

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 13	Unit: y306 Tudor Rebellions and disorder						
<p>Unit objectives: (NC Statements)</p> <table border="1"> <tr> <td data-bbox="141 240 853 411">AO1</td> <td data-bbox="853 240 1574 411">Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</td> </tr> <tr> <td data-bbox="141 411 853 507">AO2</td> <td data-bbox="853 411 1574 507">Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</td> </tr> <tr> <td data-bbox="141 507 853 603">AO3</td> <td data-bbox="853 507 1574 603">Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</td> </tr> </table>			AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
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Context for study: Impact of rebellions 3 rd theme of 4.								



Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*
Students will know how Governments dealt with rebellions

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Strategy	Consulting advisers-
	Information gathering
	Who was Sir Francis Walsingham?
	Role of the nobility- Amicable Grant rising, Lincolnshire rising
	What was the Bonds of Allegiance?
	Duke of Somerset's handling of rebellions (who was he?)
	Elizabethan Privy Council
	Henry VII's personal supervision
	What were the Commissions of array?
	Ireland
Tactics	Buying time and avoiding confrontation
	Wolsey and the Amicable Grant
	Henry VIII and the Pilgrimage of Grace
	Who was the Duke of Norfolk?

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Who was Thomas Cromwell? Early life and career, the fall of Wolsey and its impact, the reformation of the 1530s and the fall of Cromwell.

Somerset and the Western rebellion

The use of propaganda

Pre-emptive measures

Measures taken by Henry VII

Who was Sir Edward Courtenay?

Measures taken by Mary I

Measures taken by Elizabeth I

Ireland

Raising troops

Troop shortages- Henry VII and Simnel and the Cornish rebellions, Henry VIII and the Pilgrimage of Grace, Western rebellion, Wyatt's rebellion, Northern Earl's rebellion, Irish rebellion

The fate of the rebels

Trials and retribution- Henry VII, Henry VIII, Edward VI, Mary I Elizabeth I and in Ireland.

Military casualties

Students will know the effects of rebellions on the Tudor Governments and society

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Crown servants
What was the court of Augmentations?
Religious developments
Key words- define: Iconoclasm, Anabaptists. What were the Placards incidents in France?
Policy changes
Henry VIII's response to the Pilgrimage of Grace
Edwardian concessions
Social and economic reforms
Measures taken to strengthen the royal authority- Henry VII, Henry VIII and the Northern counties, Elizabethan reforms to the council of the North, Ireland
Foreign Affairs- Yorkshire rising, Amicable Grant, 1549 and Somerset, Relations with Spain, Wyatt's rebellion, Ireland.
In depth studies, chapter summary and key topic debates from the end of each chapter copied, highlighted, noted down on flash cards/ brainstorm
Model answers at the end of chapter- photocopied, highlighted, annotated to identify key success features in top level answers

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p><i>What is classed as a policy, society, royal servant, re-emptive measures.</i></p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Reading list provided by exam board Reading books available to borrow in school Keywords lists provided Hi5 reading strategy adapted Past exam paper responses compared, marked, analysed</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Timed essays, set homework, introduction, essay plans, end of year exam</p>	