

# Scheme of work

A-level History Specification 7041/7042 The Reformation in Europe, c1500–1564, 2C

---

## Introduction

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

## Assumed coverage

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

**Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.**

# Scheme of work

## HISTORY: The Reformation in Europe, c1500–1564

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 One  (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.  Note that students will need to practise exam-style questions throughout the course.

	<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>Please refer to the Specification for the different types of 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>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>
--	--	--	---	--	--

## Learning Objective AO1 and AO2

### The Reformation in Europe, c1500–1564

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: THE ORIGINS OF THE REFORMATION, c1500–1531; Section One: The condition of the Church, c1500–1517</b>					
Week 1	The Church	Secular power and influence; the clerical hierarchy; Church courts; influence in government	<p>Introduce the general hierarchy of the Church.</p> <p>Students could be delegated a particular group from:</p> <ul style="list-style-type: none"> <li>• the Pope</li> <li>• the higher clergy</li> <li>• monasteries and convents</li> <li>• the lower clergy.</li> </ul> <p>For each group, students are to establish their group's role in the church.</p> <p>Students might produce a diagram to illustrate the structure of the Catholic Church. Include the following terms:</p> <ul style="list-style-type: none"> <li>• the Pope</li> <li>• General Councils</li> <li>• the College of Cardinals</li> <li>• the Curia</li> <li>• regular clergy</li> <li>• secular clergy</li> <li>• the Enclosed Orders</li> <li>• the Mendicant Orders.</li> </ul>	<p>Students should seek to acquire key terms, spellings and geographical awareness during this opening period.</p> <p>Students might be tasked with providing a 1000 word account of the history of the Church by c1500.</p> <p>Students begin a glossary of terms to include: Papacy; Petrine promises; Holy Roman Empire, etc.</p> <p>Debate: how might the church fulfil a political role in the period?</p>	<p>Maps of Europe and the world.</p> <p>General history of the papacy.</p> <p>Church court rulings from the period in England are available online and might provide some good contextual source work.</p> <p>Guided reading and contemporary sources.</p> <p>Student glossary of key terms and concepts.</p>

