

Scheme of work

AS/A-level History 7041/7042

Religious Conflict and the Church in England, c1529–c1570, 2D

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: Religious Conflict and the Church in England, c1529–c1570

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

Religious Conflict and the Church in England, c1529–c1570

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE BREAK WITH ROME, c1529–1547; Section 1: The Church, c1529					
Week 1	The political and social role of the Church	<p>Introduction</p> <p>Churchmen as royal advisers; church teachings on monarchical authority; wealth; church courts</p>	<p>PowerPoint introduction and overview of period including reference to Henry VIII's victory at Bosworth and the role of the Church in the coronation.</p> <p>Profile Henry VIII and Cardinal Wolsey to demonstrate the relationship between the Monarchy and the Church.</p> <p>Use DVD, eg Clips from Wolf Hall, to demonstrate relationship between Henry and Wolsey, images of Hampton Court, Windsor Castle, parish church.</p> <p>Create a hierarchy of power in the Church from Pope to parish priests.</p> <p>Expand diagram to show the relationship with the King, the Church's legal and taxation system.</p>	<p>Use key terms to develop conceptual understanding, eg</p> <ul style="list-style-type: none"> • chancellor • cardinal • Legatus a Latere • monarchical authority • king's government. <p>Consider why contemporaries were critical of the power and wealth of the Church.</p>	<p>Primary and secondary written and visual sources to build up an understanding of the relationship between the Church and state.</p> <p>YouTube film/documentary on how Wolsey and Henry have been presented.</p> <p>Guided worksheets and reference material for reading.</p>

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Week 2		Monasteries and parish churches	<p>Use a range of contemporary accounts of individual's experience of the Church, for example: wills, Roger Martyn and material from Sheffield university website on Monasteries.</p> <p>Use Ordnance survey Map to show the distribution of monasteries in England and Wales.</p> <p>Consider the Ten Commandments and how these underpinned social stability and law and order.</p> <p>Consider how different social groups were dependent on the monasteries and parish churches for employment, welfare, education.</p>	<p>Understanding of key terms:</p> <ul style="list-style-type: none"> • Tithe • Chantry • Good works. <p>Appreciation that the parish church and the monasteries confirmed the social hierarchy through giving and through participation, eg the difference between monks and lay-brothers.</p>	<p>Compilations of contemporary material showing experience of differing social groups.</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.</p>
Week 3	Popular Piety and the Church's spiritual role	Lay religious guilds	<p>Provide students with an outline of the agricultural year and cross refer to the Liturgical year.</p> <p>Students to research in pairs or small groups the meaning of religious festivals and symbols, eg:</p> <ul style="list-style-type: none"> • Shrove Tuesday • Rogationtide • Corpus Christi • All Souls Day. <p>Students could research and produce a poster advertising the benefits of belonging to a Lay Guild.</p>	<p>Understanding of concepts and ideas eg religion and superstition. Students could debate whether the parish activities represent religion or superstition.</p> <p>Opportunity for differentiation in research for and delivery of presentations.</p>	<p>Pro-forma showing Key activities in agricultural year.</p> <p>Sources for Liturgical year.</p> <p>Access to computer to aid research.</p>

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Week 4		Key beliefs such as purgatory; the role of the priesthood; the importance of printing	<p>Use the Seven Sacraments as a starting point to structure the key beliefs of the Church.</p> <p>Students to construct a diagram to show how each belief led to certain behaviour for the individual and the community.</p> <p>Watch Simon Schama, 'History of Britain, Burning Convictions' to see a Parish Church in the sixteenth century: images of a Doom Window/ wall paintings to re-enforce compliance.</p> <p>Examine the role of the parish priest in enabling the individual to attain heaven.</p> <p>Consider the role of printing.</p>	<p>Consideration of different social groups and their experience of the Church: how did being able to read affect people's beliefs and experience of the Church?</p> <p>Consideration of what sources could be used to provide evidence of people's beliefs.</p>	<p>Images from Parish Churches before the Reformation</p> <p>Visit to a local Church (if possible).</p> <p>DVDs on the history of Christianity.</p>

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Week 5	Early Reformers and Humanists	The Legacy of the Lollards and the impact on religious beliefs and practice	<p>Examine the experience of the Lollards and why their beliefs were considered to be Heresy.</p> <p>Consider the experience of those who were burned as Heretics: what case could be brought against them by the Church Courts? Why would death by fire be an appropriate punishment?</p> <p>In what way did the followers of Martin Luther share the beliefs of the Lollards?</p> <p>Organise a trial in a Church court where a Lollard and a follower of Martin Luther are cross-examined by a Catholic priest. Remainder of class can question and decide fate.</p>	Encourage students to consider the validity of the evidence for Lollardy in the sixteenth century: to what extent was Lollardy a label for those who didn't conform to the teachings of the Church?	<p>Background material on the Lollards and Martin Luther.</p> <p>Extracts for a differentiation activity.</p> <p>Primary sources on Heresy trials.</p>
Week 6		Humanism in England as represented by Erasmus, More and Colet	<p>Research the beliefs and writings of Erasmus, Colet and Thomas More and consider how these derive from the Renaissance and how they influenced the court and especially Henry VIII.</p> <p>Introduce essay writing: plan and prepare an essay linking the new learning to the existing beliefs and practices of the Catholic Church.</p> <p>Students work in pairs and small groups writing key sentences, paragraphs and present their drafts.</p>	<p>Consider how these ideas were presented to contemporaries: paintings of Holbein; More's Utopia; Colet's sermon.</p> <p>Consider how these individuals have been portrayed in the contemporary media.</p>	<p>Range of sources, academic books and contemporary sources.</p> <p>Access to YouTube clips/DVDs.</p>

