

#Year 7 History at Temple Moor High School

Y7	Topic	Programme of Study
<p>Topic 1</p> <p>Sept to Nov</p>	<p>Migration to Britain from 43AD to 1066</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • How the Romans, Anglo-Saxons and Vikings changed Britain • When, where and why these groups migrated from throughout this time • How the Battle of Hastings can be considered a turning point in English History, considering the changes made in Norman England <p>Why are we learning it? To consider, both the positive and negative, impact of migrating groups to Britain</p> <p>Key Vocabulary: Chronology, Migration, Society, Conquer, Century, hierarchy</p> <p>Curriculum Assessments: Nothing New Quizzes throughout the scheme of learning. Students to be assessed on extended writing, encouraged to develop PEEL paragraphs to analyse the types of change made by each group</p> <p>Personal Development: Supports understanding of personal development through considering the nature of change. This will help students to reflect on their own recent experiences.</p> <p>Why now? Students are already aware of the groups who migrated to Britain, this furthers their knowledge on groups they are already familiar helping them to further contextualise these groups in their introduction to historical study.</p> <p>Helpful resources: https://www.bbc.co.uk/bitesize/topics/zhxmn39 https://www.bbc.co.uk/bitesize/topics/zp6xsbk https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-vikings/zhys92p https://www.bbc.co.uk/bitesize/topics/zshtyrd - there are lots of videos and links on the groups who invaded Britain.</p>
<p>Topic 2</p> <p>Nov to Feb</p>	<p>Importance of the Silk Road Routes to Medieval society in England</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Where the Silk Road covered and when it existed, including a focus on the story of Marco Polo • The Medieval world; including structure of society and health

		<ul style="list-style-type: none"> • The significance of the Black Death in Medieval England • The increasing role of the peasantry and the importance of the Peasants Revolt <p>Why are we learning it? To consider the advances in society since the Medieval era.</p> <p>Key Vocabulary: Trade, Medieval, health, pandemic, revolt, Silk Road routes</p> <p>Curriculum Assessments: Nothing New Quizzes throughout the scheme of learning. Key question: Why was the Silk Road important to the Medieval world.</p> <p>Personal Development: Supports understanding of international relations and the value of trade with other nations, helping to develop respect and tolerance for other groups of people.</p> <p>Why now? Students have begun to develop understanding of life in the early Medieval period, so will develop further understanding of the Medieval world and key events within the period.</p> <p>Helpful resources: https://kids.britannica.com/kids/article/Silk-Road/599029 - gives a brief overview of the Silk Road.</p>
<p>Topic 3</p> <p>Feb to April</p>	<p>Tudor England</p>	<p>Key Knowledge</p> <p>What are we learning?</p> <ul style="list-style-type: none"> • How and why, Henry VIII changed the religion in England and what the consequences of this were. • How the battle around religion changed throughout Henry's children's reigns and how that impacted England. • The causes, events, consequences, and significance of the Spanish Armada within Tudor England. • How did Tudor society develop, especially for women and races. <p>Why are we learning it? To discover how Britain was shaped religiously.</p> <p>Key Vocabulary Catholic, Protestant, Reformation, Pope, divorce, Armada, Spain, source</p> <p>Curriculum Assessments</p>

