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# Scheme of work

AS/A-level History Specification 7041/7042  
The Wars of the Roses, 1450–1499, 2B

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## 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 Wars of the Roses, 1450–1499

Component 2 Depth Study: (Teacher 2)

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

Note that whole course may be delivered by a single teacher

### General Introduction (Component 2)

### Learning Objectives AO1 and AO2

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)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.  To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books.  Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and 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>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</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>The suggested learning activities below are intended to develop the required 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>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation 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 AO2

### The Wars of the Roses, 1450–1499

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: THE FALL OF THE HOUSE OF LANCASTER, 1450–1471; Section 1: The Origins of Conflict, 1450–1459</b>					
Week 1	English society and politics in 1450	The weakness of Henry VI's rule  Baronial factions	Establish an overview of the period from 1377 to 1450 using a video; identify key terms.  Group work to briefly study examples of conflict in England between 1437 and 1450 to establish context, eg Gloucester vs. the Beauforts and Suffolk's rule.  Investigation into the arguments that Henry VI's character was flawed and that he was an 'undermighty' king.  Students to produce a brief timeline of the key events from 1437 to 1450.	Opportunities for further differentiated research to find out more about the upbringing of Henry VI.  Research into interpretations as to the extent to which Henry VI ruled at all.	Wars of the Roses video.  Guided worksheets and reference material for reading.  Guided interpretations by a range of historians.

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Week 2		The loss of Normandy	<p>Make a chart to show, in brief, the chronology of the collapse of the English position in France between 1433 and 1450.</p> <p>Construct a table with each of the competing policies regarding France promoted at the English court in the period between 1437 and 1450 to establish context. Include the names of prominent supporters of the policy, actions taken in support of the policy and the degree to which it was successful.</p>	<p>Opportunities for further differentiated research to find out more about Richard of York's rivalry with the Beauforts in France.</p>	<p>Map of Lancastrian France.</p> <p>Guided worksheets and reference material for reading.</p>
Week 3		Cade's rebellion	<p>Create a chronology of the events of Cade's rebellion and profiles of key rebels and victims of the rebellion.</p> <p>Group investigations into the root causes of the rebellions such as the reliance on favourites in Henry VI's court, the loss of Normandy, the financial weakness of the Lancastrian regime.</p>	<p>Research tasks allow for differentiation.</p> <p>Debate: How far was the loss of Normandy the root cause of Cade's rebellion?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided reading of academic historians.</p>

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Week 4	The impact on English politics of Richard of York	Emerging power and influence	<p>Construct a timeline of the early life of Richard of York between 1411 and 1450, including his actions in England and France. Use highlighters to pick out different possible motives for Richard's actions: economic greed, noble rivalry, principled opposition, dynastic claim.</p> <p>Use contemporary sources to explore perceptions of Richard of York's actions. Consider his claims to be acting in the 'common weal' and reactions to this, especially those of the Commons and Lords.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Further investigation of the view that Richard of York was articulating constitutional principles.</p>	Guided range of contemporary sources and the views of historians.
Week 5		Emerging power and influence	<p>Construct a chronology of events from Jack Cade's rebellion to the first battle of St. Albans, including:</p> <ul style="list-style-type: none"> <li>• Dartford</li> <li>• the madness of Henry VI</li> <li>• the first protectorate</li> <li>• Henry's resumption of power.</li> </ul> <p>Use two colours to highlight moments when York and Somerset/Margaret were in the ascendency.</p> <p>Create a table identifying prominent noble supporters of Richard of York between 1450 and 1455 and where and when they supported him; compare this with his support in the Commons.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Debate: was Richard of York motivated merely by a desire to reform government between 1450 and 1455?</p>	Guided worksheets and reference material for reading.

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Week 6	The outbreak of war	The first Battle of St Albans	<p>Investigation into the background of the first Battle of St Albans, including the treatment of the Yorkists following the dismissal of the First Protectorate and the role of Somerset.</p> <p>Creation of a storyboard for the first Battle of St Albans.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Research tasks allow for differentiation.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Guided range of contemporary sources.</p> <p>Storyboard outline to complete.</p> <p>Guided academic reading.</p>
Week 7		The balance of military power in 1455	<p>Groups to investigate the consequences of the first Battle of St Albans including areas such as: the establishment of blood feuds; the use of military force against the army of the king; the need for political and legal protection for the Yorkists; the establishment of the Second Protectorate.</p> <p>Discussion as to the extent to which the Second Protectorate existed because of Yorkist military power and the reasons for its disintegration. Exploration of whether a 'middle party' still existed and its composition.</p>	<p>Research tasks allow for differentiation.</p> <p>Further investigation of the alleged development of constitutional principles.</p>	<p>Guided worksheets and reference material for reading.</p>