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Week 7	Abuses and Criticisms of the Church	The extent and impact of simony, nepotism and absenteeism	<p>Watch the animated Canterbury Tale of the Pardoner.</p> <p>Create a glossary of key concerns. Identify who in particular would be concerned by the specific abuses and why.</p> <p>Examine contemporary views: which criticise the practices of the Church? Consider why and when these were produced.</p> <p>Introduce requirements of source based questions.</p> <p>Source based question comparing two sources.</p>	<p>Address the issue as to whether the sources criticising the Church were valid, or had other purposes.</p> <p>Useful to consider the abuses in the context of the material covered in Weeks 1-6.</p>	<p>Contemporary sources.</p> <p>Evidence from text books on abuses.</p> <p>Access to YouTube clips.</p>
Week 8		Anti-clericalism	<p>Explore case of Richard Hunne. Use article from History Today. Identify beliefs of those who supported Richard Hunne and why it was deemed necessary to kill him.</p> <p>Re-cap on the importance of the printing press in the spread of new religious ideas and criticisms of the Church.</p> <p>Consider contemporary cartoons depicting criticisms of the Church.</p> <p>Complete an audit of criticisms of the Church: what was criticised, by whom and why?</p>	<p>Identify regional differences in anti-clericalism.</p> <p>Consider why London and the Eastern counties had more critics.</p> <p>Consider why the more literate were likely to be the strongest critics of the Church.</p>	<p>Article from History Today.</p> <p>Contemporary cartoons .</p> <p>Academic sources eg Stripping of the Altars, Princes, Pastors and People.</p>

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PART ONE: THE BREAK WITH ROME, c1529–1547; Section 2: The Break with Rome, c1529–1536					
Week 9	The Kings Great Matter	Henry VIII, his religious beliefs and concern over the succession	<p>Examine the Family Tree of the Tudors – how secure was Henry VIII? Which males had a better claim? Useful to have a photocopy for students to identify direct lines and highlight other claimants.</p> <p>Identify the reasons put forward by Henry and his supporters to justify why his marriage was not valid.</p> <p>Either use TV representations (Six Wives of Henry VIII) or the written account of the proceedings at the Blackfriars Court to address why the Church was reluctant to grant an annulment.</p> <p>Write a speech which Wolsey might have delivered to Henry following the failure of the Blackfriars Court.</p>	<p>Debate the validity of Henry’s case that his marriage to Catherine was not valid.</p> <p>Use the account given by Scarisbrick in Henry VIII to identify other possible grounds for annulling the marriage.</p>	<p>Academic extracts.</p> <p>Contemporary sources.</p> <p>Family Tree of Tudors.</p> <p>DVDs.</p>

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Week 10		<p>The position and roles of Catherine of Aragon and her national and international supporters</p> <p>The role of Wolsey, Anne Boleyn and her supporters</p>	<p>Compare the rival claims of Catherine of Aragon and Anne Boleyn to be Queen consider:</p> <ul style="list-style-type: none"> • validity of relationship with Henry • the strength of their support • Henry's beliefs • contemporary evidence. <p>Identify the reasons why the Pope was unwilling to grant the annulment.</p> <p>Research the role of Wolsey.</p> <p>Look at the arguments put forward by Fish and Tyndale for the Royal Supremacy. Consider why Anne's possession of their texts was important for her ambitions.</p>	<p>Debate the view that Henry's love for Anne was the reason why he wished to annul his marriage, compared to the view that it was the need to secure the succession.</p>	<p>Contemporary sources.</p> <p>Academic texts and interpretations.</p>

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Week 11	The Reformation Parliament	MPs and expression of grievances; pressure on the Papacy	<p>Use the chronicle of Edward Hall to identify the criticisms of MPs in the Reformation Parliament.</p> <p>Compare a range of academic, populist and contemporary views of Wolsey; written, pictorial, and film/TV. Assess to what extent and why he was the focus of criticism and why Henry ceased to support him.</p> <p>Assess the impact of the Submission of the Clergy and the Submission of the Ordinaries on:</p> <ul style="list-style-type: none"> • the Church in England • the Papacy • the marriage of Henry and Catherine. <p>Plan an essay on the impact of the attack on the Church, on the Papacy and the King's powers.</p>	<p>Develop key concepts such as; praemunire, to explain the relationship between the monarchy, the Church in England and the Papacy.</p> <p>Consider what other action Henry and his government could take to achieve the annulment.</p>	<p>Academic interpretations.</p> <p>Contemporary sources.</p> <p>DVD/YouTube clips eg Wolf Hall, Man for all Seasons.</p>

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Week 12		Legislation leading to the establishment of Royal Supremacy	<p>Create a flow diagram showing the details of each of the key acts and how they led to the subsequent action and act. This can be presented as a power point or as a wall chart:</p> <ul style="list-style-type: none"> • Act to remove Annates • Act in Restraint of Appeals • Act forbidding payment of Peter's pence • Act of Succession • Act of Supremacy. <p>Examine contemporary sources for detail of acts.</p> <p>Hold a debate in which groups argue for the significance of a particular act in shaping the government.</p>	<p>Consider the value of records of parliamentary legislation for historians studying the creation of the Royal Supremacy</p> <p>Evaluate the reasons why the legislation was passed by Parliament.</p>	Contemporary sources.

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Week 13	The Influence of Faction	Cromwell and the management of Parliament	<p>Profile Thomas Cromwell and Thomas Cranmer.</p> <p>Students to undertake research in pairs to establish:</p> <ul style="list-style-type: none"> • background • views • roles in the break with Rome • skills • links to other key players, e.g. Anne Boleyn and Henry VIII • what events their intervention was responsible for. <p>Students present findings to the class.</p> <p>Examine what portraits of Cromwell and Cranmer show about how contemporaries viewed the two advisers.</p> <p>Look at Collectanea Stata Copiosa and identify the elements which were used to present a convincing judgement to support Henry's case.</p>	<p>Understand how Henry and his two key advisers selected evidence to support strategies to achieve the annulment.</p> <p>Further work could be done on the portraits of Holbein to see how he created the images of individuals and how they reflect contemporary views.</p> <p>This would be useful to compare Cromwell and More as a lead in to the following week.</p>	<p>Access to computers.</p> <p>Academic interpretations.</p> <p>Contemporary sources.</p>

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Week 14		The supporters and opponents of change and the King's response; the Aragonese faction; More and Fisher	<p>Profile Thomas More and John Fisher.</p> <p>Students to undertake research in pairs to establish:</p> <ul style="list-style-type: none"> • background • views • why they opposed the break with Rome • skills • links to other opponents e.g. Elizabeth Barton • why they were treated in the way they were <p>Present student findings to the class.</p>	<p>Explore the concept of 'martyr'.</p> <p>Whether More, Fisher, Barton and the Carthusian Monks were created as martyrs by the Henrician regime or choose to be martyrs themselves.</p> <p>Consider how Holbein contrasted More and Cromwell. Art historians consider he painted one as a saint and the other as the personification of evil: is this an accurate judgement?</p>	<p>Academic interpretations.</p> <p>Contemporary sources.</p> <p>Access to the internet.</p>