			<p>Consider the part played by Bishops in government.</p> <p>Teacher led debate on Church courts.</p> <p>Students research the context of political fragmentation in Europe.</p> <p>On a map of the world, identify the major countries and indicate those that comprised Christendom, Islamic states and other religions.</p>		
Week 2	The Church	Influence on daily life	<p>Introduction to social history.</p> <p>Consider how we know about the influence that the church had on daily life. Discuss the nature of source material.</p> <p>Consider the role of the Church in education, and the centrality of the Church in the local community (link to Week 4).</p> <p>Students could attempt their first argued response to a question: consider the influence of the church on the daily life of people in the Middle ages.</p> <p>Students research evidence for popular devotion, and especially records of attendance at mass in Europe.</p>	<p>An excellent opportunity to investigate the nature of social history records and to discuss the reasons why church records survive whilst state ones may not.</p> <p>How does the survival of church sources influence our understanding of the period?</p>	<p>There is a wide range of social history available for the period. Students might be encouraged to broaden out their investigations into different aspects of social history.</p> <p>Guided reading and worksheets to support research.</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 3	The Church	Religious power and influence; Church doctrine, teachings and belief; the sacraments, salvation, the role of the priest and of 'good works'	<p>Students could provide an overview of the main beliefs of Catholics c1500.</p> <p>Look at how the early church developed from the Church Fathers.</p> <p>Research the history of the bible to c1500 and how the book had come to hold such a central place in the teaching of the Church.</p> <p>Consider the establishment of the Papacy, the Petrine succession and its claim to authority. Look at the role of Bishops and the notion of biblical truth.</p>	<p>Students can find works of church history.</p> <p>Students might develop knowledge of theology by the works of Christian writers, finding specific examples of writing that exemplifies the key theological concepts.</p> <p>An opportunity for art history: look at images of the crucified Christ and how this representation has changed over time.</p>	<p>Art history; there are some excellent online resources on the topic.</p> <p>Key texts such as the work of St Augustine.</p> <p>Guided reading and worksheets to aid research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4	The Church	Religious power and influence; Church doctrine, teachings and belief; the sacraments, salvation, the role of the priest and of 'good works'	<p>Students could identify the doctrine of the Church and how belief was structured.</p> <p>Class can be divided to provide a 'wall of evidence' in which each group contributes to the overall task.</p> <p>Students to consider:</p> <ul style="list-style-type: none"> <li>• heaven and hell; purgatory; indulgences</li> <li>• the sacraments as a collection and the route to salvation (including the following)</li> <li>• baptism and the issues of infant baptism</li> <li>• original sin</li> <li>• penance and the role of the priest</li> <li>• last rites</li> <li>• the communion service and its origins</li> <li>• the Mass</li> <li>• the role of saints</li> <li>• the developing role of the Virgin Mary.</li> </ul>	<p>Students might look at cross curricular links and work with the art department to investigate the development of Church Architecture.</p> <p>How does Church architecture reflect the doctrine of the Church?</p> <p>Understand what is meant by 'good works'.</p>	<p>Doom Paintings might be revisited and discussion held on their relevance and utility as a historical source.</p> <p>Guided reading and worksheets to aid research.</p> <p>Access to the internet for research.</p> <p>Contemporary accounts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 5	Criticism of the Church	Pope Alexander VI; papal and clerical corruption	<p>Students could establish the need for change.</p> <p>Draw a poster detailing the reasons, including:</p> <ul style="list-style-type: none"> <li>• simony</li> <li>• pluralism</li> <li>• absenteeism</li> <li>• nepotism</li> <li>• papal corruption.</li> </ul> <p>Students could each produce a biography of one of the Renaissance Popes:</p> <ul style="list-style-type: none"> <li>• Alexander VI</li> <li>• Julius II</li> <li>• Leo X.</li> </ul> <p>Class discussion: how did the lives of the Renaissance Popes influence demands for reform of the church before 1517?</p> <p>Consider how successful the popes of the period to 1522 were in fulfilling their obligations to the Church.</p>	<p>Students might research the history of the Italian families and especially the Medici.</p> <p>Make links to the Italian Wars.</p> <p>Students might also research the Conciliar Movement and assess how this affected demands for change.</p>	<p>Primary material on the lives of the popes is plentiful, as are interpretations about the role of the major families of the period.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary sources to illustrate criticism of the church.</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 6	Criticism of the Church	Humanism; Colet, More and Erasmus; heresies and anti-clericalism	<p>Students could research the Lollards and Hussites.</p> <p>Students to produce a biography of Wycliffe.</p> <p>Class debate: can Wycliffe be considered a revolutionary?</p> <p>Students to research the impact of Savonarola.</p> <p>Teacher led definition of Humanism.</p> <p>Provide students with a collection of Colet's sermons.</p> <p>Students are to extract common themes and write a précis of what the sermons suggest about his beliefs.</p> <p>Debate: in what ways might Christian Humanism undermine the authority of the church?</p>	<p>Research the controversy of the Donation of Constantine which in itself will serve as an excellent exercise in the validity of source material.</p> <p>Look at subsequent representations of the main individuals of the period. How have interpretations changed?</p>	<p>The Donation of Constantine.</p> <p>The sermons of Colet.</p> <p>Victorian representations of Wycliffe and Hus.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 7		Humanism; Colet, More and Erasmus; heresies and anti-clericalism	<p>Students to draw up a manifesto of Christian Humanism; detail the main points established so far.</p> <p>Now consider the work of Erasmus. Establish connections between the definitions arrived at above and the specific work of Erasmus.</p> <p>Students could be given extracts from <i>Adages; Handbook of a Christian Soldier; In Praise of Folly</i>. Students quote specific tracts from these extracts in order to support as many of the 'manifesto' points made at the start of the week.</p> <p>Examine the New Testament in Greek (1516). Link to work done in Weeks 1 and 2 to debate: why might this work be such a challenge to the doctrine of the Church?</p> <p>Students research the writings of More and consider his influence on Humanism.</p>	<p>Differentiated research tasks and group work.</p> <p>Differentiate by complexity of extract provided.</p> <p>Research the extent of ant-clericalism amongst the laity.</p>	<p>Adages; Handbook of a Christian Soldier; In Praise of Folly.