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Week 8	The uneasy peace	The influence of Margaret of Anjou	<p>Consider the notion of queenship. Students might attempt to construct a spider diagram that identifies the potential roles and functions of a fifteenth-century English queen. Consider which of these Margaret could claim to be achieving by 1455 and again by 1459.</p> <p>Create a table that compares Margaret's attitude and relationship with Richard of York with that of Edmund Beaufort.</p> <p>Students to make presentations as to the influence of Margaret of Anjou.</p>	<p>Debate: did the birth of an heir to the throne transform Margaret's attitude to Richard of York?</p> <p>Opportunities for further differentiated research to find out more about the relationship between politics and gender.</p>	<p>Range of materials and interpretations.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul>
Week 9		Factional rivalries	<p>Construct a chronology of the events between 1455 and 1459. This could include: the consequences of the First battle of St. Albans; the second protectorate; Loveday; the actions of moderates including Humphrey Stafford.</p> <p>Investigation into the reasons for reconciliation attempts between 1455 and 1459 including: noble moderates; threats of French invasion; death of prominent partisans such as Edmund Beaufort and Henry Percy in 1455.</p> <p>Use contemporary sources to explore the events and reactions to the so-called 'Loveday' spectacle.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Use sources of varying complexity for evaluation.</p> <p>Exploration of the differing interpretations as to motives of nobles in this period.</p>	<p>Guided range of contemporary sources.</p> <p>Guided interpretations by a range of historians.</p>



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Week 10		Impact on English society	<p>Group work investigations into the social disorder between feuding noble and gentry families including examples such as the Percies and Nevilles, Bonville and Courtney, the struggles of the Pastons,</p> <p>Research events in Wales between 1455 and 1458 and assess the degree to which it was a consequence of social pressures from England.</p> <p>Research on the focus of economic and political discontent may well include an exploration of the growing financial crisis with regard to royal expenditure and attempts to curb it, especially attempted resurreptions by parliament.</p>	<p>Research tasks allow for differentiation.</p> <p>Investigation into the interpretation that the escalation of private feuds was a cause and not a consequence of the wars</p> <p>Debate: Was economic and financial weakness the reason for opposition to Henry VI's government?</p>	<p>Guided worksheets and reference material for reading</p> <p>Maps of Fifteenth-century England and Wales</p> <p>Practice exam-style questions</p>

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<b>PART ONE: THE FALL OF THE HOUSE OF LANCASTER, 1450–1471; Section 2: The War of the Barons, 1459–1461</b>					
Week 11	The renewal of war	York's flight into exile	<p>Use a video to recap the events between 1450 and 1459.</p> <p>Construct a chronology of the events between 1459 and 1461 including key events such as: the battles of Blore Heath; Ludford Bridge; the Parliament of Devils; the Yorkist invasion of 1460; the battle of Northampton and the Act of Accord.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Wars of the Roses video.</p> <p>Map of Fifteenth-century England.</p> <p>Guided range of contemporary sources.</p> <p>Academic reading.</p>
Week 12		The emergence of Warwick 'the Kingmaker'	<p>Investigation into the role of the Neville family within the Yorkist faction between 1459 and 1461. Focus could be placed on the importance of Calais and its garrison. Assessment of its importance to the Yorkist cause could consider its value as a place of refuge, its trading position, the military skill of its garrison and the questionable loyalty of its men – the previous actions of Andrew Trollope are relevant here.</p> <p>The Battle of Sandwich and Warwick's preparations to return to England could be explored.</p>	<p>Comparison of noble support for Richard of York in 1459 in comparison to his situation before 1453.</p> <p>Debate: could Yorkist opposition have existed between 1459 and 1461 without the Nevilles?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided interpretations by a range of historians.</p>

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Week 13		The capture of Henry VI at Northampton	<p>The popularity of Warwick in south-east England and the reasons for it could be considered along with the longer term implications for the Yorkist cause after their return to England.</p> <p>The events of the Battle of Northampton should be established including the intentions of the Yorkist force and their attempts to gain access to Henry VI. The prominence of the Duke of Buckingham, Earl of Shrewsbury and Lord Egremont as committed Lancastrians in opposition to Warwick.</p> <p>Creation of a storyboard for the Battle of Northampton</p> <p>Use contemporary sources to explore attitudes to the events.</p>	Use sources of varying complexity for evaluation.	<p>Map of Fifteenth-century England.</p> <p>Guided range of contemporary sources.</p> <p>Storyboard outline to complete.</p>

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Week 14	Filling the political vacuum	The rule of Richard of York as Protector of England	<p>Investigation into Richard of York's claim to the throne in Parliament in October 1460:</p> <ul style="list-style-type: none"> <li>• what did Richard do to promote his claim</li> <li>• what was the response of the lords to the claim</li> <li>• why was there an impasse</li> <li>• what was the Act of Accord</li> <li>• why was the act unlikely to restore order?</li> </ul> <p>Use contemporary sources to explore attitudes to the events.</p> <p>Students to investigate and make presentations on the different aspects of this event including Richard's journey, his arrival, his demeanour and reactions to his demands.</p>	<p>Debate: were Richard of York's actions in 1460 part of a long-term plan?</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul>
Week 15		The rule of Richard of York as Protector of England	<p>Exploration of the motives of Richard of York in 1460: why had he claimed the throne of England and why had he not done so earlier? To what extent was his claim supported by his allies and what problems did it cause for them?</p> <p>Investigation into how and why Richard of York's motivations for opposition to the Lancastrian regime appear to have shifted between 1450 and 1460.</p>	<p>Research into interpretations as to the extent to Richard of York's motives.</p>	<p>Guided interpretations by a range of historians.</p>