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Week 15		<p>More and Fisher</p> <p>Elizabeth Barton and the Carthusian monks</p>	<p>Introduce the concept of Faction.</p> <p>Use notes on Cromwell, Cranmer, More and Aragonese faction to identify differing views within Henry's court.</p> <p>In pairs: Identify the main characteristics of those supporting Cromwell and those who might be termed the Conservative faction. Discuss how secure these descriptors are.</p> <p>Examine the action of Elizabeth Barton and the Carthusian Monks.</p> <p>Study the contemporary woodcut of the treatment of the Carthusian monks. Contrast this with the Coronation of Anne Boleyn in terms of what the two events were intended to achieve in terms of establishing the new regime in the minds of the people.</p> <p>Use contemporary sources about the two events to establish which is the most valuable to historians studying the period.</p>	<p>Is it correct to describe these opponents as an Aragonese faction?</p> <p>Examine the way in which politics in England worked following the break with Rome.</p> <p>Use the analogy of a man taking six dogs all pulling in different directions to question who was in charge: Henry or the factions?</p>	<p>Academic interpretations.</p> <p>Access to the internet.</p> <p>Contemporary accounts.</p> <p>Guided reading.</p>

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Week 16	The doctrinal and political position of the Reformation by 1536	The degree of change and continuity in faith, belief and organisation of the church	<p>Consider the extent of the Reformation by 1536.</p> <p>Look at the degree of change and continuity in:</p> <ul style="list-style-type: none"> • faith • belief • organisation. <p>Create charts to illustrate changes in Church in England: what remained constant?</p>	<p>Extended reading of academic historians on the condition of the church by 1536.</p> <p>Consider how the political influence of the church had changed.</p>	<p>Guided reading.</p> <p>Contemporary sources and academic interpretations.</p>
Week 17	The reformist and conservative factions	Aims; influence and the reaction of the King; the impact of foreign affairs on changes to the church	<p>Students could research and report back on reformist and conservative factions:</p> <ul style="list-style-type: none"> • identify who formed the factions • what were their aims • how influential where they? <p>Consider Henry VIII's response to criticism from both sides.</p> <p>Research developments in foreign affairs and look at how they affected the Church in England.</p>	<p>Examine the impact of the break with Rome on relations with foreign powers.</p>	<p>Guided reading.</p> <p>Contemporary accounts.</p> <p>Academic interpretations.</p>

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PART ONE: The Break With Rome, c1529–1547; Section 3: Change and Reaction, 1536–1547					
Week 18	The Dissolution of the Monasteries	Political, religious, social and economic causes and consequences	<p>Revisit the importance of the monasteries and distribution throughout England</p> <p>Examine Henry’s financial position and the wealth of the monasteries.</p> <p>Consider Cromwell’s religious perspective and his experience in dissolving monasteries under Cardinal Wolsey.</p> <p>Examine contemporary sources from Cromwell’s commissioners describing the conditions of the monasteries. Undertake a source-based question considering the value of these sources to historians studying the dissolution of the monasteries.</p> <p>In four groups, research and prepare an argument showing that the main reason for the dissolution of the monasteries was</p> <ul style="list-style-type: none"> • political • religious • financial • personal. 	<p>Read the views of Thomas More on the failings of Monasteries.</p> <p>Understanding that reasons can be complex and that those who were religious conservatives could be critical of the monasteries.</p>	<p>Map showing distribution of Monasteries.</p> <p>Contemporary and historical sources.</p>

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Week 19		Political, religious, social and economic causes and consequences	<p>Assess the role of Parliament in the Dissolution: what might be the advantages and disadvantages to members of Parliament in the Dissolution?</p> <p>Use the sources on the Sheffield University web site to consider the process and consequences of the dissolution on a range of abbeys. Record views, which showed support for the dissolution and why people opposed them.</p> <p>Create a poster showing impact on monasteries as a result of the 1536 Act to dissolve the smaller monasteries and those which were dissolved as a result of later action.</p>	<p>Consider the importance of monasteries to people's everyday lives: how far did people support or criticise the monk's economic and religious roles?</p> <p>Where possible, visit a ruined monastery, or research a monastery using the English heritage website.</p>	<p>Access to internet for key web-sites.</p> <p>Contemporary sources.</p> <p>Visit to a ruined monastery.</p>

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Week 20		The Pilgrimage of Grace	<p>Outline the main events of the Pilgrimage of Grace.</p> <p>Research the Lincolnshire rising.</p> <p>Examine the Lincoln Articles and the Pontefract Articles: what were the main concerns of the two risings?</p> <p>Consider the role of different groups in the two risings</p> <ul style="list-style-type: none"> • the Commons • the Gentry • the Nobility • the Clergy. <p>Consider the evidence as to why the two risings occurred in the North.</p>	<p>Research the importance of the monasteries to the north of England and why this area was particularly conservative in religion.</p> <p>Examine the importance of the Yorkist affiliation and possible challenge to Henry VIII.</p>	<p>Academic sources Lincoln and Pontefract Articles.</p> <p>Map of the regions showing the routes of the Lincolnshire Rising and the Pilgrimage of Grace.</p>

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Week 21		The Pilgrimage of Grace	<p>Students undertake further research into the Pilgrimage Grace using academic sources, eg journal articles and extracts from academic books.</p> <p>Hold a debate organised by students with pre-determined questions. All students should contribute using evidence from their research. The debate should focus on reasons for the rebellion and its significance for Henry.</p> <p>Outline Henry's actions following the agreement at Doncaster to the end of Bigod's Rebellion.</p> <p>Assess how far the failure of the Pilgrimage of Grace changed Henry's attitude to religion and his political position.</p> <p>Plan an essay: 'The most important reason for the Pilgrimage of Grace was the threat to religious practices'.</p>	<p>Consider how far the Lincoln and Pontefract articles were determined not by the rebels but by those who wrote the demands down.</p> <p>Examine whether the Pilgrimage of Grace was a rebellion.</p>	<p>Articles and books on the Pilgrimage of Grace.</p> <p>Contemporary sources.</p>

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Week 22		Overview of the Dissolution and the Pilgrimage of Grace	<p>Recap on the causes of the dissolutions.</p> <p>Identify the political, social, economic, financial and religious consequences of the dissolutions. Cross refer these to the key groups within society</p> <ul style="list-style-type: none"> • the King • the nobility and the gentry • the middling sort • the monks and nuns • the commons. <p>Assess who were the main losers and the main beneficiaries of the dissolutions in the short, medium and long term.</p>	<p>Examine how far the dissolution of the larger monasteries was a result of the Pilgrimage of Grace.</p> <p>Explore the key features of the middling sort: how far is it possible to identify these as a separate group in the mid-fifteenth century.</p> <p>Consider the cultural damage of the dissolutions.</p>	<p>Range of sources on the consequences of the dissolution, contemporary and historians' views.</p> <p>Selection of images of type of artefacts destroyed by the dissolution.</p>