</p> <p>The New Testament in Greek (1516).</p> <p>Writings of More, Colet and Erasmus.</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 8	Church finances	Indulgences, popular piety and the extent of demand for reform	<p>Students consider the wealth of the Church with particular reference to means of income.</p> <p>Individual research leading to a class debate on the origins of Church income. Supplementary question to evaluate the form of income likely to cause greatest opposition.</p> <p>Consider images of the period. Perhaps compare the priest in literature with representations of the bishop in his palace. How are bishops and Cardinals portrayed?</p> <p>Look at images of churches of the period: can the architecture and scale of churches from the period help the historian to judge wealth?</p>	<p>Stretch activity might be to investigate further the degrees of wealth within the Church. Was the wealth evenly distributed? Were monasteries equally wealthy?</p> <p>Biographies of prominent Cardinals to be presented in class in the form of the 'lives of the rich and famous'.</p>	<p>Online maps detailing the distribution of church lands and degree of wealth through the medieval and Early Modern periods.</p> <p>Guided reading and worksheets to support research tasks.</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 9		Indulgences, popular piety and the extent of demand for reform	<p>Students to examine the sale of indulgences.</p> <p>Research the life of John Tetzel.</p> <p>Class debate: why was indulgence such a maligned form of raising money?</p> <p>Students could research how extensive the demand for reform was.</p> <p>On a map of Europe students to identify areas where there was greater demand for reform.</p> <p>Research work: why were some geographical areas more prone to demands for reform than others?</p> <p>Students return to their lists of demands for reform. Now seek to list these in order of priority. Does this list differ according to region and class?</p>	Stretch activity might be to produce a timeline detailing the major turning points in demands for reform. Identify themes, eg ideological, economic and political.	<p>Internet primary resources.</p> <p>Map of Europe.</p> <p>Contemporary accounts of demands reform.</p>
Week 10	Overview	Revision	<p>Students should be able to identify the major individuals of Christian Humanism and say something about each one.</p> <p>Students should be able to name some of the key theological works of the period.</p> <p>Students consider the extent of demand for reform in the church before 1517.</p>	Identify three sources from a selection that they feel are the most accurate in giving an impression of Christian Humanism and justify the selection.	<p>Guided reading.</p> <p>Notes from Section One.</p> <p>Source material.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: THE ORIGINS OF THE REFORMATION, c1500–1531; Section Two: The challenge of Luther, 1517–1521</b>					
Week 11	The Holy Roman Empire	Government; condition and social composition: emperor, princes, knights, towns and electors; urban workers and peasants	<p>Compile an account of the origins of the Holy Roman Empire.</p> <p>Students draw the Empire on a modern map and identify the key towns and cities.</p> <p>Students could research the population distribution in the Empire and the size of the largest cities.</p> <p>Students could work in groups to produce an overview of the government of the Empire. Detail the electoral system.</p> <p>Draw family trees showing the Holy Roman Emperors and the rulers of Saxony.</p> <p>Create a chart illustrating the government and social structure of the Holy Roman Empire.</p> <p>Research the various groups that made up the Empire, from Emperor to peasants.</p>	<p>Students might extend their knowledge and consider the validity of Voltaire’s criticism: ‘neither Holy, nor Roman, nor an Empire’.</p> <p>Students could write biographies for Charles V and Frederick III.</p> <p>Students write a brief paragraph detailing the life of the other rulers.</p>	<p>Maps of the Holy Roman Empire</p> <p>Biographical and source material on the individual rulers.</p> <p>Guided reading and worksheets to aid research tasks.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 12	Martin Luther	Influences on early life	<p>Students produce a detailed biography of the early life of Luther. Students could be challenged to find the most obscure, most informative, most surprising piece of information about the early life of Luther.</p> <p>Students could consider questions in small groups:</p> <ul style="list-style-type: none"> <li>• was Luther a religious man early on in his life</li> <li>• how accurate are our impressions of this period in Luther's life</li> <li>• how important were influential friends to Luther?</li> </ul>	<p>Differentiation provided by research work.</p> <p>An excellent opportunity to look at the role of monograph and hagiography in historical scholarship.</p>	<p>Numerous biographies and monographs on Luther.</p> <p>Guided reading and worksheets to aid research tasks.</p>
Week 13	Martin Luther	The content and impact of the 95 Theses	<p>Students consider the reasons for the 95 Theses. Identify some of the Theses and their meaning.</p> <p>Look at extracts from the Theses and write a summary of Luther's attitude to the Church.</p> <p>Students to clearly identify the precise area of abuse and/or doctrine that each was addressing. What was the most significant point made?</p> <p>Students could compare the points made in the theses with those previously discussed. Debate:</p> <ul style="list-style-type: none"> <li>• how far were Luther's ideas new</li> <li>• why did they so readily capture the imagination of the crowd?</li> </ul>	<p>Discuss how impact might be judged.</p> <p>How does one differentiate long term from short term?</p> <p>When do consequences stop?</p>	<p>The 95 Theses.</p> <p>The sermons of John Tetzel.</p> <p>Guided reading and worksheets to aid research tasks.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 14	Disputations	The development of Lutheran thought	<p>Students might be given extracts from <i>Faith alone (Sola fides)</i> to understand what faith alone meant and why it might be so appealing to those seeking to reform the Church.</p> <p>Students provided with further extracts of Luther's works; eg <i>address to the Christian Nobility of the German Nation; the Freedom of the Christian; the Babylonish Captivity of the Church</i>.</p> <p>For each book, students provide a summary of what it said, using quotations in support.</p> <p>Students then attempt a synthesis of Luther's views: is it possible to argue what the views of Luther were in 1520? Are the seeds for the later Sola Fides to be found in the earlier texts?</p>	<p>Differentiation achieved by distributing extracts from the texts according to ability.</p> <p>Synthesis will differentiate by outcome.</p> <p>Understanding of terms such as <i>Sola fides</i>.</p>	<p>Use of primary material from internet.</p> <p>Interpretations of Luther's early life and the importance of his attack on indulgences.</p> <p>Extracts from 'Sola fides'.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		The development of Lutheran thought	<p>Students might create a timeline of the controversy in the immediate aftermath of the 95 Theses.</p> <p>Examine Tetzel's response and especially Luther's; <i>a sermon on indulgences</i>.