











HISTORY CURRICULUM MAP









YEAR 12 (Tudors)

<p>HALF TERM 1: Henry VII 1485-1509</p> <p><u>1. How did Henry Tudor consolidate his power?</u></p> <ul style="list-style-type: none"> - Henry VII's childhood - character and aims - Battle of Bosworth - establishing the Tudor dynasty: Parliament & marriage - Lambert Simnel / Perkin Warbeck / Lovell rebellions <p><u>2. Did Henry VII govern successfully?</u></p> <ul style="list-style-type: none"> - role of Sir William Stanley - Establishment of the Star Chamber - Establishment of the Council Learned in Law - Bonds / Recognissances / Attainders - Control of the Nobility <p><u>3. How did Henry VII improve England's relationships with Scotland and other foreign powers?</u></p> <ul style="list-style-type: none"> - securing the succession; marriage alliances with Spain, France & Scotland - Henry VII's involvement in the Breton Crisis - The effect of Perkin Warbeck on foreign policy relationships - Using treaties to secure peace: Ayton, Perpetual Peace, Redon, Etaples, Medina del Campo, Windsor, Magnus & Malus Intercursus. 		<p>History Today articles on Henry VII consolidation and Foreign Policy. Reading extracts and comparing two historian interpretations:</p> <ol style="list-style-type: none"> 1. Geoffrey Elton's book 'England under the Tudors' (Traditional view) 2. John Guy 'Tudor England' (Revisionist)
<p>HALF TERM 2: Henry VII 1485-1509</p> <p><u>4. How and why did the structure of society change under Henry VII?</u></p> <ul style="list-style-type: none"> - The Great Chain of Being - churchmen, nobles and commoners - regional divisions - social discontent and rebellions: Perkin Warbeck, 1491-1497 & the Cornish Rebellion, 1497 <p><u>5. How successful was Henry VII's economic development between 1485 and 1509?</u></p> <ul style="list-style-type: none"> - Trade: Trading items / Hanseatic League, Low Countries / Burgundy / Embargos / Treaties - Exploration: John Cabot / Sebastian Cabot - Prosperity and depression: engrossment, enclosure, the significance of agriculture; the nature of subsistence farming; the nature of the cottage industries & the development of domestic industry. <p><u>6. How far did intellectual and religious ideas change and develop under Henry VII and with what effects?</u></p> <ul style="list-style-type: none"> - The position of the church in English society - The impact of Humanism; possibly the early role of Colet - The role of the church in arts and learning - Broader trends in the arts - England's renaissance - The foundation of a Golden Age - The sense of a distinctive Tudor arts movement. 		<ol style="list-style-type: none"> 1. To what extent had Henry VII had successfully established his royal authority by 1487? (25) 2. 'Henry VII's efforts to increase the royal finances were very successful.' (25) 3. 'Henry VII's foreign policy was driven by the need to preserve the Tudor Dynasty.' (25)
<p>HALF TERM 2: Henry VII 1485-1509</p> <p><u>4. How and why did the structure of society change under Henry VII?</u></p> <ul style="list-style-type: none"> - The Great Chain of Being - churchmen, nobles and commoners - regional divisions - social discontent and rebellions: Perkin Warbeck, 1491-1497 & the Cornish Rebellion, 1497 <p><u>5. How successful was Henry VII's economic development between 1485 and 1509?</u></p> <ul style="list-style-type: none"> - Trade: Trading items / Hanseatic League, Low Countries / Burgundy / Embargos / Treaties - Exploration: John Cabot / Sebastian Cabot - Prosperity and depression: engrossment, enclosure, the significance of agriculture; the nature of subsistence farming; the nature of the cottage industries & the development of domestic industry. <p><u>6. How far did intellectual and religious ideas change and develop under Henry VII and with what effects?</u></p> <ul style="list-style-type: none"> - The position of the church in English society - The impact of Humanism; possibly the early role of Colet - The role of the church in arts and learning - Broader trends in the arts - England's renaissance - The foundation of a Golden Age - The sense of a distinctive Tudor arts movement. 		<p>Students will each choose a key question from the three studied this half term and present a summary of Henry VII's key achievements & failures of his aims.</p>
<p>HALF TERM 2: Henry VII 1485-1509</p> <p><u>4. How and why did the structure of society change under Henry VII?</u></p> <ul style="list-style-type: none"> - The Great Chain of Being - churchmen, nobles and commoners - regional divisions - social discontent and rebellions: Perkin Warbeck, 1491-1497 & the Cornish Rebellion, 1497 <p><u>5. How successful was Henry VII's economic development between 1485 and 1509?</u></p> <ul style="list-style-type: none"> - Trade: Trading items / Hanseatic League, Low Countries / Burgundy / Embargos / Treaties - Exploration: John Cabot / Sebastian Cabot - Prosperity and depression: engrossment, enclosure, the significance of agriculture; the nature of subsistence farming; the nature of the cottage industries & the development of domestic industry. <p><u>6. How far did intellectual and religious ideas change and develop under Henry VII and with what effects?</u></p> <ul style="list-style-type: none"> - The position of the church in English society - The impact of Humanism; possibly the early role of Colet - The role of the church in arts and learning - Broader trends in the arts - England's renaissance - The foundation of a Golden Age - The sense of a distinctive Tudor arts movement. 		<p>Politics – government Geography – foreign policy Literacy – Reading</p>
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p>		<ol style="list-style-type: none"> 1. 'The Church was more influential than the nobility in the years 1485 to 1509.' Assess the validity of this view. (25) 2. 'Despite the need to secure his dynasty, it was the desire to extend England's overseas trade that underpinned Henry VII's foreign policy'. Assess the validity of this view. Assess the validity of the view. (25) 3. Assess how convincing the arguments in these extracts are in relation to religious and intellectual ideas under Henry VII. (30)
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p>		<ol style="list-style-type: none"> 1. Class debate: Had society become more peaceful and stable during Henry VII's reign? 2. Student presentation on 'The Church in England by 1500.'
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p>		<p>RS Maths / Economics Art History</p>
<p>HALF TERM 3: Henry VIII 1509-1547</p> <p><u>7. To what extent was Henry VIII prepared for Kingship?</u></p>		<p>Read different interpretations of Henry VIII's character. Find the most surprising academic interpretation of Henry; the most shocking, the most subjective, etc. Interpretations from academic historians on the rise of Wolsey.</p>