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Week 16	Shifting loyalties and the Lancastrian revival	Wakefield	<p>Research Margaret's actions between 1459 and 1461, including the aftermath of Loveday and the Parliament of Devils; her response to the Act of Accord and her victory at Wakefield.</p> <p>Investigation into the events surrounding the battle of Wakefield: why had York and Salisbury returned to the North?</p> <p>Skirmishes before the battle such as Worksop. Why were they caught by surprise by Margaret of Anjou's forces? What patterns of violence were emerging, eg blood feud, targeting of the nobility.</p> <p>Creation of a storyboard for the second Battle of Wakefield.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Map of Fifteenth-century England.</p> <p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p> <p>Storyboard outline to complete.</p>

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Week 17		The second Battle of St Albans	<p>The significance of possession of Henry VI could be investigated in the light of the events second Battle of St Albans.</p> <p>Creation of a storyboard for the second Battle of St Albans.</p> <p>Comparisons between the outcomes of the first Battle of St Albans, the Battle of Northampton and the second Battle of St Albans could be drawn. All had seen possession of Henry VI's person switch. How similar were the circumstances and consequences of the change of possession?</p> <p>How do conclusions drawn support or challenges interpretations as to the nature of Henry VI's kingship?</p>	Debate: at what point did Henry VI cease to have any personal influence or involvement in the running of the Kingdom?	<p>Map of Fifteenth-century England.</p> <p>Guided interpretations by a range of historians.</p> <p>Storyboard outline to complete.</p>
Week 18		The death of York and the restoration of Henry VI	<p>Investigation into the problems faced by the Lancastrian party in attempting to restore its legitimacy in government could. Margaret of Anjou's failure to gain access to London and the reasons for it are one area for research as is the growing threat from Edward of March and the significance of his victory at Mortimer's Cross.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	Use sources of varying complexity for evaluation.	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p>

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Week 19	Proclamation of Edward IV as King	Yorkist victory at Towton	<p>Establish a chronology of Edward of March's actions from Mortimer's Cross to the Battle of Towton.</p> <p>Investigation into the key events of the Battle of Towton including the early skirmishes, key moments in the battle, the role of the weather, and the end of the clash.</p> <p>Creation of a storyboard for the Battle of Towton.</p> <p>Consideration should be given to the alleged scale of the battle and what inferences can be drawn about the involvement of the nobility in the conflict by this point in time.</p>	Consideration of the significance and consequences of each of the events researched.	<p>Map of Fifteenth-century England.</p> <p>Guided interpretations by a range of historians.</p> <p>Storyboard outline to complete.</p>
Week 20		The strengths and weaknesses of the Yorkists by 1461	<p>Students to create lists of prominent surviving supporters of Edward IV and Henry VI after the battle of Towton and assess the relative strengths of each group.</p> <p>Consideration of the nobles that had been slain between 1459 and 1461 and the consequences for the Lancastrian and Yorkist causes.</p>	Debate: to what extent was the Battle of Towton won due to events before it began?	<p>Guided worksheets and reference material for reading.</p> <p>Practice exam-style questions.</p>

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<b>PART ONE: THE FALL OF THE HOUSE OF LANCASTER, 1450–1471; Section 3: The Triumph of the Yorkists, 1461–1471</b>					
Week 21	The personal rule of Edward IV	The personal rule	<p>Use contemporary sources to build up a picture of the personality, appearance and character of Edward IV when he first became king.</p> <p>Make a spider diagram that outlines the problems facing Edward IV. Consider how his personal traits may have aided the resolution of these or led to further exacerbation.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Students to create quizzes to recap knowledge of events in England between 1450 and 1471.</p>	<p>Guided range of contemporary sources.</p> <p>Materials for quizzes.</p> <p>Guided reading.</p>
Week 22		The personal rule	<p>Investigation into the establishment of the Yorkist regime. Groups to look at key supporters such as the Neville family, William Hastings, William Herbert and other men promoted by Edward IV.</p> <p>Establish a chronology of Edward IV's dealing with the Lancastrian resistance between 1461 and 1464. Identify examples of conciliation and pardons, military force and diplomatic alliances as means to deal with the Lancastrian threat.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Research tasks allow for differentiation.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Map of Fifteenth-century England, Wales and Scotland.</p> <p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p>



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Week 23		The political impact of the marriage to Elizabeth Woodville	<p>Create a profile of Elizabeth Woodville including her family background, her first marriage and children and how she came to be Edward IV's wife.</p> <p>In groups consider how the marriage was seen by different groups such as: Warwick and the Nevilles; the French; the Burgundians; the English nobility; Edward IV.</p> <p>Consider the treatment and promotion of the Woodville family by Edward IV including Earl Rivers, Elizabeth's many siblings and her children by her first husband.</p> <p>In groups consider how and why the promotion of the Woodvilles caused tensions within the English nobility and had an impact on foreign policy.</p>	<p>Research tasks allow for differentiation.</p> <p>Students to explain link between external and internal developments.</p> <p>Use sources of varying complexity for evaluation.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided interpretations by a range of historians.</p>