</p> <p>Consider the case drawn up against Luther by Prierias. Compare Prierias' <i>Dialogue</i> with Luther's <i>Reply</i>.</p> <p>Consider the reasons for the calling of the meeting at Augsburg, 1518. Look at the Imperial Election of 1519.</p> <p>Debate: why was Luther not arrested for his views?</p>	<p>Some students might read a biography of Pope Leo X. Summarise his views and why he was happy to let the Augustinian Order deal with Luther.</p>	<p>Prierias', <i>Dialogues</i> Luther's <i>Reply</i>.</p> <p>Luther's, <i>a sermon on indulgences</i>.</p> <p>Interpretations of the meeting at Augsburg, October 1518.</p> <p>Guided reading.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 16		Publications and the influence of printing	<p>On a map, students locate the spread of printing through Medieval and Early Modern Europe.</p> <p>Detail on the map the first instance of printing in each city.</p> <p>Students to draw conclusions about the location of early printing and how it spread.</p> <p>Students could add definitions of woodcut, block printing, movable type to their list of terms.</p> <p>Students might explain why the incunable period was so significant: how did printing improve?</p> <p>Students to debate question: printing had a significant impact on the spread of new ideas.</p> <p>The class could divide into groups to consider whether printing seemed to develop into the preserve of oppositional tracts rather than become the voice of those in power.</p> <p>Students could be provided with printed images and woodcuts. Debate how these might have been used: was visual image more significant than the written word?</p> <p>Students look at pamphlet copies. Debate: why was the development of the pamphlet so significant to the spread of new ideas?</p>	<p>Students might be encouraged to investigate the wider history of early printing and especially the importance of movable type from about 1450.</p> <p>Students might be set a number of open ended research tasks.</p> <p>Students might like to produce their own pamphlet.</p>	<p>Sources for evaluation and guided reading for additional research.</p> <p>Woodcuts and pamphlets are freely available on a number of public domain sites.</p> <p>Map of Europe.</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 17	Excommunication and the Diet of Worms	Attitude of Catholic Church hierarchy	<p>Explain how the Leipzig Debate, July 1519 evolved out of the meeting at Augsburg (see Week 15).</p> <p>Students could research John Eck and write a short biography.</p> <p>Distribute various versions of the Leipzig Debate and especially the conflict between Eck and Luther.</p> <p>Explain the significance of Luther's assertion that faith alone saves.</p> <p>Explain why the Papal Bull Exsurge Domine was produced in June 1520.</p> <p>Students could produce a presentation on the reaction to the Bull in Germany, including the burning of the books and the Bull itself at Wittenberg in December 1520.</p>	<p>Wider reading on the Leipzig.</p> <p>Class debate: was the Bull inevitable?</p>	<p>Notes from Week 15.</p> <p>Guided reading and worksheets.</p> <p>Extracts from the Leipzig debate.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18		Emperor and Princes	<p>Students to be given various versions of the Diet.</p> <p>Class to debate the nature of historical validity and the importance of provenance in source analysis.</p> <p>Students consider the approach taken by Luther and discuss the significance of; 'Here I stand, I can do no other'.</p> <p>Students might study the reply from Charles V: why did he fail to compromise?</p>	<p>Students might be encouraged to recreate the Diet.</p> <p>Opportunity for informed academic debate, or a simple interpretation of events.</p>	<p>Collating evidence from guided reading and sources.</p> <p>Charles V's <i>Reply to Luther</i>.</p> <p>Interpretations of the Diet.</p>
Week 19		The Imperial Edict and the protection of Frederick the Wise	<p>Look at Charles V's edict and the declaration that Luther was an outlaw. Examine the language of the Edict: what inferences might be made?</p> <p>Class debate: why was Luther offered safe conduct?</p> <p>Students could write a balanced account detailing the motives of Frederick in the Wartburg captivity.</p> <p>Overall debate: why did Luther attract so much support in the years 1517 to 1521?</p>	<p>Students to research the pamphlets produced during the Wartburg captivity. Is there evidence that Luther became more radical in his views as a consequence of excommunication?</p>	<p>The Wartburg pamphlets.</p> <p>Guided reading and worksheets to aid research.</p> <p>Charles' Edict.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 20	Overview	Revise	<p>Students to determine motive, cause and consequence of the Lutheran challenge.</p> <p>Students might write summary responses to some questions:</p> <ul style="list-style-type: none"> <li>• how important was the printing press in determining the course of Luther's protest</li> <li>• how important was the support of some of the nobility</li> <li>• how much did luck play a part.</li> </ul> <p>Students draw webs of causation showing how different factors interlinked to produce the consequence at Worms.</p> <p>Factual quiz on the 95 Theses and especially on the reaction to it.</p>	Practice exam style questions.	<p>Notes from Section 2.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: THE ORIGINS OF THE REFORMATION, c1500–1531; Section Three: The Protestant challenge, 1521–1531</b>					
Week 21	The spread of the radical reformation	Carlstadt and the Zwickau prophets	<p>Examine what happened to the Reformation in Luther's absence.</p> <p>Students could research nature of rising radicalism.</p> <p>Students produce a simple overview of the life of Andreas Carlstadt and a summary of Carlstadt's views, especially his attitude to images, altars and clerical marriage.</p> <p>Students to draw a chart identifying similarities and differences between Luther and Carlstadt.</p> <p>Students could consider the use of iconoclasm in religion.</p> <p>Students research the Zwickau prophets and explain how the views of the prophets might be interpreted as being more radical than Carlstadt himself.</p>	<p>Students may research some of the key members of the Zwickau prophets, most notably Muntzer.</p> <p>Students could suggest reasons why the Prophets argued against the Real Presence and the reasons they advocated clerical marriage.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		Luther's relations with radicals and humanists	<p>Students could be given extracts from <i>Address to the Christian Nobility of the German Nation</i> and asked to summarise Luther's attitude to reform, especially his belief of reform from above.</p> <p>Class debate: was Luther opposed to influence from below?</p> <p>Consider Luther's reaction to the Zwickau prophets.</p> <p>Research the marriage of Luther and Katharina:</p> <ul style="list-style-type: none"> <li>• context</li> <li>• notion of clerical marriage</li> <li>• celibacy</li> <li>• views of Melancthon.</li> </ul> <p>Discuss in what ways and by what means had Lutheranism developed into a popular movement?</p>	<p>Students could produce a biography of Catherine von Bora.</p> <p>Stretch task to investigate the role of women during the Reformation: why do so few women feature prominently?</p>	<p><i>Address to the Christian Nobility of the German Nation 1520.