HISTORY CURRICULUM MAP

YEAR 12 (Tudors)

<ul style="list-style-type: none"> - character and aims: death of Arthur, character, upbringing, influence of Henry VII, Margaret Beaufort as Lady Protector - addressing Henry VII's legacy: revision of Henry VII aims, successes, failures & impact, Henry VIII's aims as King <p><u>8. How effectively did Henry VIII govern England during this period?</u></p> <ul style="list-style-type: none"> - Crown and Parliament: Abolishment of Council Learned in Law, marriage to Catherine of Aragon, the role of John Fox - Ministers: How did Wolsey come to Henry VIII's attention, rise of Wolsey, factionalism, - Domestic policies including the establishment of Royal Supremacy: Anne Boleyn, the events of the Reformation, failure of Wolsey to gain an annulment, Wolsey's fall - Ministers: Thomas Cromwell, the Elton thesis – was there a revolution in government? Cromwell's role in the establishment of Royal supremacy, Cromwell's fall, comparison of Cromwell and Wolsey <p><u>9. Did Henry VIII achieve his foreign policy aims?</u></p> <ul style="list-style-type: none"> - Henry VIII foreign policy aims - The foreign policy consequences of annulment - Wars with France - Scotland and Ireland; Battle of Flodden, Treaty of Greenwich - Treaty of London & Wolsey's attempts at peace 		<ol style="list-style-type: none"> 1. To what extent was Anne Boleyn the instigator of change in religion under Henry VIII? (25) 2. 'Wolsey served Henry VIII well but himself even better.' Assess the validity of this view (25) 3. "A Tudor revolution in government took place between 1533 and 1540." Assess the validity of this view (25) 4. Assess how convincing the arguments in these extracts are in relation to Henry VIII's foreign policy. (30)
		<ol style="list-style-type: none"> 1. Student discussions of how valid historical assessments of Henry VIII's character might be. 2. Class debate in the form of legal proceedings: the case for and against annulment. 3. Debate Wolsey's contribution. How far was Wolsey constrained by the actions of the King? Did the nobility help or hinder Wolsey's ambitions?
		<p>Sociology – Gender Roles Politics RS Geography</p>
<p>HALF TERM 4: Henry VIII 1509-1547</p> <p><u>10. What was the social impact of religious upheaval?</u></p> <ul style="list-style-type: none"> - Elites and commoners: which social groups benefitted the most from the Reformation? The increase of poverty & the 1536 Poor Law - Regional issues: The impact of the dissolution of the monasteries - Rebellion: The Lincolnshire Rising and the Pilgrimage of Grace <p><u>11. Did England's economy prosper under Henry VIII?</u></p> <ul style="list-style-type: none"> - Trade: Trade under Thomas Cromwell / Imports / Exports / Poundage / Tonnage - Exploration: Henry's lack of interest - Prosperity and depression: reasons for increase in poverty, regional differences, tax, currency, success of economic policy <p><u>12. How far had England changed under the Henrician Reformation?</u></p> <ul style="list-style-type: none"> - Renaissance ideas; Martin Luther, John Calvin, Lollards - Reform of the Church: changes to English churches during the Reformation - Continuity and change by 1547 		<p>Guided reading and extracts by academic historians on the rebellions: Lincolnshire Uprising & Pilgrimage of Grace. Research the likely impact of dissolution national and also locally. What was the greatest impact and why?</p>
<p>HALF TERM 5: Henry VII & Henry VIII evaluation</p> <p><u>a. How effectively did the Tudors restore and develop the powers of the monarchy?</u></p>		<p>Students will complete the following written tasks:</p> <ol style="list-style-type: none"> 1. The Church in England in 1547 was little different from what it had been in the late 1520s.' Assess the validity of this view. (25) 2. "The Humanists provided the basis for the Reformation in England" Assess the validity of this view. (25) 3. Assess how convincing the arguments in these extracts are in relation to Henry VIII's economic policy. (30)
		<ol style="list-style-type: none"> 1. Prepare a short class presentation on one aspect of economic development. 2. Students to research and present to the class one reform group from this time: Lutherans, Calvinist, Lollards etc.
		<p>RS Economics / Maths Architecture and Paintings</p>
		<p>Guided reading to research the key turning points in different themes across the period. Read extracts from a wide range of traditional, revisionist and modern historians to understand evaluative views on HVII & HVIII.</p>