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Week 23	Change and Continuity in Doctrine	Liturgy, the eucharist and the bible	<p>Create a poster to illustrate the beliefs of the Catholic Church before and after the break with Rome.</p> <p>Watch extract from History of Christianity to establish the key elements of Henry VIII's beliefs as a result of the break with Rome.</p> <p>Examine the frontispiece to the Great Bible and Cranmer's preface: what do these demonstrate about the Henrician Church?</p> <p>Use contemporary sources to explore Henry's belief in the Word of God as shown through the Bible and his belief in Transubstantiation.</p>	Recap on the key belief of the Catholic Church.	<p>Copy of the frontispiece to the Great Bible and Cranmer's preface.</p> <p>DVD of the History of Christianity.</p> <p>Guided reading.</p>

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Week 24		Doctrinal Disputes as reflected in the Ten Articles and the Bishop's Book; the King's Book and the Six Articles	<p>Examine how far the Ten Articles and the Bishops' Book supported or challenged the beliefs of the King.</p> <p>Outline the key beliefs established by the Act of Six Articles and the Bishops' book.</p> <p>Debate whether the Six Articles and the Bishops' book represent</p> <ul style="list-style-type: none"> • factional influence • the beliefs of the king. <p>Use contemporary source material from the Ten Articles and the Act of Six Articles to assess the value of the sources to historians studying religious change between 1536 and 1543.</p>	<p>Recap on the main concerns of faction</p> <p>Consider the contention of Elton that Henry VIII was subject to the influence of his advisors and was rudderless following the execution of Cromwell.</p>	<p>Contemporary sources and extracts from secondary sources.</p> <p>Earlier notes on Faction.</p>

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Week 25	The state of the Church and belief by 1547	Disagreements over doctrine and practice	<p>Research Cranmer's religious beliefs. Write a brief biography of Cranmer.</p> <p>Write a position paper on behalf of the conservative faction as to why Cranmer should be accused of heresy; use information from the prebendaries plot.</p> <p>Outline the reasons why Henry VIII married Catherine Parr. Research her religious views.</p> <p>Examine the case of Anne Askew: why was she executed?</p>	<p>Explore the concept of heresy: what constituted heresy in the 1540s?</p> <p>Research contemporary sources on Catherine Parr and Anne Askew. Compare these with accounts of the women in popular fiction and in academic accounts. Question how far it is possible to separate them from political and religious issues.</p>	<p>Contemporary and academic sources on</p> <ul style="list-style-type: none"> • Cranmer • Catherine Parr • Anne Askew. <p>Selection of fictional representations of Catherine Parr and Anne Askew.</p> <p>Images of Cranmer, Catherine Parr and Anne Askew.</p>

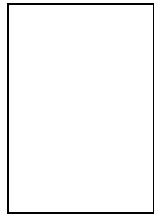
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Week 26		Relations with France and Scotland and their impact	<p>Construct a timeline with commentary of relations with France and Scotland from 1529 to 1544.</p> <p>Identify and prioritise the main reasons why England went to war with Scotland. How justifiable is the view that Henry VIII wished to promote an Erastian state to his nephew?</p> <p>Assess the view that Henry went to war with France to gain the support of Charles V.</p> <p>Construct a balance sheet of gains and losses from the wars, consider:</p> <ul style="list-style-type: none"> • finances • economy • domestic support • foreign alliances • territorial gains • dynastic security. 	<p>Explore the religious positions of James V, Charles V and Francis I in the early 1540s: how secure were they from the challenge of new religious ideas?</p> <p>Consider the view that without the dissolution of the monasteries Henry would not have had the finances to go to war with Scotland and France.</p>	<p>Map of northern France and Scotland.</p> <p>Access to academic sources and internet for research.</p> <p>Guided reading.</p>

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Week 27		The growing influence of the Seymour faction and Cranmer.	<p>Re-cap on Faction.</p> <p>Create a poster or trump cards showing Henry's key advisors by 1545. Indicate their religious views and rate on each level of support from Henry.</p> <p>Consider why the Seymours had gained such an advantage and whether this was only because of their relationship to Edward.</p> <p>Examine the portrait commissioned by the Earl of Surrey: why was this so controversial?</p> <p>Identify Henry's priorities for Edward. Consider why the position of the Norfolks might run contrary to Henry's priorities.</p> <p>Look at what it was about Cranmer's religious beliefs that made him more attractive to Henry than the Howards.</p> <p>Plan an essay: 'How far was the execution of the Earl of Surrey the result of his religious views?'</p>	<p>Establish the significance of the Royal Supremacy in Henry's plans for his son.</p> <p>Research the family tree of the Dukes of Norfolk – how important were their links to the monarchy?</p>	<p>Academic sources.</p> <p>Image of Surrey's portrait and other noble/ royal portraits of the sixteenth century.</p> <p>Details of the family tree from Edward III.</p> <p>Guided reading of academic historians.</p>