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Week 24	Factional rivalries	Warwick 'the Kingmaker'	<p>Investigate prominent members of the Neville family and their influence during Edward IV's first reign: Richard Neville; John Neville; George Neville; other members of the extended family. Assessment as to the extent of their power by the mid 1460s.</p> <p>Consider the treatment of the Nevilles by Edward IV and the Woodvilles including events such as: the promotion of Earl Rivers; perceived snubs and demotion of George Neville; the timing of revelations as to Edward IV's marriage; the impact on Warwick's diplomatic efforts.</p>	<p>Debate: the greed of the Nevilles was primarily responsible for the breach between Warwick and Edward IV?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Map of Fifteenth-century England</p> <p>Guided interpretations by a range of historians.</p>

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Week 25		Warwick 'the Kingmaker'	<p>Establish a chronology of the events from Edward IV's marriage to Warwick's flight to France in 1470.</p> <p>Investigation into the connections and alliance between Warwick and George, Duke of Clarence. What did both hope to gain from working together and to what degree was this a threat to Edward IV's kingship in light of the events between 1464 and 1470?</p> <p>Groups to investigate the role Warwick played in the various rebellions in Lincolnshire and Yorkshire in the late 1460s and prepare presentations for the class.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Research tasks allow for differentiation.</p> <p>Comparisons could be considered between Warwick's public profile and that of Richard of York a decade earlier with regard to their stated aims and methods of seeking control.</p>	<p>Map of Fifteenth-century England</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul>

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Week 26		<p>Attempts to restore Henry VI</p> <p>Margaret of Anjou; Edward, Prince of Wales</p>	<p>Read contemporary accounts of Warwick's flight to France and his dealings with Margaret of Anjou, culminating in the marriage between Edward of Lancaster and Anne Neville.</p> <p>Consider what each party (Warwick, Margaret, Clarence and Louis XI) to the alliance stood to gain by it and any tensions/consequences that its successful accomplishment might have brought about.</p> <p>Establish a chronology of Warwick's return and 'readeption' of Henry VI including key events such as northern uprisings, Warwick's popularity and the defection of John Neville.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Opportunities for further differentiated research to find out more about the role of Louis XI.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p>
Week 27	The crushing of the Lancastrian cause	Barnet and Tewkesbury	<p>Create a timeline that charts Edward IV's flight and return to England, including: Burgundian aid; Edward IV's initial claims in Yorkshire; the inactivity of Henry Percy; the defection of Clarence.</p> <p>Consider the role that foreign allies played in both Warwick's invasion and that of Edward IV and the relationship between the Lancastrian/Yorkist rivalry and that of France/Burgundy.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Debate: how far were Warwick's mistakes responsible for Edward IV's successful return to England?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p>

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Week 28		<p>Barnet and Tewkesbury</p> <p>The destruction of the Lancastrian nobility</p>	<p>Extend the previous timeline to include the battles of Barnet and Tewkesbury.</p> <p>Investigation into the events at Barnet and the significance of them both for the Yorkists and the Lancastrians.</p> <p>Consider the movements of Margaret's forces and those of Edward IV and why the Battle of Tewkesbury occurred. What were the consequences of the battle for the Lancastrians and key noble supporters?</p> <p>Creation of a storyboard for the Battles of Barnet and Tewkesbury.</p> <p>Investigate the death of Henry VI shortly after the Battle of Tewkesbury. Discuss why it occurred when it did and not earlier in the reign of Edward IV.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Debate: was the Lancastrian cause lost at Barnet rather than Tewkesbury?</p> <p>Use sources of varying complexity for evaluation.</p> <p>Were there any serious Lancastrian claimants to the throne after Tewkesbury? (use a genealogy/family tree of the House of Lancaster from John of Gaunt)</p>	<p>Map of Fifteenth-century England.</p> <p>Storyboard outline to complete.</p> <p>Guided range of contemporary sources.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul> <p>Genealogy/family tree of the House of Lancaster.</p>