HISTORY CURRICULUM MAP YEAR 12 (Tudors)

<ul style="list-style-type: none"> - Compare success of Henry VII's consolidation with Henry VIII <p>b. In what ways and how effectively was England governed during this period?</p> <ul style="list-style-type: none"> - Consider, compare & contrast the strengths and weaknesses in both HVII & HVIII's government <p>c. How did relations with foreign powers change and how was the succession secured?</p> <ul style="list-style-type: none"> - Compare the F.P. aims of both HVII & HVIII. How are they different? - How did relations with foreign powers change over the two reigns? <p>d. How did English society and economy change and with what effects?</p> <ul style="list-style-type: none"> - Compare social mobility between the two reigns - How had society changed by 1547? <p>e. How far did intellectual and religious ideas change and develop and with what effects?</p> <ul style="list-style-type: none"> - Compare the key ideas from the two reigns. Which had the most impact on England. Was there much change from 1485? <p>f. How important was the role of key individuals and groups and how were they affected by developments?</p> <ul style="list-style-type: none"> - Chart the main groups & key individuals from both reigns - Are there any links between groups? <p>Assess the importance of all groups and individuals</p>		<p>Students will complete a written summary & comparison between Henry VII & Henry VIII on the following key questions:</p> <ol style="list-style-type: none"> How effectively did the Tudors restore and develop the powers of the monarchy? In what ways and how effectively was England governed during this period? How did relations with foreign powers change and how was the succession secured? How did English society and economy change and with what effects? How far did intellectual and religious ideas change and develop and with what effects? How important was the role of key individuals and groups and how were they affected by developments?
<p>HALF TERM 6: Edward VI</p> <p>1. How stable was the government under the Lord Protectors?</p>		<ol style="list-style-type: none"> 1. Debate on which king most successfully consolidated the regime. 2. Students to discuss the changing nature of monarchy in the period.
<ul style="list-style-type: none"> - Edward's accession to the throne & role as a minor - problems of the succession - Achievements & failures of Somerset - Achievements & failures under Northumberland - comparison of the reigns of Northumberland & Somerset; continuity & change - role of Edward during his kingship 		<p>Study skills – revision All cross curricular subjects relevant to KQ's 1-6</p>
<p>2. How successful was Edward VI's foreign policy?</p>		<ol style="list-style-type: none"> 1. Investigation of interpretations, especially of the 'silent mid sixteenth Century' and the concept of a mid Tudor crisis. 2. Read articles from History today on the succession crisis 3. Read extracts from academic history books detailing the life of Edward VI and the impact he had on the years 1547 to 1553 4. Read historian interpretations as to the extent to which the parliamentary act actually changed the nature of popular worship
<ul style="list-style-type: none"> - Somerset's foreign policy actions - Northumberland's foreign policy actions - comparison of Somerset & Northumberland's foreign policy - analysis of successes & failures of foreign policy 		<ol style="list-style-type: none"> 1. Explain why the succession was not secure? 2. Assess the reasons for Somerset's fall and for Northumberland's rise 3. Was England's foreign position stronger in 1553 than it had been in 1547? 4. "The most serious crisis of Edward VI's reign was the attempt to alter the succession" Assess the validity of this view.
<p>3. What was the social impact of religious and economic changes under Edward VI?</p>		<ol style="list-style-type: none"> 1. Discuss positives and negatives of a regency – who gains from a regency? 2. Students to present to class: what was England's international position in 1547? 3. Class debate: how far was Northumberland a genuine religious reformer?
<ul style="list-style-type: none"> - The Western Rebellion 1549 - The Ket Rebellion 1549 - Lady Jane Grey and the succession crisis 1553. - The impact of rebellion in general. How did the above differ from rebellions of the past? Do they represent more continuity or change? - The attitude to religious reform and regional variation - The Chantries Act and the Treason Act - The Act of Uniformity 		