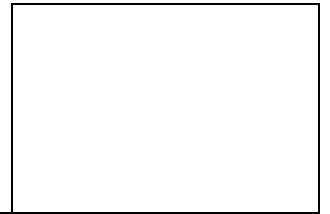
Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28		The importance of the succession.	<p>Examine the Will of Henry VIII and his last speech to Parliament.</p> <p>Assess the value of these sources to a historian researching the last years of Henry VIII.</p> <p>Examine the portrait of Edward as a small boy and the portrait by Holbein of Henry and his parents to assess the importance of dynastic succession to Henry VIII.</p> <p>Write a timeline between the summer of 1546 and Henry's death showing the increasing importance of the Seymour faction and the significance of the Dry Stamp.</p> <p>Write a will for Henry VIII outlining what he would want Edward to inherit and what he would want Edward to achieve.</p>	Explain the significance of the Dry Stamp and the role of the Privy Chamber.	<p>Contemporary sources.</p> <p>Holbein portraits.</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		The importance of the succession	<p>Outline the key advisors to Henry VIII at his death.</p> <p>What were the views of Cranmer, the Seymours and Paget: why did these make a Protestant Church under Edward more likely than the Church of England with a Catholic doctrine that Henry had envisaged?</p> <p>Write an account from Henry's Privy council to Edward summarising the state of the Church and nation that he was to inherit from his father.</p> <p>Write an obituary for Henry VIII.</p> <p>Plan an essay: 'The most serious threat to the Church of Henry VIII was from his advisors'.</p>	<p>Examine the development of the Privy Council from 1529 to 1547. To what extent was it independent of the monarch?</p> <p>Consider historians assessment of the reign of Henry VIII.</p>	<p>Range of academic sources.</p> <p>Previous notes.</p> <p>Internet for research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview	Revision	<p>Prepare an essay: The doctrine of the Church in England in 1547 was little different from that which it had been in 1529'.</p> <p>Review the developments in liturgy and doctrine between 1529 and 1547 to establish how far these had changed.</p> <p>Consider the experience of the laity and how that had changed between 1529 and 1547.</p> <p>Select 5 contemporary sources which best illustrate the development in liturgy and doctrine between 1529 and 1547.</p> <p>Examine the view that the role of the Church had been transformed in the years between 1529 and 1547, consider:</p> <ul style="list-style-type: none"> • relationship with Parliament • the role of Church courts • Church finances • relationship with Christendom • the role of the Monarch • the role of the Archbishop of Canterbury. <p>Consider how successfully the Church had overcome opposition by 1547.</p>	<p>Organise a debate in which one side argues that the Church had changed little and the other that the Church had undergone significant changes in liturgy and doctrine.</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	Notes and materials from Part One of the course.



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.



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE ESTABLISHMENT OF THE CHURCH IN ENGLAND, 1547–c1570; Section 1: A More Protestant Nation, 1547–1553 (A-level only)					
Week 1	The Protestant Party and the King	Introduction	<p>PowerPoint introduction and overview of period.</p> <p>Consider the legacy of Henry VIII. Use his last speech to Parliament to identify what Henry's wishes were. Review this in the light of the last months of Henry's life.</p> <p>Consider the significance of the inscription on the portrait of Edward as a young child by Holbein.</p> <p>Draw up a list of the key priorities of the evangelical faction, Paget, Cranmer and Seymour.</p> <p>Assess what Edward's priorities might be as a result of his education.</p>	Use academic sources to identify the different interpretations of Edward: a puppet or an increasingly active participant in government?	<p>PowerPoint for overview.</p> <p>Primary written and visual sources.</p> <p>Academic interpretations.</p> <p>DVDs which outline Edward's reign.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2		The aims, beliefs and role of Somerset and the overturning of Henry's will	<p>Construct an account of Somerset's aims in protecting the legacy of Henry VIII in terms of: religion; foreign policy; and the succession through marriage to Mary Queen of Scots.</p> <p>Examine the issues which would cause problems for Somerset in achieving his aims, in particular relationships with other members of the Privy council.</p> <p>Use primary sources relating to Somerset's relationship with other members of the Privy Council, in particular Paget, to identify how contemporaries viewed Somerset's strengths and weaknesses.</p>	Develop the concept that evangelicalism was not simply a religious doctrine but was applicable to how contemporaries viewed society and the economy.	<p>Academic and primary sources.</p> <p>Map of Scotland and France.</p> <p>Family tree showing relationship between English, Scots and French royal families.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3		The aims, beliefs and role of Northumberland as Protector.	<p>Construct an account of Northumberland's aims in promoting the government of Edward in terms of religion, foreign policy and politics.</p> <p>Hold a debate as to whether Somerset was the 'good Duke' and Northumberland the 'bad Duke', or vice versa.</p> <p>Construct a check list of what other material is needed, primary and secondary, to make a valid assessment of Somerset and Northumberland.</p> <p>Plan and prepare an essay which compares the leadership of Somerset and Northumberland – consider similarities and differences in leadership.</p>	Opportunity for differentiation in research using academic sources to explore the historical debate about the contrasting interpretations of Somerset and Northumberland.	Academic interpretations and contemporary sources.

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4	The development of doctrine and further reform	The role and beliefs of Cranmer; the dissolution of the chantries and other vestiges of Catholicism	<p>Revisit the development of Cranmer's beliefs and role from the Break with Rome to the death of Henry. Identify his evangelical beliefs.</p> <p>Group work to establish what Protestantism meant in theory and practice.</p> <p>Make a check list/ wall chart to identify the key practices of Protestantism and Catholicism. Use this over this week and the next to demonstrate the movement away from Catholicism towards Protestantism. Establish what role the Chantries played; why they had not been dissolved by Henry VIII and why they were dissolved by Edward.</p>	Research what was meant by the different Protestant sects in Europe and how Cranmer's views conformed to those of Calvin, Luther or Zwingli.	<p>Academic interpretations and secondary sources.</p> <p>Map showing distribution of Chantries.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 5		The removal of the last vestiges of Catholicism; two prayer books	<p>Complete the checklist from Week 4, identifying the changes in liturgy and doctrine in the removal of Catholicism.</p> <p>Assess how far the Church in England could be described as Protestant.</p> <p>Compare the two versions of the Prayer Book: what were the significant changes of each?</p> <p>Use a range of primary material, including the liturgy of the Prayer book, to assess validity of primary sources in the establishment of Protestantism.</p>	<p>Consider whether the Edwardian regime had established a Protestant Church of England.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Academic interpretations and primary sources.</p> <p>Recap on essay writing skills with handout.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6	Opposition and Conformity	The Western Rebellion	<p>Re-cap on the Pilgrimage of Grace; establish concerns of the conservative regions about religious change.</p> <p>Use material from Morebath and other primary material to consider the links between belief and practice. Use images of artefacts such as representations of saints.</p> <p>Make a timeline of events of the Western Rebellion.</p> <p>Use the demands of the Western Rebels to debate whether the Western Rebellion was primarily caused by religious or social/economic concerns.</p>	<p>Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.</p> <p>Finding (and justifying choice of) individual sources permits differentiation.</p>	<p>Primary and secondary sources including images.</p> <p>Map of England to illustrate conservative areas.</p> <p>Detailed map of Devon, Cornwall and Somerset to show areas affected by the Western Rebellion.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 7		Kett's rebellion	<p>Re-cap on definition of evangelical beliefs and apply these to the issue of enclosure.</p> <p>Use the demands of Kett's rebels to prioritise key concerns. Assess whether these are social/economic concerns or reflect changing religious beliefs.</p> <p>Use an economic map of England to demonstrate why East Anglia might be divided between conservative and evangelical areas.</p> <p>Construct a timeline of the events of Kett's rebellion.</p> <p>Assess the role of Somerset in fuelling the demands of Kett's rebellion.</p>	<p>For class debate: How far was Somerset responsible for the chaos of Kett's rebellion?</p> <p>Consider the concept of justice as it would have been interpreted by Kett's rebels and members of the Privy Council.</p>	<p>Map to show economic importance of woollen industry in East Anglia.</p> <p>Map to show progress of Kett's rebels.</p> <p>Guided reading and primary source material.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 8		The influence of reformers and acceptance of religious changes; the Church by 1553	<p>Review the significance of the crisis of the Comotions of 1549: were they Somerset's failings or a concerted response to religious change or social/economic problems?</p> <p>Establish the views of reformers, eg John Hale, and assess how influential they were.</p> <p>Use primary sources to assess how far it is possible to identify the views of contemporaries from surviving sources.</p> <p>Assess the extent to which a Protestant Church had been established in England by 1553. Consider the legislation passed by the government and its implementation across the country.</p> <p>Review how far England had changed between 1547 and 1553 – politically and religiously.</p>	<p>Consider the social and political hierarchy; the significance of this for religious beliefs.</p> <p>Explore the development of literacy during Edward's reign. Link to the establishment of local grammar schools: why was it important for the spread of evangelical religion that people could read?</p>	<p>Internet for research.</p> <p>Primary and secondary sources.</p> <p>Guided reading.</p>

