

INTENT-

- By developing interest and enthusiasm for the subject, students will gain a secure, and detailed knowledge and understanding of events and developments in Tudor England.
- To reach substantiated judgements about the reigns of the Tudor monarchs, using the themes of power, religion, economy, foreign policy and society.
- Analyse extracts from historians to assess how convincing they are when studying an aspect of the course.

The bigger picture:
This learning builds on the foundations set in KS3, when Tudors are studied. Skills build on the interpretation skills developed in Y11 when studying Nazi Germany. The skills developed in this unit will also then be used as part of the NEA

Bilton School Planning for Progress over Time Programme of Study

AO1 – Knowledge and understanding of key events to analyse causes, consequences and factors influencing key events.
AO2 – Assessing Value of contemporary sources to the time.
AO3 – Analysis of differing historian's interpretations

	Term 1 Mid Tudor Crisis (Edward VI)	Term 2 Mid Tudor Crisis (Mary I/Elizabeth Early Years)	Term 3 Turmoil and Triumph (Elizabeth I)	Term 4 Turmoil and Triumph (Elizabeth I)	Term 5 Revision/ A Level Exam	Term 6
KS5						
Year 13 2C: Tudors	L1 – Introduction to A Level review of AS Progress 2 Introduction to Edward VI L2 –3 Good Duke Vs Bad Duke L4-5 – Foreign Policy L6-7 Economy and Society L8-9 Rebellions L10 Intellectual Development and Discussion L11 Edward Assessment Essay L12 Edward Assessment interpretations L3 DIRT Re teach L1 Was Mary likely to be a successful Queen? L2 Mary and Marriage	L3 Mary and Government L4 Mary and Restoration L5 Mary Foreign Policy L6 Society, intellectualism and Impacy L6-7 PPE Preparation PPE Week PPE DIRT L1 Elizabeth, influence on early life. L2 legacy L3 Establish authority L4- Religious Settlement L5 Royal Court and Government	L6-Personalities in Government L7 Foreign Policy L8- Economy and Society L9 Puritan Challenge L10 Catholic Challenge L11 End of Topic Assessment L12 DIRT Re teach L13 Northern Rebellion L14Scotland L15 France and Spain L16 Internal Threat 1558-1571 L17 Local Government	PPE Week PPE Week L18 Puritan Threat L19 Catholic Threat L20 FP in Netherlands L21 Spanish Armada L23 France	L25 Political Authority & Parliament L26 Effectiveness of government L27 Social and Economic Problems L28 Cult of Gloriana Revision	
Progress and assessment	L5 Foreign Policy Essay L9 Rebellions Essay L11 Edward Assessment (Essay) L12 Edward Assessment (Interpretation)	W/B 25 th November PPE Assessment Week L3 Mary as Queen Interpretation L4 Restoration Essay L5 Foreign Policy Essay L2 Elizabeth interpretations	L13 How successful was Elizabeth in solving problems at the start of her reign. After L12 Religious settlement interpretations	L18 Elizabethan Government Essay L23 Foreign Policy Interpretations.		
Homework	Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and writeup is ongoing.	Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and write is ongoing.	Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above. NEA research and write is ongoing.	Homework will also be to complete summary notes on pre reading to prepare for the next lesson. It will regularly include completing interpretation or essay questions, linked to the assessment points above.		
Literacy (Including Reading)	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Regency Government Treason Office of Crown Lands Debasement Council in the North	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Valois-Habsburg wars Litany Diocese	Unit textbook plus links to a wide range of historians to stretch knowledge and understanding Calvinism Consubstantiation Transubstantiation Zwinglian			
Connected knowledge	Links back to Y12 AS course and legacy of Henry VIII. Students need to compare features of reigns from Henry VII to Mary I. Links to Y7 history and religious rollercoaster. Key themes that are revisited through the course of the power of Tudor government, foreign policy, economic change and the effect on society.	Key themes across this term are government, religious policy, foreign policy, and the power of the Tudor Monarchy.		Revision and re -teach – key is to track key themes of government, religion, foreign policy, economy and society both within and between reigns.	Revision and re -teach – key is to track key themes of government, religion, foreign policy, economy and society both within and between reigns.	
Cultural Capital						
Social, Moral, spiritual and cultural development						
Fundamental British Values						
End Points	Students will have a secure knowledge enabling them to compare the governments of Somerset and Northumberland across all key themes. They will start to reach conclusions regarding the most effective and the extent to which the period could be classed as a crisis. Students will form substantiated judgements. They will critically assess interpretations regarding the reign of Edward VI	Students will have a secure and detailed knowledge of the key features of Mary's reign. They will reach substantiated judgements regarding Mary's reign and critically evaluate historians interpretations. By the end of the term, students will be able to form their own judgements regarding the extent to which there was a Mid Tudor Crisis. Students will be formally assessed in PPE1 to mark their progress in all AOs towards the final end point for Y13.	Students will have a secure knowledge and understanding of Elizabeth's early years. They will make clear comparisons with previous Tudor monarchs around the theses, of power, religion, economy and foreign policy. They will be growing in security regarding their critical assessment of interpretations, particularly around Elizabeth's religious policy.	Students will have a secure knowledge and understanding of Elizabeth's later years in power. They will then compare this to previous monarchs. They will be secure in their ability to assess historian interpretations, using a wide range of knowledge to support judgements. Students will be formally assessed in PPE 2 to measure their progress in all AOs towards the final end point for Y13.	Students will have a secure knowledge and understanding of the whole Tudor Dynasty. They will compare and contrast monarchs based on their power, foreign policy, religion, economy, government and society. They will be secure in their understanding of historical debate around these themes and will critically assess historians interpretations.	

IMPLEMENTATION

IMPACT:
 Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.
Y12 End Point: By the end of Y12 students will critically evaluate historians' interpretations, using their own contextual knowledge. They will have an in depth knowledge and understanding of key terms. Students will be independent learners, who will be critical and reflective thinkers. They will ask and research relevant and significant questions and will reach well substantiated judgements.