HISTORY CURRICULUM MAP YEAR 12 (GERMANY)

<p>HALF TERM 1:</p> <p>PART ONE: THE WEIMAR REPUBLIC, 1918–1933; Section 1: The Establishment and Early Years of Weimar, 1918–1924</p> <ol style="list-style-type: none"> 1. The impact of war: The political crises of October to November 1918 2. The Weimar Constitution: The context for the establishment of the Weimar Constitution; terms, strengths and weaknesses 3. The Peace Settlement: expectations and reality 4. The Peace Settlement: terms and problems 5. The Peace Settlement: attitudes within Germany and abroad 6. Economic and social issues: post-war legacy and the state of the German economy and society 7. Economic and social issues: reparations, inflation and hyperinflation 8. Economic and social issues: the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation 		<p>Historical Association History Today Study of traditional historian (e.g. A J P Taylor) v more revisionist historian (e.g. Ian Kershaw) Focus reading per lesson</p>
		<ol style="list-style-type: none"> 1. Create biographies of key personalities to help understand why there were issues, for example: <ul style="list-style-type: none"> ☑ Prince Maximilian of Baden ☑ Kaiser Wilhelm II ☑ Friedrich Ebert. 2. Was the Weimar Republic doomed from the beginning? 3. Did the peace settlement make the future problems of Germany inevitable? 2. Examine the social policies of 1919–23 and suggest their strengths and weaknesses.
		<p>Debate: what should be done with Germany, how best to create peace?</p>
		<p>Links to careers, personal development Citizenship / cross ref with British values Maths re: economy & statistics</p>
<p>HALF TERM 2:</p> <ol style="list-style-type: none"> 9. Political instability and extremism; risings on the left and right, including the Kapp Putsch 10. Political instability and extremism; the political impact of the invasion of the Ruhr 11. Political instability and extremism; the Munich Putsch; problems of coalition government and the state of the Republic by 1924 <p>Democracy Part 1b - The 'Golden Age' of the Weimar Republic, 1924–1928</p> <ol style="list-style-type: none"> 1. Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery 2. Economic developments: the reparations issue and the Young Plan 3. Social developments: social welfare reforms; the development of Weimar culture 4. Social developments: art, architecture, music, theatre, literature and film; living standards and lifestyles 5. Political developments and the workings of democracy: President Hindenburg; parties 		<p>Historical Association History Today Study of traditional historian (e.g. A J P Taylor) v more revisionist historian (e.g. Ian Kershaw) Focus reading per lesson</p>
		<ol style="list-style-type: none"> 2. Were the Nazis a likely threat for the future based on the outcome of the Munich Putsch? 3. Why might the Dawes Plan be an unpopular or problematic policy? 4. Write an overall summary of the economy, was it a 'Golden Age'?
		<p>Present an evaluation of the Munich Putsch explaining:</p> <ul style="list-style-type: none"> ☑ the background situation in Bavaria ☑ the aims and events of the Putsch ☑ why the Putsch failed ☑ how much of a threat was the Putsch?
		<p>Politics Economics – Maths PSCHE – social developments</p>
<p>HALF TERM 3:</p> <ol style="list-style-type: none"> 6. Political developments and the workings of democracy: elections and attitudes to the Republic from the elites and other social groups 		<p>Historical Association History Today Study of traditional historian (e.g. A J P Taylor) v more revisionist historian (e.g. Ian Kershaw) Focus reading per lesson</p>









HISTORY CURRICULUM MAP YEAR 12 (GERMANY)