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Week 29	The impact of the baronial wars on English society by 1471	Impact on English society  The weakening of the aristocracy	<p>Research in groups into the extent of involvement in the conflict between 1450 and 1471 of the aristocracy, gentry and the clergy.</p> <p>Consideration of the variable regional impact of the conflict between 1450 and 1471 in areas such as the North, Wales and the South East of England. Use a map to illustrate this.</p> <p>Investigate the mortality rate among the key noble families of England between 1450 and 1471 and the consequences of the wars for them. Consideration could be given by groups to prominent families such as the Nevilles, Percies and Beauforts.</p>	<p>Research tasks allow for differentiation.</p> <p>Research into the debate surrounding the duration of active campaigning in the period between 1450 and 1471.</p>	<p>Map of Fifteenth-century England and Wales.</p> <p>Guided interpretations by a range of historians.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 30		The impact on trade and the economy	<p>Use a video to recap the events between 1459 and 1471.</p> <p>Investigation into the economy between 1461 and 1471. Group work to investigate mercantile groups, agriculture, relations with trading partners/foreign policy.</p> <p>Make comparisons of these findings to the developments in the period before to identify examples of change and continuity.</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Research tasks allow for differentiation.</p> <p>Students to explain link between external and internal developments.</p> <p>Students to create a list of potential exam questions for this topic area and plan out answers.</p>	<p>Wars of the Roses video.</p> <p>Guided worksheets and reference material for reading.</p> <p>Practice exam-style questions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE FALL OF THE HOUSE OF YORK, 1471–1499; Section 1: 'The Sun in Splendour': The Reign of Edward IV, 1471–1483 (A-level only)</b>					
Week 1	The consolidation of royal authority under Edward IV	The consolidation of royal authority	<p>Find examples in groups of Edward IV's consolidation of power including: the crushing of rebels in Kent and Wales as well as John de Vere's rising; pardons for former Lancastrians; the use of the extended royal family to control lands and estates; regional control; restrictions on livery and maintenance and use of sureties.</p> <p>Assessment of the relative importance and effectiveness of Edward IV's actions in each of the areas studied.</p>	<p>Research tasks allow for differentiation.</p> <p>Debate: how far was there any Lancastrian cause after the Battle of Tewkesbury?</p>	<p>Map of Fifteenth-century England and Wales.</p> <p>Guided reading and reference material.</p>
Week 2		The consolidation of royal authority	<p>Edward IV's use of foreign policy with France, Scotland, Burgundy and Brittany to consolidate his royal authority in England could be explored.</p> <p>In groups students might research the nature of Edward IV's relationship with a foreign power in 1471 and compare it to the relationship in 1483.</p> <p>Consider how far the relationship changed and whether Edward's interaction with that power increased his consolidation of power in England during the period.</p>	<p>Research tasks allow for differentiation.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Maps of Fifteenth century France, Burgundy and Scotland.</p> <p>Range of guided worksheets and reference material for reading.</p>



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Week 3		The consolidation of royal authority	<p>Investigation into the life and theories of Sir John Fortescue and his impact on government. The focus placed on increasing the revenue of the crown.</p> <p>Consider the range of methods used by Edward IV to raise revenue including: parliament; foreign policy; the Church; crown lands; customs dues.</p> <p>Assess whether the use of these methods had any possible negative consequences for royal authority.</p>	Debate into the argument made by Fortescue that the relative financial weakness of the crown compared to the nobles lay at the root of disorder.	<p>Guided range of contemporary sources.</p> <p>Range of guided worksheets and reference material for reading.</p>
Week 4		The development of new methods of Government	<p>Consider the claimed changes such as: the use of crown commissioners; benevolences; the shifting of power from sheriffs to the justices of the peace; the development of the king's chamber. Balance this with contending arguments that much remained unchanged and that Edward IV's improved finances owed more to increased trade and that he was no less profligate with estates that predecessors.</p> <p>In pairs make arguments for and against the idea that Edward IV's government was fundamentally new. Write down the most persuasive points and share with the class.</p>	Consider the arguments made by historians for and against the idea that Edward IV created a 'new monarchy'.	<p>Range of guided worksheets and reference material for reading.</p> <p>Guided interpretations by a range of historians.</p>

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Week 5	Factional rivalries and court politics	Hostile reactions against the influence of the Woodvilles	<p>Examine the execution of the king's brother, George, Duke of Clarence in 1478. Draw up lists of long and short term reasons for why this occurred. Consider the role of the Woodvilles as well as Edward IV, Richard of Gloucester and Clarence himself in this state of affairs.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Class could stage a mock trial using evidence gathered from research.</p> <p>Debate into who was the principal architect of Clarence's fall.</p>	<p>Guided range of contemporary sources.</p> <p>Range of guided worksheets and reference material for reading.</p>
Week 6		Hostile reactions against the influence of the Woodvilles	<p>Research into resentment against the claimed aggrandisement of the Woodville affinity. Potential areas to consider might include: the marriage of Prince Richard and the resentment of the Howards; the rivalry between Thomas Grey and Hastings; competition between Hastings and Anthony Woodville for patronage; Buckingham's alleged resentment at his marriage to Katherine Woodville.</p> <p>Presentations of individual findings to the group including arguments that there was not resentment or it was not directed at the Woodvilles.</p>	<p>Consideration of the significance and consequences of each of the disputes previously researched.</p>	<p>Range of guided worksheets and reference material for reading.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul>

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Week 7	Change and continuity in English society during a decade of peace	Trade and the economy	<p>Investigation into the economy between 1471 and 1483. Group work to investigate mercantile groups, agriculture, relations with trading partners/foreign policy.</p> <p>Make comparisons of these findings to the developments in the periods before to identify examples of change and continuity.</p>	<p>Research tasks allow for differentiation.</p> <p>Students to explain link between external and internal developments.</p>	Range of guided worksheets and reference material for reading.
Week 8		Social mobility	<p>Research to consider the argument that Edward IV's reigns were marked by increased social mobility. The rise of the Pastons is well-documented as is the careers of prominent Yorkists of relatively humble origins such as Roger Vaughan, Sir Richard Tunstall and John, Lord Dynham.</p> <p>Investigation into the composition of the aristocracy by 1483 in comparison to its composition in 1471. Had Edward IV restricted the social mobility of new families to enter it?</p>	<p>Detailed investigation into the rise of the Pastons through selected sections of the surviving Paston letters.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Guided range of contemporary sources.</p> <p>Range of guided worksheets and reference material for reading.</p>

