

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 13	Unit: y306 Tudor rebellions and disorder
Unit objectives: (NC Statements)		
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: brief introduction to Tudor Monarchs, family tree, heritage, War of the Roses, Battle of Bosworth, Henry Tudor's claim to the throne		



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*

- *Family claim to the English throne*
- *Connection with the war of the roses and the Battle of Bosworth*
- *Tudor heritage, family tree*
- *Henry VII's actions following the Battle of Bosworth*
- *Henry VII's strategy and tactics for securing his throne*

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

Knowing the difference between the Yorks and the Lancastrians in the Battle of the Roses

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>Timed essays, set homework, introduction, essay plans, How secure was Henry VII?</p>	<p>Keywords lists provided</p> <p>Hi5 reading strategy adapted</p> <p>Past exam paper responses compared, marked, analysed</p>
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