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Week 9	The crisis over the succession	Attempts to avoid the succession of Mary	<p>Revisit the changes to legislation established under Henry VIII and the significance of the Act of Succession.</p> <p>Outline Edward's last months.</p> <p>Group work to prioritise the reasons why Edward would seek to change the succession using primary sources, eg Letter Patent for the Limitation of the Crown, and secondary interpretations.</p> <p>Consider was lady Jane Grey a legitimate heir to the throne?</p> <p>Consider the validity of Edward's actions.</p>	<p>Explore concepts relating to parliamentary legislation, eg the omni-competence of statute law as established by the Reformation Parliament and the idea that England was a constitutional monarch following the Break with Rome.</p>	<p>Guided reading and sources for evaluation.</p> <p>Tudor family tree.</p> <p>Notes made about the Reformation Parliament.</p> <p>DVDs presenting overview of Edward's reign.</p>

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Week 10		The fall of Northumberland and Mary's accession	<p>Outline the challenge presented by Northumberland to Mary's accession.</p> <p>Using primary and secondary sources, debate how far Northumberland was motivated by religious concerns or personal ambitions.</p> <p>Create a SWOT analysis for the Privy Council in supporting the accession of Lady Jane Grey or Mary Tudor.</p> <p>Explain why Mary was able to mount a successful challenge to Northumberland.</p> <p>Plan an essay as to how far the Edwardian regime had been successful in its aims.</p>	<p>Opportunity for debate and further research on the creation of a Protestant state by 1553.</p> <p>Could compare England in 1553 with England in 1547.</p> <p>Research Lady Jane Grey's background and marriage to Guilford Dudley.</p>	<p>Primary sources.</p> <p>Map of England to show Northumberland's and Mary's progresses.</p> <p>Representation of Lady Jane Grey in Art.</p> <p>Academic interpretations.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE ESTABLISHMENT OF THE CHURCH IN ENGLAND, 1547–c1570; Section 2: The Restoration of Papal Authority, 1553–1558 (A-level only)					
Week 11	Mary's accession, aims and opposition	Royal supremacy and problems with her first parliament; obstacles to the restoration of the Catholic Church	<p>Prepare a timeline of Mary's life. Annotate with key influences on her political and religious views.</p> <p>Consider the issues of Royal Supremacy and Mary's problems with her first parliament.</p> <p>Establish how far Mary experienced difficulties with her first Parliament in her rejection of the Royal Supremacy.</p> <p>Research Mary's religious views; contrast protestant historians with revisionist views.</p> <p>Identify the main obstacles which Mary would face in re-establishing Catholicism.</p> <p>Examine the attitude of the Privy Council and contemporary views of Mary's aims when she became Queen.</p> <p>Consider how far Mary was limited by the constitutional changes established by her father.</p>	<p>Explore the view that Mary's religion was not a form of Catholicism which pre-dated the break with Rome.</p> <p>Consider the influences of Humanism and Lutheranism on Catholic thought.</p>	<p>Guided reading and primary source material.</p> <p>Encourage students to read biographies of Mary.</p> <p>This could be a group activity with shared notes.</p>

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Week 12		The issue of the Spanish Marriage	<p>Consider why Mary planned to marry Philip II.</p> <p>Construct a balance sheet as to the advantages and disadvantages of this choice.</p> <p>Create a spider diagram to illustrate the range of opinion in Parliament and the Court about the Spanish Marriage. Consider how far the belief of the political nation and Privy Council had changed from 1547.</p> <p>Use a range of primary sources to assess the response to Mary's accession and the acceptance of the Spanish marriage.</p>	<p>Explore the significance of Mary being the first Queen to rule since Matilda.</p> <p>Use notes to revisit the concept and practice of the Royal Supremacy.</p> <p>Consider the appropriateness of the concept of faction to Mary's advisors.</p>	<p>Primary sources.</p> <p>Previous notes.</p> <p>Academic interpretations about Mary's choice of husband.</p>
Week 13	The restoration of Papal Authority	The second Parliament and the restoration of Papal authority and Catholic doctrine	<p>Establish what was achieved by the second Parliament.</p> <p>Research the views of Pope Julius II, Philip II and Cardinal Pole in the context of papal authority and Catholic doctrine.</p> <p>Consider the obstacles to restoration and debate which was more significant: the religious beliefs of the laity, the political beliefs of the nobility or the attitude of the Pope.</p> <p>Use a range of primary and secondary sources to access responses to the restoration of Catholicism. Consider the validity of these sources.</p>	<p>Consider the different Catholic belief and influences on the Pope.</p> <p>Research the early work of the Council of Trent.</p> <p>Use a map to identify the relationship between Rome and other powers.</p>	<p>Primary and secondary sources.</p> <p>Internet for research.</p> <p>Map of Europe showing Papal states and Holy Roman Empire.</p>