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Week 9		The regions	<p>Compare the methods and supporters used by Edward IV to control regions such as the North, Wales, Ireland, the Midlands and the South West.</p> <ul style="list-style-type: none"> <li>Identify any major problems in each of the regions.</li> <li>Identify any changes to the governance or control of these regions between 1471 and 1483.</li> </ul> <p>Students could study one region and then compare with each other in groups. Groups then make presentations to support their views regarding the regions.</p>	<p>Debate: was the pacification of Wales and the North the most significant consequence of the peace between 1471 and 1493?</p>	<p>Range of guided worksheets and reference material for reading.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>PowerPoint illustrations</li> <li>handout of key facts.</li> </ul>
Week 10	The premature death of Edward IV	The crisis of the Yorkist succession	<p>Establish a chronology of the events of April 1483 from the death of Edward IV to Richard of Gloucester's seizure of Edward V.</p> <p>Identify the key problems facing the government including areas such: as the will of the deceased king; the minority of the new king and its duration; the role of Gloucester; the nature of ruling council.</p> <p>Create profiles of the key figures such as Edward V, Elizabeth Woodville, Anthony Woodville, William Hastings, Thomas Grey, Richard of Gloucester. Consider their motives, goals and possible fears in 1483.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Research tasks allow for differentiation.</p> <p>Students to create a list of potential exam questions for this topic area and plan out answers.</p>	<p>Range of guided worksheets and reference material for reading.</p> <p>Practice exam-style questions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE FALL OF THE HOUSE OF YORK, 1471–1499; Section 2: The Downfall of the Yorkist Monarchy, 1483–1486 (A-level only)</b>					
Week 11	The coup d'état by Richard of Gloucester	The coup d'état by Richard of Gloucester	Establish a chronology of the events of the usurpation of Richard III from the death of Edward IV to the coronation including events such as: the meeting at Stony Stratford; the delayed coronation; the council meetings and the execution of Hastings; Richard of Gloucester's request for northern soldiers; the removal of Prince Richard from sanctuary; the preaching of illegitimacy; the petition to Richard of Gloucester.	Consideration of the significance and consequences of each of the events researched.	Map of Fifteenth-century England.  Range of guided worksheets and reference material for reading.
Week 12		The issue of the Princes in the Tower	Research into the potential problems the sons of Edward IV presented to Richard III after he had become king of England. Consider the advantages and limitations to the methods already taken by Richard during his usurpation to limit the potential political danger from the princes.  Investigation into the risks and benefits to Richard III of the murder of the princes in the Tower as well as to other potential culprits including the Duke of Buckingham and Henry VII.	Debate: did Richard III order the deaths of the princes in the Tower?  Investigation into the provenance and motivations of later Tudor writers as well as later 'Ricardian' historians with regard to this incident.	Range of guided worksheets and reference material for reading.  Guided range of contemporary sources.  Guided interpretations by a range of historians.

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Week 13		Richard III's position as a usurper	<p>Prepare a timeline of the early months from the coronation to the Buckingham Rebellion to illustrate both initial stability and instability.</p> <p>Consider Richard's narrow regional base of political support, the so-called 'northern affinity', his unpopular favourites, and the increasing instability despite his concern for justice and personal capacity as king.</p>	<p>Debate: 'Richard III was doomed because he was a northerners king.' How convincing is this assessment?</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	Guided worksheets and reference material for reading.
Week 14	Factional rivalries	<p>Dissensions among the Yorkist nobility</p> <p>The emergence of Henry Tudor</p>	<p>Consider factional dissent amongst the Yorkist nobility.</p> <p>Investigation into who was supporting Henry Tudor prior to his invasion and their motivations for doing so. Groups to investigate could include foreign backers, Lancastrian loyalists and former Yorkist supporters of Edward IV.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Debate into whether support for Henry Tudor was due to his Lancastrian status or due to opposition to the actions of Richard III.</p>	<p>Guided range of contemporary sources.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 15		Buckingham's rebellion	<p>Create a profile of Henry Stafford, the duke of Buckingham. What reasons did he have to support Richard III's usurpation? What reasons did he have to participate in rebellion against Richard III?</p> <p>Creation of a storyboard for Buckingham's rebellion.</p> <p>Analyse the reasons why the rebellion was unsuccessful and also the consequences of its failure.</p>	<p>Debate: why did Buckingham rebel against Richard III?</p> <p>Consider how far 'Buckingham's rebellion' was really about the duke of Buckingham. Which other potential rebels were involved?</p>	<p>Map of Fifteenth-century England.</p> <p>Storyboard outline to complete.</p>
Week 16	The strengths and weaknesses of Richard III's position in 1484	The death of Richard III's wife and heir	<p>Create a chronology of events from Buckingham's rebellion until the battle of Bosworth including: Richard's parliament; Edward of Middleham's creation as Prince of Wales; the death of Edward of Middleham; Anne's illness and death.</p> <p>Investigation into the views put forward by contemporaries and by historians into the death of Queen Anne.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Consideration of the significance and consequences of each of the events researched.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p> <p>Guided interpretations by a range of historians.</p>

