

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="136 240 853 411">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="136 411 853 507">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="136 507 853 603">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.
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Context for study:
Introduction to Tudor rebellions, WWWWWH, causes, nature of each rebellion

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 who , what, when, where, why, how for each Tudor rebellion over the course of the unit

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- 1486 - Stafford and Lovell Rebellion
- 1486–7 - Simnel Rebellion
- 1489 - Yorkshire Rebellion
- 1497 - Warbeck Rebellion
- 1497 - Cornish Rebellion of 1497
- 1497 - Second Cornish Uprising of 1497
- 1525 - Amicable Grant
- 1534–7 - Silken Thomas Rebellion (Kildare Rebellion)
- 1536–7 - Pilgrimage of Grace
- 1537 - Bigod's rebellion
- 1549 - Prayer Book Rebellion (Western)
- 1549 - Buckinghamshire and Oxfordshire rising
- 1549 - Kett's Rebellion
- 1553 - Northumberland Rebellion
- 1554 - Wyatt's rebellion
- 1558–67 - Shane O'Neill Rebellion
- 1569 - Rising of the North (Northern Earls)
- 1569–73 - First Desmond Rebellion (Munster)
- 1579–83 - Second Desmond Rebellion (Geraldine)
- 1593–1603 - Tyrone's Rebellion (Nine Years' War)
- 1596 - Oxfordshire Rebellion
- 1601 - Essex Rebellion

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Knowledge recall of which rebellion goes with which Tudor Monarch

Literacy and Oracy development opportunities:
Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Reading list provided by exam board

Reading books available to borrow in school

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<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>Keywords lists provided Hi5 reading strategy adapted</p>
<p>Timed essays, set homework, introduction, essay plans, end of year exam</p>	<p>Past exam paper responses compared, marked, analysed</p>