<p>7. Political developments and the workings of democracy: the position of the extremists, including the Nazis and Communists; the extent of political stability</p> <p>8. Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin</p> <p>9. Germany's international position; the end of allied occupation and the pursuit of disarmament</p>		<p>1. Research the KPD and Nazi parties and create propaganda explaining their position in terms of ideology and thoughts on the Weimar Republic.</p> <p>2. Identify what problems were facing Germany in terms of foreign affairs by 1924. Research Stresemann's aims and suggest whether or not they would address the problems faced.</p>
		<p>1. In groups, examine the main parties, their ideologies and who they would appeal to. Share with the class and create tables recording this.</p> <p>2. If Stresemann had lived beyond 1929 would Weimar's fate have been very different?</p>
		<p>Politics – Government Structures</p>
<p>HALF TERM 4:</p> <p>Democracy Part 1c- The Collapse of Democracy, 1928–1933</p> <p>1. The economic and social impact of the Depression</p> <p>2. The political impact of the Depression: elections; governments and policies</p> <p>3 & 4. The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda</p> <p>5 & 6. Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor</p>		<p>Historical Association History Today Study of traditional historian (e.g. A J P Taylor) v more revisionist historian (e.g. Ian Kershaw) Focus reading per lesson</p>
		<p>1. Explain the depression and its economic impact on Germany, such as the decline in production, wages and prices and the increase in unemployment.</p> <p>2. Did the Wall Street Crash and the depression undermine the progress made during the 'Golden Age'?</p> <p>3. How important was the rise of the KPD in the increasing popularity of the Nazi Party?</p>
		<p>1. Present to the class and decide/debate what was the most important factor in the appeal of Nazism and why they were the largest party in the Reichstag by July 1932.</p> <p>2. Present to the class and decide/debate what was the most important factor in the appeal of Nazism and why they were the largest party in the Reichstag by July 1932.</p>
		<p>PSCHE – propaganda and different governments British values – link to democracy</p>
<p>HALF TERM 5:</p> <p>7. Political developments: the Reichstag Fire</p> <p>8. Political developments: parties and elections; the Enabling Act and the end of democracy</p> <p>8. Political developments: the state of Germany by March 1933</p> <p>9 & 10. Holistic revision of topic</p>		<p>Historical Association History Today Study of traditional historian (e.g. A J P Taylor) v more revisionist historian (e.g. Ian Kershaw) Focus reading per lesson</p>
		<p>1. Examine why parliamentary government declined after 1930; create brief biographies of the key players: • Müller • Brüning • Von Papen • Von Schleicher.</p> <p>2. Did the Enabling Act really undermine the Weimar Constitution?</p> <p>3. What evidence is there that Nazi tactics were not wholly successful in consolidating power by March 1933?</p>



HISTORY CURRICULUM MAP YEAR 12 (GERMANY)

		4. Assess if by March 1933 Hitler’s dictatorship had become inevitable.
		In groups, research the appointment of Hitler as chancellor and the roles of each of the following: • Schacht • Hindenburg • Papen • Schleicher • Oskar Hindenburg • Hitler. Present to class
		Politics – comparison with democracy
<p>HALF TERM 6: Non-Examined Assessment</p> <p>i. Students choose question from a selection of four:</p> <p>1) <i>To what extent does Stalin deserve the title of Red Tsar when assessing his rule in the context of Russian government from 1855-1964?</i></p> <p>2) <i>To what extent was the First World War the main reason for the downfall of the Romanovs between 1825 and 1917?</i></p> <p>3) <i>Martin Luther King had the greatest impact of any individual in advancing the position of African-Americans in the USA.’ How valid is this view of the years 1865 to 1968?</i></p> <p>4) <i>To what extent was the 1965 Selma march the most important significant moment in the struggle for African-American civil rights between 1865 and 1965</i></p> <p>ii. Students assigned teacher mentor from department</p> <p>iii. Identify two contemporary sources and two interpretations to be used within the assessment.</p> <p>iv. Research analysis and evaluation of two differing interpretations by academic historians where students analyse and evaluate the differences between the interpretations, show an awareness of the time and/or context of the interpretations and demonstrate an understanding of the limitations placed on historians.</p> <p>vi. Use NEA student guide to help complete the NEA independently.</p>		In developing their response to a chosen issue to investigate, students are expected to consult a range of resources, which may include textbooks, course books and work of academic historians.
		Students are required to write a Historical Investigation based on a development or issue which has been subject to different historical interpretations. This should be between 3500 and 4500 words long.
		Students will present to class a brief presentation on their chosen topic and the debates within chosen topic
		Preparation for University and dissertation writing / academic research / historiography