		<p>Key Questions: How and why did religion in Britain change during the Tudors? What can we learn from sources to understand Tudor England?</p> <p>Personal Development Supports understanding of why Britain is a Protestant country. Introduces students to sexism and patriarchy through Elizabeth's reign. Begins students' understanding of race in Britain through time.</p> <p>Why Now? Students have an understanding of the importance of religion within Medieval society, this leads to the religious and social struggles which are explained within this topic</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/zwcsp4j - there are links to lots of helpful guides on the Tudors on this website.</p>
<p>Topic 4 April to July</p>	<p>Age of Exploration and settlement in North America</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • How the Age of Exploration began and the importance of these voyages • The successes and failures of early colonisation with a focus on Jamestown and New Plymouth • The impact of settlement on Native Americans, understanding conflicts, particularly through the story of Pocahontas <p>Why are we learning it? Builds a wider understanding of the late Tudor era and helps to contextualise development of the early British Empire</p> <p>Key Vocabulary: Age of Exploration, conquest, settlement, conflict, voyage, circumnavigation, Jamestown, fort, New Plymouth, Mayflower, colony, Thanksgiving, trade, Native Americans, consequences</p> <p>Curriculum Assessments: Nothing New Quizzes conducted throughout scheme of learning. Key questions: Explain the consequences of the Age of Exploration</p> <p>Personal Development: Gives students an insight into the role of Britain throughout the world, both positive and negative; asking questions of morality. Supports understanding of the respect and tolerance of cultures around the world.</p> <p>Why now?</p>

		<p>Builds understanding of British trade across the world, which will help to contextualise the expansion of Empire; as well as building greater links with trade and influence of migration they have studied earlier.</p> <p>Helpful resources: https://www.history.com/topics/colonial-america/jamestown - this website gives an overview of the settlement in Jamestown</p>
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Year 8 History at Temple Moor High School

Y8	Topic	Programme of Study
Topic 1 Sept to Dec	The transatlantic slave trade	<p>Key Knowledge What are we learning?</p> <ul style="list-style-type: none"> • What Africa was like before and how it was affected by colonialism and the triangular slave trade. • The journey of a slave through the triangular slave trade, including the journey on the Middle Passage and life on plantations. • How slavery was abolished in Britain and, long-term, the journey towards equality for Black people in America. <p>Why are we learning it? To consider the racism and persecution that has existed and continues to.</p> <p>Key Vocabulary Empire, power, rights, abolition, Triangular trade, middle passage, plantation, rebel, racism,</p> <p>Curriculum Assessments Nothing New Quizzes throughout the scheme of learning. Key Question will focus on the use of interpretations within historical enquiries and using knowledge to formulate and consider opinions.</p> <p>Personal Development Gives students an insight into racial inequality throughout time and across the world. Asks many moral questions about Britain's influence on slavery and the role of the British Empire.</p> <p>Why Now? Students have considered the expansion of British influence. This topic will help students to understand</p>

		<p>Britain's worldwide role and how it then becomes a leader in industrialisation.</p> <p>Helpful Resources</p> <p>https://www.bbc.co.uk/bitesize/topics/z2qj6sq - there is a guide to the slave trade on this website.</p>
<p>Topic 2</p> <p>Nov to March</p>	<p>Industrial Revolution and Crime and Punishment within the 1800s</p>	<p>Key Knowledge:</p> <p>What are we learning?</p> <ul style="list-style-type: none"> • How the Industrial Revolution began and how it affected society, including towns in our local area. • What life was like for people in our local area, including working in factories and mines, and the inequalities which existed. • A case study on Jack the Ripper, focusing on judging why the police failed and comparing this failure with modern policing. <p>Key Vocabulary:</p> <p>Industry, urban, rural, crime, punishment, poverty, notorious, Whitechapel, Jack the Ripper</p> <p>Curriculum Assessments:</p> <p>Regular Nothing New Quizzes will be used throughout the Scheme of Learning. Students will be assessed through their ability to analyse historical sources, using their own knowledge of the period.</p> <p>Personal Development:</p> <p>Creating a greater understanding of the local area and how it developed. Supports understanding of the criminal process, including the importance of the police in modern society.</p> <p>Why now?</p> <p>Students' knowledge of society so far will allow them to understand the extent of the change during this time, pushing them to make comparisons of Britain and the quality of life throughout time.</p> <p>Helpful resources:</p> <p>https://www.bbc.co.uk/bitesize/topics/zm7qtfr - this link will take you to a guide on the Industrial Revolution and to some useful video clips.</p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9q - this website has learner guides on crime and punishment in several time periods</p>