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Week 14		Mary as a reformer; the limits of the restoration	<p>Identify the social and economic problems besetting the Marian regime which had the potential to undermine her reign.</p> <p>In groups prepare a hand-out assessing the success of one of the following:</p> <ul style="list-style-type: none"> • financial reform • reform of the Armed forces • social policies. <p>Establish the limits of the Restoration.</p> <p>Prepare and plan an essay considering whether Mary's attempt to restore Catholicism was undermined by the combined problems of poor harvests and papal intransigence.</p>	<p>Understanding of the economy of England and the importance of harvest.</p> <p>Explore range of historians' views to examine how far the reign of Mary could be considered a 'crisis'.</p>	<p>Primary sources.</p> <p>Academic interpretations on Mid Tudor Crisis.</p> <p>Guided reading.</p>

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Week 15	Persecution and reform	Reasons for, extent of and repercussion of the Persecution of Protestants	<p>Individual/group work on the persecution of Protestants.</p> <p>Group 1: research the reasons for the persecution</p> <p>Group 2: research the persecution of the laity</p> <p>Group 3: research the persecution of the clergy</p> <p>Group 4: research the impact of the persecutions.</p> <p>Each group should prepare a presentation which uses the views of historians and primary material. This should be a PowerPoint with hand-outs.</p>	<p>Explore the concepts of salvation, heresy, predestination, purgatory and transubstantiation.</p> <p>Revisit Lollardy and the executions of Henry VIII, including John Lambert and Anne Askew.</p>	<p>Previous notes.</p> <p>Primary sources.</p> <p>Internet for research.</p> <p>Academic texts and interpretations.</p>
Week 16		Reasons for, extent of and repercussion of the Persecution of Protestants	<p>Group presentations to the class.</p> <p>Hold a debate on the validity of the view of Mary's actions presented in Foxe's, Book of Martyrs.</p> <p>Plan an essay on the impact of the persecutions on the Marian regime.</p>	<p>Consider how the interpretations of Mary's persecutions differ between historians; consider the views of Catholic and Protestant historians.</p>	<p>Extracts from Foxe's Book of Martyrs.</p> <p>Academic interpretations.</p>

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Week 17		Mary, Pole and the attempt to reform Catholicism	<p>Record the attempts of the Marian regime to reform Catholicism. Consider the significance of the following:</p> <ul style="list-style-type: none"> • doctrine • teaching • ritual and ornament • salvation • Jesuits • printing. <p>Debate the impact of the religious changes on the Church in England in Mary's reign.</p> <p>Identify and evaluate the evidence relating to the reform of Catholicism as presented in primary sources.</p>	<p>Understanding of how people learnt about religion in the sixteenth century; how far this was through teaching or doing.</p> <p>Revisit notes on Catholic beliefs, liturgy and doctrine.</p>	<p>Primary sources.</p> <p>Use of images to show what the Marian regime did to re-establish ritual and ornament in parish Churches.</p> <p>Academic texts.</p>

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Week 18	Opposition and conformity	<p>Wyatt and other opposition to changes</p> <p>Support for the changes and extent of conformity</p>	<p>Students to construct a portfolio on Wyatt's rebellion to include:</p> <ul style="list-style-type: none"> • profiles of key protagonists • identification of main causes • the events of the rebellion • Mary's response • interpretation of historians. <p>Compare Wyatt's rebellion to previous rebellions: Pilgrimage of Grace, Ketts and the Western Rebellion.</p> <p>Debate whether Wyatt's rebellion was principally religious or secular.</p> <p>Examine whether Wyatt's rebellion represented widespread opposition or was a localised response from a limited interest group.</p>	<p>Consider the meaning of rebellion, religious and secular.</p> <p>Differentiation by depth of research.</p>	<p>Notes from earlier rebellions.</p> <p>Primary and secondary material.</p> <p>Academic interpretations.</p> <p>Internet for research.</p>

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Week 19		The war with France and the loss of Calais	<p>Revisit relations with foreign powers, with particular reference to the history of war with France through the timeline of the course.</p> <p>Establish the reasons for going to war and the reasons why involvement was opposed.</p> <p>Examine how far England's involvement in the war was a valid defence or manipulated to ensure that England gave its support to Philip's foreign policy.</p> <p>Debate the significance of losing Calais on England and the Marian regime.</p>	<p>Students to identify how far English foreign policy had been determined by territorial ambitions or religious concerns in the years between 1529 and 1547.</p> <p>How important was England to the European powers?</p>	<p>Previous notes.</p> <p>Maps of Europe.</p> <p>Primary sources and academic interpretations.</p> <p>Guided reading.</p>

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Week 20		<p>Support for the changes and extent of conformity</p> <p>Overview of section 2</p>	<p>Using primary sources and local studies assess the impact of the Marian regime's attempt to establish a catholic state.</p> <p>Consider:</p> <ul style="list-style-type: none"> • the re-establishment of Catholicism in the parishes • the impact of the persecution and burnings • the relationship with Spain and the Papacy • social and economic problems. <p>Debate whether Mary had successfully restored Catholicism.</p> <p>Plan an essay, which considers the impact of opposition on the Marian regime.</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>Materials from Part Two, section 2.</p> <p>Primary and secondary material.</p> <p>Further reading and source material.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE ESTABLISHMENT OF THE CHURCH IN ENGLAND, 1547–c1570; Section 3: The Establishment of the Church of England, 1558–c1570 (A-level only)					
Week 21	Religious divisions on Elizabeth's accession	Catholics; Protestant émigrés; divisions within those who supported the restoration of a Protestant Church	<p>Use material from Part One and Part Two with further research to establish:</p> <ul style="list-style-type: none"> the development of Protestantism during the reign of Edward VI the development of Catholicism during the reign of Mary what was meant by Protestantism and Catholicism by 1558. <p>Consider the view that England was significantly more Catholic than Protestant at the accession of Elizabeth I.</p> <p>Identify the key groups who wished to see a return to Protestantism and those who wanted to continue with Catholicism.</p> <p>Establish how far the two religious groups had unified aims.</p> <p>Assess the possible options in terms of religious settlement.</p> <p>Use primary sources to examine the views of contemporaries and the validity of the sources for historians.</p>	<p>Use a range of academic sources to consider differing views about religious change and its significance in the years between 1547 and 1548.</p> <p>Consider how far the laity accepted that it was the monarch's right to determine religion by the accession of Elizabeth.</p>	<p>Previous notes.</p> <p>Internet for research.</p> <p>Primary and secondary sources.</p> <p>Guided reading of academic historians.</p>

