabethan period.</p> <p>Look at the economic expansion (thematic approach); Elizabethan price inflation; the impact of new ventures.</p> <p>Chart the effect of expanding trade, particularly the impact of exploration.</p> <p>How far is there evidence of economic distress in the last years of Elizabeth's reign? Link to the thesis of Elizabethan decay.</p>	Students to identify the traditional industries of the realm and discuss their effect on the economy.	<p>Sources to illustrate economic change.</p> <p>Guided reading.</p>
Week 25	Religious developments	Change and continuity	<p>Students to examine the Elizabethan settlement and critique the thesis of Elizabethan stability and continuity.</p> <p>Students to research key events such as Parker's Advertisements.</p> <p>Class divided into groups, each allocated a theme:</p> <ul style="list-style-type: none"> • the challenge from the Puritans • the challenge from Presbyterianism • the challenge from Roman Catholicism. <p>Each group to detail the challenge of their respective group at the opening and at the end of the reign.</p> <p>PowerPoint presentations: what has changed and what stayed the same?</p>	<p>Individual research of key figures, eg Parker.</p> <p>Students might also devise a timeline of change for each 'challenge group'.</p>	Contemporary sources and extracts from academic historians.

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 26	Religious developments	Change and continuity	<p>Emphasis given to source skills and the importance of criticising interpretation.</p> <p>Consider that, despite the challenges faced throughout the reign, the English Church survived Elizabeth's reign virtually unchanged.</p>	Discussion on religion over the reign of Elizabeth.	Guided reading.
Week 27	The English Renaissance	The Golden Age of art, literature and music	<p>Students to be divided into groups. Each to research the development and the impact of a particular area of the arts in Elizabethan England:</p> <ul style="list-style-type: none"> • fine art • music • architecture • literature. <p>Students might broaden out their theme to consider the whole Tudor period. Devise timelines to show change and continuity.</p> <p>Students feedback to class. Leads to whole class discussion on how far there was an Elizabethan Golden Age.</p>	<p>Students might be tasked with giving illustrated talks to the class with historical interpretations and perspectives included.</p> <p>Students might consider the extent to which the church still controlled artistic expression.</p> <p>Students might research the European Renaissance and establish the extent to which its effects were felt in England.</p>	<p>Images to reflect Tudor Art and culture.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 28	The last years of Elizabeth	Political, economic, social and religious developments in the last years of Elizabeth's reign; the condition of England by 1603.	<p>Consider changing views of Elizabeth as an individual. Students use work of the previous week to examine how popular views of Elizabeth shifted in the final years of her reign. How does the image of Gloriana change over time, especially as her individual beauty fades?</p> <p>Look at the Essex Rebellion: cause and consequences. How far does this illustrate a shift in the position of Elizabeth in England?</p> <p>Consider Parliament and the Golden Speech. Planning for the succession? Examine popular protest towards the end of the reign, eg the Oxfordshire Rising.</p> <p>Make a three column chart to illustrate the political, economic and social condition of England in 1603.</p>	Students to consider how various themes interact across the period. Charts produced for each theme showing periods of development and of decline.	<p>Literature, especially 'The Faerie Queen'.</p> <p>Guided reading.</p> <p>Notes from previous study.</p>
Week 29	Overview of Elizabeth's reign. Recap of major themes	Coverage of points in a thematic manner likely to be needed for success in the exams.	<p>Each group to be allocated a particular theme from religion, military, foreign policy, authority, social and economic. Students to present to class an overview of major turning points and events in these themes across the Elizabethan period.</p> <p>Conclude: where did the greatest change occur? How far might Elizabeth's reign be considered to have been a success?</p>	Research tasks allow for differentiation. Debate the notion of significance. How might a historian determine success?	Targeted tasks assessing the importance of specific factual knowledge.

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 30	Synoptic overview of the course, Parts One and Two	Revision of key concepts and themes	<p>Students to compare events across the whole period. Consider the following:</p> <ul style="list-style-type: none"> • How was the realm different in 1603 from how it had been in 1485? • What had been the key achievements of the Tudor Dynasty and which king / individual had done most to achieve this? • How far had there been consistent change? • What were the periods of most dramatic change? • What had not changed? • What problems remained by 1603? <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Consider how far the monarchs of the periods had been the key instigators of change. How far were the Tudors simply victims of events? Consider the role of minority groups. Had the experiences of the minorities changed during the period?</p>	<p>Summary notes on all six key themes.</p> <p>Use the six key questions from the specification to explore breadth.</p>

Version DRAFT
First published 5 May 2015