

The Warriner School Subject Curriculum Map

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| 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 1951 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 1951 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 1951 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. |
| 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. | | | | | | | |



Context for study:
Nature of rebellions theme 2 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 know

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2.1- OBJECTIVES, DURATION AND LOCATION

Dynastic

Anti-government demonstration = tax, economics, religion

Irish rebellions

Factors affecting duration = weather, distance from London, size

Areas where rebellions were most frequent and example

Northern and south-western countries, East Anglia, Ulster and Munster in Ireland

Why these areas? The most common reasons = pro-Yorkist North, govt. interference in South-West, why always Cornwall?

Customary practice, historical sight for rebellions or normal meeting place

Influence of local magnates = relationship with govt. and people- unresponsive, absence of administration.

London = if politically motivated

Principle towns and cities. Important places if London was too far = Exeter and Norwich

All summary diagrams printed or drawn out with specific egs of rebellion details on each diagram

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| Leadership | Royal claimants <u>e.g.</u> Simnel, Warbeck, Lady Jane Grey- closest blood relative. |
| Nobility and Gentry | Who are these people/ Tyrone, Kildare, Desmond for Ireland? Lovell, Lumley, Dacre, Essex, Darcy, Hussey, Wyatt, Kett. Which rebellions <u>were</u> they involved with? |
| Clergy | Example of when the clergy supported rebellion. Pilgrimage of Grace, Lincolnshire, Cornish revolt, |
| Lawyers | <u>Flamank</u> , Moigne, Stapleton, Aske. Which rebellions and their success in getting grievances to the King. |
| Commoners | Kett and Oxfordshire rising- what were the people like involved in the rebellion. |
| Leadership qualities | Age <u>e.g.</u> Simnel vs. Warbeck |
| | Legitimacy/social standing |
| | Who are the most outstanding = Aske, Kett, Hugh O'Neill |
| | Physical strength |
| | Charisma |
| | All summary diagrams printed or drawn out with specific <u>egs</u> of rebellion details on each diagram |

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| 2.3- STRATEGY AND TACTICS | |
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| Dynastic rebellions | Objective to invade capital and force monarch to abdicate or killed in battle |
| | Yorkshire pretenders- genuine? |
| | Northumberland, Lady Jane Grey |
| | Wyatt, Princess Elizabeth |
| | Northern Earls = Mary Stuart |
| | Failure. Simnel and Warbeck to raise troops |
| | Wyatt and Essex starting in London. |
| Protests against govt. policies | Raise popular support |
| | Acquire gentry, clergy and nobles |
| | Pressure authorities to help |
| | Present grievances to the Crown. |
| Fear and Intimidation | Intimidating gentry <u>e.g.</u> persuasion of Darcy at Pontefract. Western kidnapped gentry |
| | 1497. Collector of tax murdered in <u>market place</u> |
| | 1536- Pilgrimage of Grace. Dr John Raynes hacked to death |
| Sieges of county towns | Exeter- on 3 occasions, 1497, 1497 and 1549. |
| | Carlisle. 1537 and 1570 |
| Raising rebel support | Ringling Church bells |
| | Lighting beacons |
| | Notices in village halls |

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| | Council meetings and badge fore Pilgrimage of Grace |
| | Swearing Oaths |
| Irish rebellions | Style of modern guerrilla warfare |
| | Anglo-Irish landowners and govt. officials == targets in Ulster and the Pale. |
| | Yellow Ford in 1598 in Tyrone as they outnumbered the English |
| | Leaders invaded avoided capture by escaping to rural areas. |
| | All summary diagrams printed or drawn out with specific egs of rebellion details on each diagram |
| 2.4 ORGANISATION | |
| Poorly organised rebellions | Northern Earls 1596-70: Not enough time to call on Yorkshire tenants or time to march from Durham to Tutbury. Could only raise £20. |
| | Simnel: 2000 mercenaries and 40 Irish nobles = deterred English support. |
| | Western- Tension peasantry and gentry. |
| | Oxfordshire- time planning but not secretly. |
| | Essex- Advertise rebellion with dramatic performance of Richard III. Failed to get major and Sherriff of London support. |
| Well organised | Pilgrimage of Grace – managed 30000 followers of different background and objectives. Captain's and regular meetings elected by villages. Disciplined. All paid for board and lodgings. Voluntary or forced? |

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| | Kett- Peaceful protest of 16,000 for 7 weeks. Ran camp like model local government. No violence or injury to common man. Camp supplied food and beer. |
| Frequency | Henry VII= 5 and 3 to overthrow |
| | Battle Blackheath |
| | Concerns shift as dynasty secure to parliament = Henry VIII, Edward VI and Mary I- Religion and economics. |
| | 27 counties revolted in |
| Reason for decline in frequency | Lost desire to replace the Tudor Dynasty |
| | Decline in religious unrest |
| | Decline in economic and social unrest |
| | Govt. action and decline of unrest |
| 2.5- SIZE, SUPPORT and FREQUENCY | |
| Size | Oxfordshire-4 |
| | Pilgrimage of Grace- 40,000 |
| | Cornish- 15,000 but 5,000 deserted |
| | Wyatt-3000 |
| | Northern Earls- 6000 |

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| | Essex- 300 |
| | O'Neill- 6,000 |
| Support- nobles | Natural leaders in society= able to finance an army |
| | Foreign- different kind of threat |
| | Lovell/Stafford- unable to get support as had retainers |
| | Warbeck = Yorkist's, merchants unhappy with trade. Embargoes with Flanders- when landed gathered 6,000 Cornish. |
| | Northumberland- Aristocrats by army of 2000 deserted |
| | Wyatt and Lords |
| | Earls of Northumberland |
| | Essex- Scottish and Irish help but none in London. |
| | Irish 1580 Spain tried to exploit |
| Commoners | Revolts against policies. <u>E.g.</u> Amicable Grant and Oxfordshire was only commoners |
| | No gentry lead but some more sympathetic <u>e.g.</u> Archbishop of Canterbury |
| Other social groups | Cornish, priests, abbot, monks and gentry |
| | Kett- no major <u>land owners</u> . |
| | All summary diagrams printed or drawn out with specific <u>eggs</u> of rebellion details on each diagram |
| 2.6- IRISH REBELLIONS | |
| | Know why the Irish rebellions were different from the English <u>in regards to</u> scale and duration |
| | The main factors after 1534 that affected Anglo-Irish relations and influenced the nature and cause of rebellions in Ireland. |
| | Henry VIII ended Irish aristocratic rule and destroyed relations between the English govt. and Irish Subjects. |
| | In 1541 Henry became King of Ireland and tried to Anglicise the lands which led to Irish resistance. |
| | Attempts to introduce a Protestant reformation into Catholic Ireland led to the most resistance. |
| | All summary diagrams printed or drawn out with specific <u>eggs</u> of rebellion details on each diagram |
| | 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 |

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| <p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Differences between strategy and tactics, when to apply Ck from theme on Nature to theme of Impact exam question and visa-versa</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</p> <p>Reading books available to borrow in school</p> <p>Keywords lists provided</p> <p>Hi5 reading strategy adapted</p> <p>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 unit exam</p> | |