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Week 22		Peace with France	<p>Undertake a SWOT analysis on making peace with France.</p> <p>Consider why Elizabeth decided to allow France to keep Calais</p> <p>Assess the extent to which Elizabeth's foreign policy was determined by strategic considerations rather than religious concerns.</p> <p>Examine why Elizabeth rejected the overtures of Philip II.</p> <p>Plan an essay to compare the importance of religion in shaping relations with foreign powers to Mary and Elizabeth.</p>	<p>Students to consider the importance of relations with France.</p> <p>Review the importance of marriage between English monarchs and European powers in creating security and in generating threats.</p>	<p>Previous notes.</p> <p>Primary and secondary sources.</p> <p>Map of Europe.</p>

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Week 23	The re-establishment of the Church of England	Elizabeth's religious beliefs and aims; attempts to reconcile the conflicting groups; the role of Parliament and the passing of the Acts of Supremacy	<p>Establish what Elizabeth believed and cross refer this to the religious beliefs of Henry, Edward and Mary.</p> <p>Assess whether Elizabeth was Catholic or Protestant.</p> <p>Use a range of academic secondary interpretations on Elizabeth's beliefs and the impact of groups who supported different religious settlements.</p> <p>Debate whether the Elizabethan Church settlement was shaped by the action of:</p> <ul style="list-style-type: none"> • Protestant MPs • Catholic Bishops • Elizabeth herself. <p>Plan essay on the shaping of the Elizabethan Church Settlement.</p>	<p>Understanding concept of Anglicanism.</p> <p>Consider the different schools of historians, especially Whig historians and how they differ from Revisionists.</p>	<p>Academic interpretations.</p> <p>Guided reading.</p>

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Week 24		Uniformity and the New Book of Common Prayer	<p>Review a range of primary sources about the Elizabethan Church Settlement including:</p> <ul style="list-style-type: none"> the Book of Common Prayer the Act of Supremacy the Elizabethan Injunctions. <p>In groups, select and analyse three primary sources and consider their validity to a historian studying the Elizabethan Settlement. Cross refer these with the work done in the previous week and complete a presentation.</p>	<p>Explore the difference between the concerns of contemporaries and historians.</p> <p>Examine language of Elizabethan religious sources: were these precise or ambiguous?</p>	<p>Guidance for reading/ research.</p> <p>Primary sources where possible.</p>
Week 25	Supporters and opponents of the Settlement	Consolidation of the Settlement through Visitations; Vestarian Controversy.	<p>Create a chart of the key requirements of the Elizabethan Church Settlement from primary and secondary sources. Annotate this with acceptability to Catholics and Protestants.</p> <p>Assess why the crucifix was seen to be so controversial.</p> <p>Create a poster showing what a Church and the priest should look like following the Elizabethan Church Settlement.</p> <p>Use a range of primary sources to explore the Vestarian Controversy.</p> <p>Establish the key differences between Elizabeth and Bishop Jewel.</p>	<p>Consider the significance of Anabaptists to religious change.</p> <p>Why might Elizabeth fear Anabaptism?</p> <p>What authority did Bishop Jewel have?</p>	<p>Primary and secondary sources.</p> <p>Map showing religious affiliations in Europe.</p> <p>Images of vestments worn by priests, eg biretta.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		The acquiescence of Catholics	<p>The response of Catholics to the Elizabethan Settlement can be used to:</p> <ul style="list-style-type: none"> • assess how far Catholics were prepared to compromise their beliefs • whether the nature of Catholicism had changed from Mary's reign • the impact of the Elizabethan Church settlement in the conservative areas of the country. • preparation for research into the Revolt of the Northern Earls. <p>Plan an essay on short/medium term impact of the Elizabethan Church Settlement or opposition from Catholics/Protestants.</p>	<p>Revisit the concept of treason as identified by acts of parliament from Henry VIII onwards.</p> <p>Consider how far the experience of the years between 1529 and 1569 had resulted in acceptance that it was the right of whoever reigned to determine religion.</p>	<p>Map of England showing dioceses.</p> <p>Guided reading.</p>
Week 27	Maintaining the Settlement	The threat posed by Mary, Queen of Scots	<p>Watch documentary/ film about Mary Queen of Scots.</p> <p>Consider why Catholics regarded her as the legitimate Queen.</p> <p>Do a spider diagram showing the key political figures in Elizabeth's Court/Council.</p> <p>Establish why both Catholics and non- Catholics wanted Elizabeth to name Mary as her successor.</p>	<p>Consider the concept of faction and what factors determined the groupings in Elizabeth's early years.</p>	<p>Documentary/film on Mary Queen of Scots.</p> <p>Biographical dictionary.</p> <p>Tudor family tree.</p> <p>Portraits of key nobles/politicians.</p>

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Week 28		The re-emergence of a Catholic party and the Rising of the Northern Earls	<p>Group Research into the Rising of the Northern Earls.</p> <p>Groups to research how far the Rebellion was either:</p> <ul style="list-style-type: none"> • a Catholic rebellion or • a feudal rebellion? <p>Students should use a range of primary and secondary material and present their findings.</p> <p>Written work could be based on an assessment of the value of the primary sources to a historian studying the reasons for the rebellion.</p>	Explore the similarities between the Northern Rebellion, the Pilgrimage of Grace and the Western Rebellion with particular reference to the leadership of the rebellions.	<p>Previous notes.</p> <p>Primary and secondary sources.</p> <p>Internet for research.</p>
Week 29		The end of consensus and the condition of the Settlement by 1570	<p>Examine the significance of the Pope's excommunication of Elizabeth and Elizabeth's execution of those involved in the Northern Rebellion: was her position strengthened or weakened?</p> <p>Create a timeline of the major religious changes from 1529 to 1570.</p> <p>Assess the condition of Protestantism in 1570.</p> <p>Plan an essay on the Northern Rebellion.</p>	<p>Explore the concept of Moderation.</p> <p>Identify reasons why there was unlikely to be a further Catholic rebellion.</p>	<p>Primary and secondary material.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview	Revision	<p>Look back at material in Parts One and Two and consider:</p> <ul style="list-style-type: none"> • the changes in the liturgy and doctrine of the Church of England • the nature of opposition and acceptance • the changing roles of individuals and groups. • the nature of monarchy and relationship with the Church. <p>As a class, reflect, 'What have we learnt?'</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 how far England had undergone undergone a complete religious change in the years between 1529 and 1570.</p> <p>Opportunities for differentiation by task and in students' reflection on and selection of information.</p>	<p>Notes and materials from Part One and Part Two of this course.</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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