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Week 17		The problem of the succession	<p>Investigation of the remaining Yorkist family tree to identify potential candidates to succeed Richard III including candidates such as Edward, earl of Warwick and John de la Pole, the earl of Lincoln.</p> <p>Research into the alleged plan for Richard III to marry Elizabeth of York. What is the evidence for and against this proposal? What would the risks and rewards have been for Richard III in such a marriage?</p>	<p>Debate: 'Marriage to Elizabeth of York was never a serious option for Richard III and would not have solved his problems.' How far do you agree?</p>	<p>Guided range of contemporary sources.</p> <p>Genealogy/family tree of the House of York.</p> <p>Guided interpretations by a range of historians.</p>



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Week 18	The downfall of Richard III	Bosworth	<p>Research events leading up to the battle of Bosworth 1485 including: the plotting between Margaret Beaufort and Elizabeth Woodville; Henry Tudor's position in Brittany and France; the position of the Stanley family before and during the campaign and the battle itself.</p> <p>Creation of a storyboard for the Battle of Bosworth.</p> <p>Groups can look at the situation for Richard III and Henry VII in 1485. Consideration should be given to why Henry Tudor was able to enlist support both in France and in Wales before the battle of Bosworth and the importance of the Stanleys. Likewise Richard III's position and the role of the English nobility (or their absence) at Bosworth could be explored.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Research tasks allow for differentiation.</p> <p>Students could create a revision PowerPoint of 1485.</p>	<p>Map of Fifteenth-century England and Wales.</p> <p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p> <p>Storyboard outline to complete.</p>

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Week 19		The proclamation of a new Tudor dynasty under Henry VII	<p>Use a video to recap the events between 1471 and 1485.</p> <p>Make a chart of the main decisions Henry VII made and the threats that existed between the battle of Bosworth and his marriage to Elizabeth of York in 1486.</p> <p>Assess the relative importance and significance of each of these decisions:</p> <ul style="list-style-type: none"> <li>• why were they made</li> <li>• how essential were they to Henry's immediate survival</li> <li>• what might have been the potential longer term consequences of them?</li> </ul>	Research into how Henry VII rewarded his key supporters.	<p>Wars of the Roses video.</p> <p>Guided worksheets and reference material for reading.</p> <p>Henry VII decisions and threats chart.</p>
Week 20		Henry VII's marriage to Elizabeth of York	<p>Research into the significance of Henry VII's marriage to Elizabeth of York:</p> <ul style="list-style-type: none"> <li>• what were the advantages and potential disadvantages of marriage to her</li> <li>• why did Henry VII delay his marriage to her until after his coronation</li> <li>• why was she not crowned until 1487?</li> </ul>	<p>Debate: how far was Henry VII's rise to power a consequence of his earlier promise to marry Elizabeth of York?</p> <p>Students to create a list of potential exam questions for this topic area and plan out answers.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Practice exam-style questions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: THE FALL OF THE HOUSE OF YORK, 1471–1499; Section 3: The End of the Yorkist Dynasty, 1486–1499 (A-level only)</b>					
Week 21	Yorkist opposition to Henry VII	The Lovell revolt	<p>Create a profile of Francis, Lord Lovell and the Stafford brothers. Identify their backgrounds and motives for opposing Henry VII.</p> <p>Create a spider diagram identifying possible methods for Henry VII to use in dealing with opposition. Consider the advantages and disadvantages of these methods in this situation.</p>	Possible in-depth investigation into Lovell's use of the remaining Neville connection and his likely plans in the event of success.	Guided worksheets and reference material for reading.
Week 22		Defeat of the Pretender Lambert Simnel at Stoke	<p>Establish a chronology of the events leading to the Battle of Stoke such as: the appearance and claims of Lambert Simnel; the role of the Irish; John de la Pole's involvement and Burgundian support; the Battle of Stoke.</p> <p>Investigate the similarities and differences between the Stoke campaign of 1487 and Henry VII's own Bosworth campaign in 1485.</p>	Consideration of the significance and consequences of each of the events researched.	<p>Maps of Fifteenth-century England, Ireland and Wales.</p> <p>Guided worksheets and reference material for reading.</p>
Week 23		The Yorkshire Uprising	Secure knowledge of the events of the Yorkshire rising of 1489 and establish the key causes of discontent considering aspects such as taxation, the Yorkist sympathies of the north, the personal failures of Henry Percy and Henry VII.	Consider any possible similarities and differences between the Yorkshire uprising and Jack Cade's rebellion.	<p>Map of Fifteenth-century England.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 24	Attempts to maintain the Yorkist cause	Margaret of Burgundy	<p>Create a profile for Margaret of Burgundy including her background, marriage and relationship with the rest of the house of York before 1485.</p> <p>Groups to make presentations on her previous relationships with each of her deceased brothers and the possible effect on her actions.</p> <p>Explore Margaret's role in the rebellions against Henry VII including those of Lambert Simnel and Perkin Warbeck. Assess the level of threat that Margaret posed to Henry VII. What advantages did she possess and what were the limitations of her influence? Consider how far these changed over time and why.</p>	<p>Opportunities for further differentiated research to find out more about the relationship between politics and gender in the context of international diplomacy.</p> <p>Students to explain link between external and internal developments.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Student presentations with:</p> <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts.</li> </ul> <p>Guided reading.</p>