</i></p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23	The Development of Protestant doctrine	Luther, Melancthon and Zwingli	<p>Consider the role of individuals in History.</p> <p>Discuss the Great Man theory.</p> <p>Students research a key individual:</p> <ul style="list-style-type: none"> <li>• Luther</li> <li>• Melancthon</li> <li>• Zwingli</li> <li>• Bugenhagen.</li> </ul> <p>Consider how they contributed to the development of Lutheranism by 1525.</p> <p>As a class students research the Swiss Reformation and detail how this initially differed from Lutheranism. Explain why the Mass was abolished in 1525</p> <p>Detail the significance of the Colloquy of Marburg.</p> <p>Students draw a chart detailing the strands of the radical Reformation.</p> <p>Account for the increasingly fractured nature of the Protestant movement.</p>	<p>Stretch might include making comparisons between all of the developing strands of the radical Reformation.</p> <p>Draw up a table to illustrate similarities and differences.</p> <p>Stretch activity might be to account for the perceived inability of Luther to offer genuine religious change to those seeking a radical solution.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</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 24	The Revolt of the Imperial Knights and the Peasant's War	Causes and outcomes	<p>Discuss why Luther refused the support of the Imperial Knights in 1521.</p> <p>Students develop a chronological narrative of the emergence of a knightly reaction against the Edict of Worms, the development of the League of Torgau and the involvement of the Teutonic Knights. Link this to the work of Week 23 and the spread of a fractured Protestantism.</p> <p>Research the attack on Trier, 1522</p> <p>Discussion point: how significant was the support of the princes to Lutheranism before 1531?</p>	Wider reading on the League of Torgau and the Teutonic Knights.	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25		Part played by Lutheranism and Luther's reaction	<p>Research the background to the Peasants' War, 1524–1525.</p> <p>Students develop a prioritised causal list for the outbreak of the war. This might include:</p> <ul style="list-style-type: none"> <li>• attempts to arrest Lutheran ministers</li> <li>• the Twelve Articles</li> <li>• the role of Muntzer</li> <li>• economic pressure</li> <li>• the effect of bad harvests</li> <li>• serfdom</li> <li>• inequitable land distribution.</li> </ul> <p>Students could debate: how far was the Peasant's War a consequence of the Lutheran Reformation?</p>	Opportunity to consider the importance of social history.	<p>Guided reading on the Peasants' war.</p> <p>Copies of the Twelve Articles of Memmingen and the Tyrolean Constitution.</p> <p>Primary sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		Luther's pamphlets of 1525	<p>Students could create a timeline of the events of the Peasants' War.</p> <p>Consider why the war failed.</p> <p>Students could research the Swabian League and the Battle near Frankenhausen, 1525. This might be done in groups and the information shared.</p> <p>Discuss: how did Luther react to the Peasants' War? What does this suggest about Luther's attitude to the peasants and to the direction of religious reform?</p> <p>Students could read sections of Luther's <i>Against the murdering thieving hordes of the peasants</i>.</p> <p>Debate: did the Peasants' War push Lutheranism towards conservatism protected by established figures of authority?</p> <p>Students could draw up a prioritised list of the consequences of the Peasants' War.</p>	<p>Students might draw up manifestos for the peasants and attempt an empathetic exercise in identifying the concerns that peasants had in the period.</p> <p>A further excellent opportunity to debate the utility of source material, and especially of the pamphlets of the War.</p>	<p>Luther's <i>Against the murdering thieving hordes of the peasants</i>.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Imperial diets; princes and cities; Lutheran-Catholic negotiations including the 1530 Augsburg Confession	<p>Students could suggest at least two to three reasons why the Edict of Worms was proving difficult to enforce.</p> <p>Students divided into groups to assess the outcomes of:</p> <ul style="list-style-type: none"> <li>• the Diet of Nuremburg</li> <li>• the meeting of Catholic Princes at Regensburg</li> <li>• the First Diet of Speyer</li> <li>• the Second Diet of Speyer</li> <li>• the Diet of Augsburg.</li> </ul> <p>Students to collate this information into a timeline detailing the changing fortunes of Lutheranism from 1525 to 1530.</p>	<p>Stretch activities might involve looking at the Diets thematically and arguing for relative significance throughout.</p> <p>Evaluate accounts of the Diets according to the criteria laid out for source work.</p> <p>Analyse the Augsburg Confession.</p>	<p>Contemporary accounts of the Diets.</p> <p>The Augsburg Confession.</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 Reformation in the Swiss Confederacy	The Kappel Wars; support and opposition	<p>Research Zwingli including:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• his reliance on Erasmus</li> <li>• his increasingly fractured relations with Luther.</li> </ul> <p>Examine developments including:</p> <ul style="list-style-type: none"> <li>• the emergence of the Swiss Brethren</li> <li>• the dissolution of the monasteries</li> <li>• the establishment of the Court of Morals.</li> </ul> <p>Issues for class debate: how far did Zwingli abandon the church to the state?</p> <p>Why was the Reformed model more appealing to some city states than the Lutheran model? How far was Marburg the cause of the division between Luther and Zwingli?</p> <p>Consolidate information to explain why the Kappel wars of 1529 and 1531 broke out.</p>	<p>Students should discuss reasons for the emergence of a peculiarly Swiss movement.</p> <p>Link this to the economic, political and social realities of the region.</p>	<p>Contemporary accounts of the Kappel Wars.</p> <p>Extracts from Zwingli's writings.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Lutheran-Zwinglian negotiations; the state of the church by 1531	<p>Look at the position of the Anabaptists and other refugees from Zurich and the reasons for the subsequent persecution and execution of Hubmaier.</p> <p>Look at the development of Anabaptism and Luther's moderation.</p> <p>Students could chart the spread of new ideas on a map of Europe.</p> <p>Consider Muntzer as the unifying factor between the prophets and the development of Anabaptism.</p>	<p>Differentiation by research tasks.</p> <p>Wider reading on Hubmaier.</p>	<p>Maps of the new centres of reformation.</p> <p>Conflicting views on Anabaptism.</p>
Week 30	Overview	Revision	<p>Review learning and consider or discuss questions such as:</p> <p>Why did Lutheranism out of all of the reforming movements prove so popular?</p> <p>How significant was Luther as an individual in accounting for the popularity of Lutheranism?</p> <p>Was Lutheranism losing its appeal by 1531?</p> <p>How far was the reforming movement a political movement?</p>	<p>Students might be tasked with producing 3 minute summaries of each topic to the class.</p> <p>Encourage the use of sources by asking students to produce their own source packs, with each page using sources to illustrate a key theme or event.</p>	<p>Notes from Part One of the course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