<p>Topic 3</p> <p>March to July</p>	<p>World War One - Local History unit</p>	<p>Key Knowledge</p> <p>What are we learning?</p> <ul style="list-style-type: none"> • Militarism, alliances, imperialism and nationalism in the early 20th Century as causes of the First World War. • The assassination of Archduke Franz Ferdinand and how Britain was dragged into war. • The use of propaganda and other causes in understanding the reasons for signing up for WW1. • Why trench warfare was used and what life was like there, including mental and physical illness, conditions and injuries. The Battle of the Somme as a case study of this • The impact of the First World War on Leeds, including the Barnbow Lasses and the medical hospitals in the city. <p>Why are we learning it?</p> <p>To examine the impact of conflict on people, states and society.</p> <p>Key Vocabulary</p> <p>Militarism, Alliances, Assassination, trenches, stalemate, propaganda, medical advancement, munitions, conscription, Somme, home front, armistice</p> <p>Curriculum Assessments</p> <p>Key Questions: Why did WW1 begin in 1914? What effect did WW1 have on Leeds?</p> <p>Personal Development</p> <p>We study mental health through shell shock as a part of this unit, where empathy is a key theme throughout. We also consider moral questions such as the advance in weaponry within war. We also consider the issue of gender equality and learn more about the wider world, through the Barnbow Lasses.</p> <p>Why Now?</p> <p>With an understanding of empire and industrialisation, students will be better equipped to contextualise World War One</p> <p>Helpful Resources</p> <p>https://www.bbc.co.uk/bitesize/topics/z4cxd2p - there are detailed guides on World War One and the peace settlement on this website</p>
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Year 9 History at Temple Moor High School

Y9	Topic	Programme of Study
<p>Topic 1</p> <p>Sept to Nov</p>	<p>Power to the People</p>	<p>Key Knowledge: What are we learning?</p> <ul style="list-style-type: none"> • The effects of protest in gaining equality for the democracy of people in the 19th and 20th Century. • The events and aftermath of the Peterloo Massacre, the Chartist movement and the women's suffrage movement. • The ways in which society progressed and the importance of valuing democracy within the modern time period <p>Key Vocabulary: Liberty, democracy, rights, Chartism, Suffrage, voting rights, Parliament, trade unions,</p> <p>Curriculum Assessments: Regular Nothing New Quizzes throughout the scheme of learning. Practice of explanation on the development of rights in this era. Key question: Explain why protests were significant for the rights of people from 1800 to the modern day.</p> <p>Personal Development: Focus throughout this scheme of learning on the establishment of democracy, helping to increase value of democracy in modern-day Britain. Students to consider the value of protest and how important protests have been for change.</p> <p>Why now? After previously learning about the rights of groups of people within the Holocaust, this topic will help students to understand how the rights of groups of people in Britain has changed since the Industrial period</p> <p>Helpful resources: https://www.bbc.co.uk/bitesize/topics/zxwg3j6 - helps with information on the Women's suffrage movement.</p>
<p>Topic 2</p> <p>Nov to Feb</p>	<p>The Holocaust</p>	<p>Key Knowledge What are we learning?</p> <ul style="list-style-type: none"> • The long-term and short-term historical factors which caused the Holocaust, focusing on the persecution of minorities in Nazi Germany through the Nuremburg Laws and Kristallnacht.