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Week 25		The Earl of Warwick and the Pretender Perkin Warbeck	<p>Establish a chronology of the events surrounding the claims of Perkin Warbeck including: his origins and appearance; the use of Warbeck by Charles VIII of France and Margaret of Burgundy; and the alleged involvement of conspirators in England.</p> <p>Comparison to the Simnel rebellion to consider the similarities and differences between them. Also the nature of the threat they represented and the potential consequences to Henry VII.</p> <p>Use contemporary sources to explore attitudes to the events.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Use sources of varying complexity for evaluation.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26	The end of the Yorkist challenge	<p>Defeat of Warbeck and his Scottish and Cornish allies</p> <p>The execution of Warbeck and Warwick</p>	<p>Extend the existing chronology of Perkin Warbeck to include: Warbeck's failure at Deal; his refuge in Scotland and relationship with James IV; Warbeck's flight to Ireland and his involvement in South West England.</p> <p>Create a spider diagram identifying the methods used by Henry VII in dealing with Perkin Warbeck. Consider the advantages and disadvantages of these methods in this situation and their potential consequences.</p> <p>Investigation into the stated reasons given for the executions of Warbeck and Warwick in 1499. Assess these claims in comparison to other possible motivations such as the dynastic threat and the pressure from foreign powers.</p>	<p>Consideration of the significance and consequences of each of the events researched.</p> <p>Consult a genealogy of the house of York to ascertain potential remaining dynastic threats to Henry VII's hold on the English throne by 1499.</p> <p>Brief examination into the few remaining Yorkist threats to Henry VII between 1499 and 1506.</p>	<p>Maps of Fifteenth-century England, Scotland and Ireland.</p> <p>Guided worksheets and reference material for reading.</p> <p>Genealogy/family tree of the House of York.</p>

<b>Time</b>	<b>Specification Topic</b>	<b>Content detail</b>	<b>Content coverage with some suggested activities</b>	<b>Differentiation and stretch and challenge opportunities</b>	<b>Resources</b>
Week 27	The impact of the Wars of the Roses on English society by 1499	The impact of the Wars	<p>Research of groups into the extent of involvement in the conflict of the aristocracy, gentry and the clergy by 1499.</p> <p>Investigate the mortality rate among the key noble families of England between 1450 and 1499 and the consequences of the wars for them.</p> <p>Consider the views of historians and how/why they may differ from contemporary Tudor writers. Why was it in the interest of Tudor writers to emphasise or exaggerate the impact of the wars on English society?</p>	<p>Research tasks allow for differentiation.</p> <p>Debate whether by 1499 the English nobility, as a whole, had long ceased to have any significant involvement in a dynastic conflict.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Guided range of contemporary sources.</p> <p>Guided interpretations by a range of historians.</p>
Week 28		Trade and the economy	<p>Investigation into the economy between 1483 and 1499. Group work to investigate mercantile groups, agriculture, relations with trading partners/foreign policy.</p> <p>Make comparisons of these findings to the developments in the periods before to identify examples of change and continuity.</p>	<p>Research tasks allow for differentiation.</p> <p>Students to explain link between external and internal developments.</p>	<p>Guided worksheets and reference material for reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Central authority and the regions	<p>Explore Henry VII's methods of dealing with the nobility and imposing central authority upon them including: patronage; the Order of the Garter; the King's council and the Great Council; acts of attainder; and bonds and recognisances.</p> <p>Research by groups into Henry's policy regarding the regions of England and his use of loyal supporters such as Jasper Tudor, John de Vere, Thomas Stanley and Thomas Howard. The establishment of the Council of the North, the Council of Wales and the Marches, and the Council in Ireland</p>	<p>Research case studies of nobles and how they fared under Henry VII's ruled compared to previous kings.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Research tasks allow for differentiation.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Maps of Fifteenth-century England, Ireland and Wales</p>
Week 30	Revision	<p>Central authority and the regions</p> <p>Overview of the course</p>	<p>Evaluate the usefulness and limitations of Henry VII's success in the regions as demonstrated by the loss of key supporters as well as the Yorkshire rising (1489) and the Cornwall rebellion (1497).</p> <p>Consider events and developments from different perspectives, eg political or social economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Students to create a list of potential exam questions for this topic area and plan out answers.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Practice exam-style questions.</p>

Version: DRAFT

First published: June 2015