---

			<p>Students should be encouraged to draw up a comprehensive timeline detailing the major events across the period and identifying the most significant turning points.</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>		
--	--	--	---	--	--

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: REFORMATION EUROPE, 1531–1564; Section One: The expansion of the Reformation, 1531–1541 (A-level only)</b>					
Week 1	Review of Part One	What was the position of the Church in Europe by 1531?	<p>Students identify the key demands for change.</p> <p>Why had the events by 1531 not satisfied many seeking reform?</p> <p>Identify the key reforming movements present in 1531 adding some detail for each group.</p> <p>How important was Lutheranism amongst these?</p> <p>How effective had the Catholic Church response been to the demands for reform and to the events up to 1531?</p>	<p>Some might approach this as a chronological exercise.</p> <p>Stretch might include identifying factors across the period and how they became more or less significant with time</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p> <p>Notes from Part One.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2	The geographical and social expansion of Lutheranism	Melancthon; Luther; doctrine and leadership; position and problems of Charles V	<p>Students to research:</p> <ul style="list-style-type: none"> <li>• Melancthon and the impact of the Confession of Augsburg</li> <li>• Charles V's efforts to enforce the Edict of Worms</li> <li>• civil war and the split with the catholic princes</li> <li>• formation of the Schmalkaldic League.</li> </ul> <p>Consider the importance of cities as a driving force.</p> <p>Compare the map detailing the spread of the printing press used in Part One and the spread of reformed thought.</p> <p>Consider: can any conclusion be drawn?</p>	<p>Students might link the spread of reform to the spread of pamphlets.</p> <p>Students to question how far seditious literature can ever affect an established power.</p>	<p>Period maps.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3	The development of the radical reformation	Anabaptism and the Münster rebellion	<p>Review the development of Anabaptism at Augsburg: what was the main teaching of the Anabaptists?</p> <p>Students research:</p> <ul style="list-style-type: none"> <li>• Balthasar</li> <li>• Hubmaier</li> <li>• Hans Dench</li> <li>• Hans Hut.</li> </ul> <p>What does the move to Moravia reveal about the unity of the movement itself?</p> <p>Link this to the development of Anabaptism in Strasbourg. Why was Hoffman so successful in Emden?</p>	<p>Students to begin to link together chronologically the various movements.</p> <p>A master timeline might be drawn and put on display for students to add key events as they are covered in class.</p>	<p>Hoffman's prophecies.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>
Week 4		Anabaptism and the Münster rebellion	<p>Students could create a timeline to illustrate the development of Anabaptism at Münster.</p> <p>Students research the life of Philip of Hesse and explain his connection to Anabaptism.</p> <p>Students research the role of Matthys and Jan Bockelson.</p> <p>Students might produce a PowerPoint presentation on the road to the proclamation of 'the New Jerusalem'; the counter reaction and the attitude of the Bishop of Münster.</p>	<p>Differentiation might be achieved by delegating various research tasks in class.</p> <p>Wider reading on New Jerusalem.</p>	<p>Interpretations of Philip of Hesse and critiques of the role of Münster in the Reformation.</p> <p>Access to internet for research.</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 5		Anabaptism and the Münster rebellion	<p>Students might produce a visual representation of life in Münster under Bockelson. How was society changed by the teachings of the Anabaptist state?</p> <p>Explain how Münster was returned to the control of catholic and protestant forces.</p> <p>Students produce class presentations on the fate of the captured Anabaptists in Münster.</p> <p>Class debate: why is Münster an important turning point in the Reformation?</p>	<p>Wider reading on the rebellion in Münster.</p> <p>Differentiation by contribution to debate.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6		Anabaptism and the Münster rebellion	<p>Consider why the Radical Reformation apparently failed with Münster.</p> <p>Create a table illustrating the degree of success of radical reformers in influencing the European Reformation.</p> <p>Students produce a prioritised list of reasons leading to the failure of Anabaptism, including:</p> <ul style="list-style-type: none"> <li>• the non-evangelical nature of the group</li> <li>• the lack of central leadership</li> <li>• the lack of realistic objectives</li> <li>• overly radicalised agenda</li> <li>• the consequent social and political threat posed by the Anabaptists</li> <li>• the events at Münster</li> <li>• the lack of wealthy or powerful supporters.</li> </ul>	<p>Students produce an argued response to the question: why did Anabaptism fail?</p> <p>Students should be encouraged to offer judgement from the outset and maintain this throughout.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 7	Religious division in Germany	The formation of the Schmalkaldic League	<p>Students research the Schmalkaldic League:</p> <ul style="list-style-type: none"> <li>• why was the League established in 1531</li> <li>• by whom</li> <li>• for what purpose</li> <li>• what does the existence of the League suggest about the direction that the Lutheran reformation had been heading?</li> </ul> <p>Debate: was the League lucky in the timing of its creation?</p> <p>Consider why, by 1541 Charles V determined that force was the best solution to the problem of the League.</p>	<p>Students consider the impact of the Turkish threat.</p> <p>Address the notion of serendipity in History.</p> <p>Wider reading on Hesse.</p>	<p>Notes from Week 2.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>
Week 8	The Diet of Regensburg	The state of the church by 1541	<p>Detail Charles V's attempts to limit the popularity of the League at Regensburg.</p> <p>Students could research the key figures at the Diet. A stage by stage recounting of the Diet might be presented by some students.</p> <p>Consider how far the Diet of Regensburg managed to heal the rifts that had developed in the church.</p> <p>Examine the role played by Luther and his reputation in negotiations at Regensburg.</p> <p>Discussion: in what way had the forces of Catholicism triumphed by 1531?</p>	<p>Students might be tasked with providing specific factual knowledge for each of the arguments covered.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 9		The state of the Church by 1541	<p>Students consider their maps showing the spread of Lutheranism drawn up in Week 2.</p> <p>Identify areas in which Lutheranism was in apparent retreat.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• how strong was the Catholic Church by 1541</li> <li>• how important had the Lutheran princes become to the movement as a whole?</li> </ul> <p>Debate: how strong was the Church in Europe by 1541?</p>	<p>What data is possible to collect in this period?</p> <p>Are there baptismal records?</p> <p>Why have some records survived; does this make them atypical?</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>