		<ul style="list-style-type: none"> • The events of the Holocaust, including testimonies of life in concentration camps, Kindertransport and the liberation of the camps. • The way in which justice was carried out following the Holocaust in the Nuremberg Trials. • How examples of prejudice have led to further examples of genocide <p>Why are we learning it? To consider the extremes of humanity throughout History and religious divisions within society.</p> <p>Key Vocabulary Holocaust, Nazis, Hitler, anti-Semitism, Aryan, Nuremberg Laws, Kristallnacht, ghettos, concentration and extermination camps, Auschwitz, opposition and liberation, genocide, Nuremberg Trials</p> <p>Curriculum Assessments Regular Nothing New Quizzes throughout the scheme of learning. Key questions for students will focus on building understanding of knowledge through using historical sources.</p> <p>Personal Development This allows students to consider the consequences of extremism, whilst also considering the benefits of Fundamental British Values such as liberty, tolerance and the rule of law.</p> <p>Why Now? Students are able to link prior events of the First World War to link Hitler's Rise to Power and the rise of issues in the 1920s. Maturity of students also means that they are able to show greater empathy with the material.</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/zk94jxs - this website has guides on World War Two, the atomic bomb and the Holocaust.</p>
Topic 3 Feb to May	Cold War	<p>Key Knowledge</p> <p>What are we learning?</p> <ul style="list-style-type: none"> • The differences in ideology which underpin the Cold War • The causes of the Cold War following World War Two and its development in the 1950s which the space race and arms race

		<ul style="list-style-type: none"> The events of the Cuban Missile Crisis and the likelihood of nuclear war <p>Why are we learning it? Develop understanding of the world post-WW2 and the advances in conflicts and rivalries which remain in today's society.</p> <p>Key Vocabulary Ideology, Communism, Capitalism, Cold War, Rivalry, Space Race, Arms Race, NATO, Soviet Bloc, Cuban Missile Crisis,</p> <p>Curriculum Assessments Regular Nothing New Quizzes throughout the scheme of learning</p> <p>Key question: How did the rivalry of the Cold War develop from the 1950s to the Cuban Missile Crisis?</p> <p>Personal Development Focus on different ideologies promotes tolerance and respect for political views. Developing an understanding on the challenges which exist in the modern world and some background to these conflicts.</p> <p>Why Now? Students have an understanding of the rights of people in Britain. This will then develop understanding of how rights can be different across the world and when the modern world has been most under threat.</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/z8k9q6f - this link has some useful links to the conflicts of the Cold War.</p>
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GCSE History at Temple Moor High School

Students across KS4 will interleave the Edexcel GCSE topics as shown below. In year 10, students will have 3 lessons per fortnight on Medicine Through Time and 2 on Anglo-Saxon and Norman England. In Year 11, students will have 3 lessons per fortnight on Weimar and Nazi Germany and 2 on the American West.

Y10	Topic	Programme of Study
Topic 1 3 lessons per fortnight throughout	Medicine Through Time, 1250-Present Paper 1 Section B	<p>Key Knowledge</p> <p>What are we learning?</p> <p>This topic focuses on the changes in key areas (e.g. causes, treatments and preventions) throughout time. Through this long-term study, we can see what has contributed to the medical position we are in today.</p>