Week 10	Overview	Revision	<p>Look back at the notes for this section and consider: had Lutheranism successfully expanded in the years 1531 to 1541?</p> <p>Students might debate if there was a typical Lutheran according to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• geographical location</li> <li>• wealth.</li> </ul> <p>How far had the Reformation fractured by 1541?</p>	<p>Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.</p> <p>Students could find the best source and best interpretation that summarises the expansion of the Reformation in the years 1531 to 1541.</p>	<p>Use the full range of sources recommended in this section.</p> <p>Guided reading.</p> <p>Notes from this section.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: REFORMATION EUROPE, 1531–1564; Section Two: The second wave of Protestant Reform, 1541–1564 (A-level only)</b>					
Week 11	Calvin	Influences on early life and the evolution of doctrine; publications	<p>Students might research a biography of Calvin:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• early life</li> <li>• influences</li> <li>• early writings.</li> </ul> <p>Students draw a timeline to which key events can be added as the section progresses.</p> <p>Introduce a number of interpretations of Calvin. Compare these for utility, reliability and provenance.</p> <p>Consider: how has the image of Calvin changed over time?</p> <p>Students to produce a summary of the theology of Calvin and present to the class, including:</p> <ul style="list-style-type: none"> <li>• transubstantiation</li> <li>• predestination</li> <li>• double predestination.</li> </ul>	Timeline activity; the biography based on research and presentation to class will differentiate if tasks are allocated appropriately.	<p>Calvin's tracts, especially Institutes of Christian Religion.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</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 12	Calvin	Early reform work and ministry in Strasbourg	<p>Explain why Calvin left Geneva for Strasbourg in 1538.</p> <p>Create a biographical profile of Bucer.</p> <p>Examine how Calvin's theology changed during his ministry in Strasbourg.</p> <p>Use contemporary materials to judge whether Calvin's theology was changing.</p> <p>Explain why Calvin decided to marry in 1540 and why he returned to Geneva in 1541.</p>	<p>Students might produce two guides: one to Geneva and the other to Strasbourg in the 16<sup>th</sup> Century.</p> <p>Detail the religious and social attitudes in each town.</p>	<p>Guided reading on Bucer.</p> <p>Commentary on Romans and institutes.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</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 13	The practice of Calvinism in Geneva	Support and Opposition; the impact of his relationship with Servetus	<p>Students could summarise the Ecclesiastical Ordinances: how and why did the Genevan Council alter these ordinances?</p> <p>Students produce a simple overview of Geneva: location, population, etc.</p> <p>Students present a summary of Calvin's first ministry in Geneva from 1536 to 1538.</p> <p>Students could research profiles for Farel and Servetus.</p> <p>Students might draw a plan of the structure of the Genevan government.</p> <p>Explain why Calvin was opposed to the Little Council.</p> <p>Look at how these early ideas of church organisation present themselves in the Ordinances of 1541.</p> <p>Research the impact of his relationship with Servetus.</p>	<p>Students could consider the reasons that Geneva became a focus of Calvinism.</p> <p>Students might extend their knowledge by utilising different primary source material.</p>	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Guided reading and use of primary sources wherever possible.</p> <p>Extracts from Ecclesiastical Ordinances.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 14		Calvin and Luther: attitudes, similarities and differences	<p>Examine Calvin's second ministry to 1564.</p> <p>Students add detail to their biography of Calvin.</p> <p>Students might look at different aspects of the second ministry to present to class:</p> <ul style="list-style-type: none"> <li>• the role of the Consistory</li> <li>• the role of the pastors</li> <li>• the role of notable individuals.</li> </ul> <p>Students review Luther: what differences in theology had evolved between Calvinism and Lutheranism?</p> <p>Students could produce a timeline of events in Europe.</p> <p>Students might discuss why the Peace of Augsburg made no mention of Calvinism when that religion had far more adherents than Lutheranism.</p> <p>Students draw up a chart of comparison detailing the different fortunes of Lutheranism and of Calvinism.</p> <p>Consider: how had Calvinism produced the ideal Christian city and Lutheranism produced conflict?</p>	<p>Students stretched by accounting for the differences between Calvinism and Lutheranism.</p> <p>Class debate about the role of the various factors will aid differentiation.</p>	<p>Use of student PowerPoints.</p> <p>Summary chart to complete to collate material from presentations.</p> <p>Primary material to cover Muhlberg and Augsburg.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		Calvin's authority and concordat with Zurich and Geneva churches	<p>Students could discuss the developing Theocratic State: how was Calvin's authority confirmed or challenged by the demands of the Council?</p> <p>Consider how far Calvin was a political and social revolutionary.</p> <p>Students could research an opponent of Calvin; eg:</p> <ul style="list-style-type: none"> <li>• Sebastian Castellio</li> <li>• Pierre Ameaux</li> <li>• Jerome Bolsec.</li> </ul> <p>Students report back to the class.</p> <p>Consider how far Calvin faced opposition to his doctrine theology in Geneva?</p> <p>Research the Concordat with the Genevan Churches and its effectiveness.</p>	<p>Students might be encouraged to find a source highlighting the issues raised in each case of opposition.</p> <p>Encourage students to write the answer to the class debate in timed conditions as an essay.</p>	<p>Bolsec's arguments against the doctrine of Double Predestination.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p> <p>Extracts from Concordat.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 16		Support and opposition	<p>Students could consider the social and political opposition to Calvinism in Geneva, include the following:</p> <ul style="list-style-type: none"> <li>• factionalism in the council: Perrin, Berthelier, Favre</li> <li>• opposition to any but native born Genevans</li> <li>• the Libertine Party.</li> </ul> <p>How far did Calvin face opposition to his political and social policies in Geneva?</p> <p>Debate whether Calvin faced more opposition than support in Geneva to 1564.</p>	<p>Students should see change in context.</p> <p>Consider the long term and short term trends in opposition.</p> <p>Students may take a more thematic and synoptic approach.</p>	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17	The spread of Calvinism	France, Scotland, Netherlands, Germany, Poland and eastern Europe	<p>Students examine the role of the Genevan Academy.</p> <p>Research might include detailing the typical day / week of a student.</p> <p>Class debate: how far was the Academy simply a means of controlling the young of Geneva rather than a training ground for missionary priests?</p> <p>On a map, students could detail the spread of Calvinism. Add dates when it can be said that Calvinism had acquired substantial influence in a region.</p> <p>Students might try to account for the apparently unusual geographic spread of religious division in Europe.</p> <p>Students could be divided into groups, each allocated a particular country to research:</p> <ul style="list-style-type: none"> <li>• France</li> <li>• Scotland</li> <li>• Netherlands</li> <li>• Germany</li> <li>• Poland and eastern Europe.</li> </ul>	<p>Differentiation is well provided for by the nature of the research task.</p> <p>Wider reading on the spread of Calvinism.</p>	<p>Access to the internet to find source materials.</p> <p>Map of Europe.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