<p>year 10 from Sept - May</p>		<ul style="list-style-type: none"> • Medieval medicine includes supernatural medical practices like using leeches or astrology. We do a case study on the Black Death. • Renaissance medicine focuses on the increase in knowledge thanks to dissection and experimentation, but how this doesn't improve treatment of disease. We do a case study on the Great Plague. • 18th/19th century medicine focuses on discoveries like anaesthetics and antiseptics, vaccines, and germs, which leads to rapid improvements in prevention, surgery and general medical understanding. We do a case study on the John Snow's study on cholera • Modern medicine is all about 20th/21st century developments like genetics, technology and antibiotics. We also focus on our understanding of lifestyle factors on health and the impact of the NHS. We do a case study on lung cancer. <p>Why are we learning it? To understand Britain's progression to its current levels of medical advancement</p> <p>Key Vocabulary Era, causes, treatments, preventions, diagnosis, anatomy, hospitals, vaccinations, public health, surgery, progress</p> <p>Curriculum Assessments Regular Nothing New Quizzes. Explain one way in which _____ was similar / different from _____ to _____ (4) Explain why... (12) How far do you agree with this statement (16)</p> <p>Personal Development This allows students to consider the benefits of the current health system within the United Kingdom.</p> <p>Why Now? This gives students confidence in answering exam questions which are similar to Paper 2. Students are able to explain the changes over time from their prior knowledge on different periods.</p> <p>Helpful Resources GCSEpod SENECA Learning</p>
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		https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs - this links to some great videos on the Medicine Through Time topic.
Topic 2 3 lessons per fortnight throughout year 10 from May-July	The British Sector of the Western Front, 1914-18 Paper 1 Section B	Key Knowledge: What are we learning? This is a case study of the Medicine Through Time topic. This module focuses heavily on source work, so students will spend time analysing diary entries, photographs and medical reports from World War One. <ul style="list-style-type: none"> • Key battles of World War One and what made them unique in terms of conditions, introduction of certain weaponry or the number of casualties. • Life in the trenches from a medical perspective, including injuries and illnesses, terrain and transport of soldiers. • Where and how soldiers were treated, who they were treated by and what developments were made in medicine during the war Key Vocabulary: Trenches, terrain, Ypres, Arras, Cambrai, Chain of Evacuation, RAMC, FANY, surgery Curriculum Assessments: Describe two features of... (4) How useful are Sources ____ and ____ for an enquiry into... (8) How could you follow up Source ____ to find out more about... (4) Why now? Having understood the development of medicine in the modern period, students will have a case study on how war impacted the progression of medicine. Helpful resources: https://www.youtube.com/watch?v=iqehK_WpaLo has good information for revision. GCSEpod SENECA Learning
Topic 3: Taught in 2 lessons per fortnight	Anglo-Saxon and Norman England, 1060-88 Paper 2	Key Knowledge What are we learning? This is our British study, which shows us the changes made between the Anglo-Saxon and Norman time periods. Focus is on:

<p>throughout year 10.</p>		<ul style="list-style-type: none"> • Anglo-Saxon life and with the battle for supremacy in England due to the power of the Godwin family. • The battle for England in 1066, concluding with William's victory at the Battle of Hastings. • How the initially unpopular William attempts to control England, often through violent means, as he battles numerous revolts against him. • The huge changes the Normans made to the country, particularly in government, religion and society which are still relevant today. <p>Why are we learning it? To consider the changes in England over these time periods, helping students to develop a depth into a historical period.</p> <p>Key Vocabulary Loyalty, society, monarchy, law, rebellion, battle, conquest, invasion, heir, control</p> <p>Curriculum Assessments Describe two features of... (4) Explain why... (12) How far do you agree with the statement... (16)</p> <p>Personal Development:</p> <p>Why now? Students to use understanding of Medieval world to build understanding of the period. Similar question structures to Paper 1, help students to develop confidence in GCSE style answers.</p> <p>Helpful Resources https://www.bbc.co.uk/bitesize/topics/zgdk4j6 - this BBC Bitesize section is connected to our exam board (Edexcel) and is a good overview of the topic. It also includes some exam skills.</p>
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Y11	Topic	Programme of Study
<p>Topic 1</p> <p>3 lessons per fortnight throughout</p>	<p>Weimar and Nazi Germany, 1918-1939</p> <p>Paper 3</p>	<p>Key Knowledge</p> <p>What are we learning?</p> <p>This topic shows us the rise of extremism across a period within Europe, considering the rise and fall of democracy and the rise of dictatorship and antisemitism.</p>