			<p>Students present to the class, detailing:</p> <ul style="list-style-type: none"> <li>• why Calvinism spread to this region</li> <li>• how widely and easily adopted were the principles of Calvinism</li> <li>• what opposition emerged</li> <li>• what were the consequences for the region and for Calvinism itself?</li> </ul>		
Week 18		France, Scotland, Netherlands, Germany, Poland and eastern Europe	<p>Consider: with what success had Calvinism spread in Europe?</p> <p>This might be done as a class discussion, using the presentations from Week 17.</p> <p>Students might then write a timed response to a question on the spread of Calvinism across Europe.</p>	Presentations will by their nature differentiate.	<p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 19	Religious war in Germany	The death of Luther; the Peace of Augsburg and the abdication of Charles V; principles and problems of the Peace of Augsburg	<p>Look at the causes and consequences of the Battle of Muhlberg.</p> <p>Examine the reasons for the Diet of Augsburg:</p> <ul style="list-style-type: none"> <li>• why did Charles force the Diet to accept the Interim</li> <li>• why did Protestant leaders condemn the Interim</li> <li>• how far was the Interim a lost opportunity for Charles?</li> </ul> <p>Students look at why the second League of Torgau was formed.</p> <p>Consider the reasons for and consequences of the Treaty of Passau. Students debate the effect this would have on Charles' attitude to the protestant leaders.</p> <p>Examine the reasons for the emergence of Ferdinand.</p> <p>Look at the terms of the Peace of Augsburg.</p> <p>How significant was:</p> <ul style="list-style-type: none"> <li>• Luther's death</li> <li>• Charles V's abdication.</li> </ul>	<p>An excellent opportunity to promote synoptic interpretation. Link together the themes covered; consider long term and short term; arrive at a judgment.</p> <p>Students could research any of the events in column three in Paris and then present to class.</p>	<p>Extracts from the Peace of Augsburg.</p> <p>Primary accounts of the battle.</p> <p>Guided reading on the wars.</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 20	Overview	Revision	<p>Students discuss the impact of Calvinism in the period.</p> <p>Students could complete their timelines for Calvinism and shade in turning points according to factors or themes.</p> <p>Students could practice an exam-style question.</p> <p>Key comparisons should be made between Calvinism and Lutheranism: which was the more influential in the period?</p>	<p>Plenty of opportunity for differentiation/stretch and challenge by task and in discussion by pairing able and less able.</p> <p>A revision essay would enable students to show what they have learnt.</p>	<p>Different types of sources to contrast.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: Reformation Europe, 1531–1564; Section 3: The Catholic Reformation, 1531–1564 (A-level only)</b>					
Week 21	Papal Revival	Paul III; report into the state of the Church; the Roman Inquisition; Paul IV and Pius IV	<p>Examine the reasons for the Report into the State of the Church in 1536:</p> <ul style="list-style-type: none"> <li>• recommendations of the Report</li> <li>• its likely impact on the subsequent direction of the Church.</li> </ul> <p>Research the impact of Paul III from 1540 and explain why Paul III failed to give his support to reconciliation.</p> <p>Explain why the Roman Inquisition was established in July 1542. Students could evaluate contemporary accounts of the Roman Inquisition.</p> <p>Students write a brief summary of the life of Carafa and his role in the Inquisition.</p> <p>Students investigate the Roman Inquisition in depth: how successful was the Inquisition in achieving its objectives? (Students might be expected to vary their conclusions by geographic region)</p> <p>Students could look at Paul IV and Pius IV and the theme of papal revival. This research to look ahead to the Council of Trent.</p>	<p>Plenty of opportunities for individual research initiative. Topics could be allocated as appropriate to different members of the group.</p> <p>Could assemble a variety of student-led presentations or allocate lead contributors for aspects of debates.</p> <p>Differentiation might be provided by tasking students with looking at different aspects of the Inquisition.</p>	<p>Source material from different political and national perspectives.</p> <p>Students to comment on reliability and value.</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	Spiritual regeneration	New Religious Orders; Loyola and the Jesuits; beliefs, discipline and influence	<p>Students begin a biography of Ignatius of Loyola, to which information can be added as the course develops.</p> <p>Students could draw a timeline of the Jesuit Order illustrating developments and key turning points.</p> <p>Look at:</p> <ul style="list-style-type: none"> <li>the foundation of the Order</li> <li>the objectives of the Order as detailed in the 1559 Constitutions of the society</li> <li>the structure and organisation of the Jesuit Order.</li> </ul> <p>Students might produce summary documents detailing membership of the order:</p> <ul style="list-style-type: none"> <li>full members</li> <li>spiritual co-adjutors</li> <li>temporal co-adjutors.</li> </ul>	<p>Students might be expected to present some of the detailed aspects as class presentations.</p> <p>Stretch would involve moving students away from simple collection of information and challenging them to see the synoptic links between factors.</p>	<p>Primary and secondary materials on the early years of the Jesuit Order.</p> <p>Reading on Ignatius Loyola.</p> <p>Guided worksheets to aid research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23		New Religious Orders; Loyola and the Jesuits; beliefs, discipline and influence	<p>Students look at extracts from Loyola's <i>Spiritual Exercises</i> and <i>Rules for Thinking with the Church</i>.</p> <p>In groups students could determine the likely effects of the works on the course of reforms in the Church.</p> <p>Students encouraged consider why the exercises became so popular: how far was this a function of social distinction as of theological adherence?</p> <p>Students consider the impact of the Jesuits on education.</p>	<p>Differentiation by source selection.</p> <p>Students might be expected to summarise the exercises or even to provide a synthesis in timed conditions.</p>	<p>Extracts from Loyola's writings.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24		New Religious Orders; Loyola and the Jesuits; beliefs, discipline and influence	<p>Consider the extent to which the Jesuit influence spread further afield.</p> <p>The class might work in groups on the following regions:</p> <ul style="list-style-type: none"> <li>• Germany</li> <li>• Poland and the Netherlands</li> <li>• the rest of Europe</li> <li>• Brazil</li> <li>• India.</li> </ul> <p>Students could explain:</p> <ul style="list-style-type: none"> <li>• why did the Jesuit Order spread to each area</li> <li>• how successful were the Jesuits in each area?</li> </ul> <p>Present findings back to class.</p>	<p>Differentiation achieved through research tasks which may be directed or not depending on ability.</p> <p>Students could attempt a timed question on this section.</p>	<p>Maps and detailed descriptions of the countries involved.</p> <p>Guided reading and worksheets to aid research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25	The Council of Trent	The three sessions; doctrine and the extent of reform	<p>Students list reasons why Paul III summoned a General Council of the Church at Trent.</p> <p>Why was there opposition to its meeting and from what quarters did this emerge?</p> <p>Students could write a brief summary piece: what made the Council of Trent possible in 1545?</p> <p>Students research the first session:</p> <ul style="list-style-type: none"> <li>• the areas of conflict and debate</li> <li>• conflict between Charles V and Paul III</li> <li>• the consequences.</li> </ul> <p>Students research the rulings on the Vulgate bible and the equality between scripture and tradition: why was this so important?</p> <p>Students could produce an overall assessment on the effectiveness of the Pontificate of Paul III. This might be done as a class debate.</p>	<p>Students writing work in timed conditions in order to arrive at a judgement.</p> <p>In assessing effectiveness, students should be expected to utilise the full range of links between factors.</p>	<p>Guidance for reading and research.</p> <p>Primary sources.</p> <p>Accounts of the Council of Trent.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		The three sessions; doctrine and the extent of reform	<p>Look at further reform to 1559 and the second session:</p> <ul style="list-style-type: none"> <li>• the role of Julius III</li> <li>• the transition to Julius</li> <li>• presence of the German Protestant States</li> <li>• the consequences.</li> </ul> <p>Explain why it achieved so little.</p> <p>Students research the third session:</p> <ul style="list-style-type: none"> <li>• the seminaries</li> <li>• the ruling on marriage</li> <li>• decrees of doctrine.</li> </ul> <p>Consider which decrees had the greatest impact.</p>	<p>Simple collection of information will serve to reinforce understanding for some.</p> <p>Students should at this stage be encouraged to think about how they present information.</p>	<p>Primary accounts from sessions two and three.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		The three sessions; doctrine and the extent of reform	<p>Look at the work and influence of the Jesuits at the Council of Trent.</p> <p>Divide the class into three groups, each looking at one session:</p> <ul style="list-style-type: none"> <li>• what role did the Jesuits play</li> <li>• what did they achieve?</li> </ul> <p>Groups feedback to whole class.</p> <p>Summary exercise: establish how important the Jesuits were at Trent; were they the most significant in determining the direction of change?</p>	<p>Again, differentiation achieved by delegation of tasks within each group.</p> <p>Try to encourage the less confident to lead the presentations back to the class.</p> <p>Look at the Jesuits as 'papal theologians'.</p>	<p>Summary material on Trent.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	The impact of reform by 1564		<p>Encourage students to see this as the beginning of an overall programme of revision.</p> <p>Students could be divided into groups looking at:</p> <ul style="list-style-type: none"> <li>• response to the clergy and laity</li> <li>• response to the monarchy</li> <li>• geographical variation</li> <li>• spiritual role of Church</li> <li>• political role of Church.</li> </ul> <p>Each group could examine how effective the Catholic reaction to the reformation had been by 1564. Students could try to find at least one interpretation from an established historian that supports their view.</p>	<p>An opportunity for students to extend their knowledge further by considering what determines the effectiveness of a conservative force.</p> <p>Was it realistic for the Catholic church to put everything back to the way it was?</p> <p>Stretch activity may well be class debate detailing the problems of using generic terms for events that are so varied in nature; for example, who was the leader of the Catholic Reaction?</p>	<p>Range of primary sources.</p> <p>Guided reading and worksheets to aid research.</p> <p>Contemporary accounts.</p> <p>Sources with conflicting opinion on the issue.</p> <p>Notes from this section.</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 29		The response of monarchy, clergy and laity; geographical variation; the spiritual and political role of the church	<p>Students present their findings to the class.</p> <p>Discussion on how effective the Catholic Reaction was and what criteria might be used to judge success.</p> <p>Students consider: how far, by 1564, was the Catholic Church stronger than it had been in 1531?</p>	Differentiation might be achieved by the range of activities demanded of the students during this week.	Primary source material and visual documentary material.
Week 30	Overview	Revision	<p>Look back at material in Parts One and Two and ensure that the timeline of key turning points is completed.</p> <p>Debate: who was the most influential individual in the period 1500 to 1564?</p> <p>Collect or index sources for each area and for the key individuals studied.</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>Consider whether the period saw a strengthening or a weakening of the church as a whole.</p> <p>Debate: how far were the abuses identified in 1500, satisfactorily addressed by 1564.</p>	<p>Notes and materials from Parts One and Two of this course</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>