<p>year 11 Sept - April</p>		<ul style="list-style-type: none"> • The effects of World War One and the Treaty of Versailles on Germany. • The political set up of the Weimar Republic, including understanding early challenges to the regime up to 1923 and the 'Golden Years' under Stresemann. • The rise of the Nazi Party to power, considering social, political and economic causes. • The control of the Nazi Party within Germany, considering the creation of dictatorship, use of propaganda and influence on groups within society. • Life in Nazi Germany for workers, minorities, protesters and the youth. <p>Why are we learning it? To understand the potential outcomes from extreme ideology and the downfall of democracy.</p> <p>Key Vocabulary Republic, Weimar, Reichstag, Proportional representation, Treaty of Versailles, hyperinflation, Fuhrer, Dictator, Wall Street Crash, Enabling Act, trade unions, police state, gestapo, censorship, persecution.</p> <p>Curriculum Assessments Regular Nothing New Quizzes throughout the scheme of learning. Give two things you can infer from Source ____ about... (4) Explain why... (12) How useful are Sources ____ and ____ for an enquiry into... (8) What is the main difference between the views in Interpretation ____ and ____? (4) Suggest one reason why Interpretations ____ and ____ give different views about... (4) How far do you agree with Interpretation ____ about... (16 + 4 SPAG)</p> <p>Personal Development This allows students to consider the fundamental British values of democracy, rule of law and the respect.</p> <p>Helpful Resources GCSEpod SENECA Learning https://www.bbc.co.uk/bitesize/guides/z9y64j6/revision/1 for an overview of the topics taught.</p>
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<p>Topic 2:</p> <p>Taught in 2 lessons per fortnight throughout year 10.</p>	<p>The American West, 1835-95</p> <p>Paper 2</p>	<p>Key Knowledge</p> <p>What are we learning?</p> <p>Throughout this period study, students gradually study how a culture (the Plains Indians on the American West) were impacted by expansion West.</p> <ul style="list-style-type: none"> • The lives of Native Americans and how the government began to displace them. • The white population of America, their desires and ideologies which led to Western expansion. • The role of the government in promoting groups Westwardly. • The lifestyles and lives of groups moving West, considering the role of cowboys, the cattle industry and law and order in the American West. • The conflict between the groups resulting in the destruction in the ways of life of the Native Americans and the genocide of this group. <p>Why are we learning it?</p> <p>To understand how conflict between cultures can affect the lives of a community.</p> <p>Key Vocabulary</p> <p>Migration, development, conflict, law, lifestyle, change, ideology, conflict, Plains</p> <p>Curriculum Assessments</p> <p>Regular Nothing New Quizzes</p> <p>Explain two consequences of... (8)</p> <p>Write a narrative account analysing the key events of... (8)</p> <p>Explain the importance of... (8) (students get a choice of three of these questions from which they will pick two)</p> <p>Helpful Resources</p> <p>GCSEpod</p> <p>SENECA Learning</p>

Y12	Topic	Programme of Study
<p>Paper 2</p> <p>4 lessons</p>	<p>Nationalism, Dictatorship & Democracy Route G</p>	<p>Key Knowledge</p> <p>What are we learning?</p> <p>This topic analyses the constructs of democracy within the beginning of the period, following by an examination of</p>

	<p>The Rise and Fall of Fascism in Italy c.1911-46</p>	<p>the rise of Mussolini and the key features of a Fascist state.</p> <ul style="list-style-type: none"> • The liberal state from 1911-18 under <i>Giolitti</i> and the effect of the First World War • The rise of Mussolini and the creation of a dictatorship • The Fascist State 1925-40 • Challenges to and the fall of the Fascist State c.1935-46 <p>Why are we learning it? To understand the challenges that have existed across Western Europe and the differing forms of government.</p> <p>Key Vocabulary <i>Giolitti, government, Liberal state, Mussolini, fascism, Il Duce, repression, Blackshirts, Pope, Abyssinia, Pact of Steel</i></p> <p>Curriculum Assessments Assessments in line with A-Level specification. This paper includes: 1 source analysis question, analysing two sources 1 essay-based question, focused on a key historical concept.</p> <p>Personal Development This allows students to consider the fundamental British values of democracy, rule of law and mutual respect.</p> <p>Helpful Resources Edexcel A Level History my revision notes guide Pearson approved textbook.</p>
<p>Paper 1 4 lesson per fortnight</p>	<p>Nationalism, Dictatorship & Democracy Route G Germany and West Germany 1918-89</p>	<p>Key Knowledge What are we learning? Throughout this breadth study, students will consider the changes and continuities within Weimar & Nazi Germany as well as the creation of West Germany.</p> <ul style="list-style-type: none"> • Political and governmental change within Germany • Opposition, control and consent • Economic development and policies • Aspects of life within Germany and West Germany • The aims and key features of Hitler's foreign policy, linking this to historical interpretations. <p>Why are we learning it?</p>

		<p>To build upon prior learning on Weimar and Nazi Germany in order to develop student confidence as well as developing understanding of modern Europe.</p> <p>Key Vocabulary Constitution, democracy, dictatorship, Nazi, Reichstag, President, Chancellor, FRG, Economic miracle, depression, policies, consequence, significance</p> <p>Curriculum Assessments Assessments in line with A-Level specification. This paper includes: 1 interpretation analysis question, analysing two historical interpretations on Hitler's foreign policy 2 essay-based question, focused on a key historical concept.</p> <p>Helpful Resources Edexcel my revision notes Revision guide Edexcel approved Textbook SENECA Learning</p>
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Y13	Topic	Programme of Study
Paper 3 4 lessons	Rebellion and disorder under the Tudors, 1485-1603	<p>Key Knowledge What are we learning? This study has two main parts: Aspects in breadth - considering how the Tudors were able to control a Nation through changes in government:</p> <ul style="list-style-type: none"> • Changes in governance at the centre • Gaining the co-operation of the localities <p>Aspects in depth - considering challenges to the authority of the Tudors:</p> <ul style="list-style-type: none"> • Challenging the succession, 1485-99, learning about Henry VII's rise to be monarch then considering the threats of Simnel and Warbeck • Challenging religious changes, 1533-37 through learning the Lincolnshire Rising, Pilgrimage of Grace and Bigod's Rising • Agrarian discontent: Kett's Rebellion, 1549 learning about the role of enclosure, importance of Norwich and response by Somerset's government. • Queen takes queen? The Revolt of the Northern Earls, 1569-70 learning about the importance of Mary Queen of Scots, the Norfolk Marriage Plot,

		<p>the events of the rebellion and repression in the North</p> <ul style="list-style-type: none"> • Troublesome Ireland: Tyrone's rebellion, 1594-1603, understanding the context of Ireland in the late 16th Century, English attempts at control and battles between the forces. <p>Why are we learning it? As the British study as part of the A Level specification, this helps students to link prior learning on the depths and breadths in order to effectively analyse an era.</p> <p>Key Vocabulary Tudors, Succession, Challenge, Lambert Simnel, Perkin Warbeck, Burgundy, Pilgrimage of Grace, protest, rebellion, repression, Kett's Rebellion, enclosure, Oak of Reformation, Mary Queen of Scots, Duke, Earl of Tyrone, Sir Henry Bagenal, JPs, Privy Council, Act of Supremacy Subsidy, poverty, progresses</p> <p>Curriculum Assessments Assessments in line with A-Level specification. This paper includes: 1 source analysis question, analysing two sources 1 essay-based question, focused on a depth study 1 essay-based question, focused on a breadth study</p> <p>Personal Development This allows students to consider the creation and establishment of modern Britain, especially discussing the values and issues with protest.</p> <p>Helpful Resources Edexcel A Level History my revision notes guide Pearson approved textbook.</p>
<p>Coursework</p> <p>4 lesson per fortnight</p>	<p>Coursework - personal topic</p>	<p>Key Knowledge</p> <p>What are we learning? Students have a choice of topic as long as there is a historical argument within their chosen topic.</p> <p>Why are we learning it? Students develop historical skills and argument through a historical method, promoting research, records and analysis to help communicate on topic.</p> <p>Curriculum Assessments Assessments in line with A-Level specification.</p> <p>Helpful Resources</p>

		Dependent on topic of study.
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