

SUBJECT CURRICULUM OUTLINE

Term	Topic/Unit of work	Knowledge	Skills	Assessment
Autumn Term 1	1C – Tudor England 1485-1603	<ul style="list-style-type: none"> Henry Tudor's consolidation of power. Character & Aims. Establishing the Tudor dynasty. Henry VII's Government: parliament, justice, royal finance. Domestic policies. 	AO1: knowledge and understanding. AO3: Analyse historical interpretations	Assessment 1: How convincing is Interpretation A about Henry VII's financial policy.
Autumn Term 2	1C – Tudor England 1485-1603	<ul style="list-style-type: none"> Henry VII Society: churchmen, nobles and commoners. Regional division; social discontent and rebellions Relationships with Scotland and other foreign powers; securing the succession; marriage alliances. Economic development: trade, exploration, prosperity & depression. Religion; humanism; arts and learning. 	AO1: Demonstrate, organise and communicate knowledge and understanding to analyse.	Assessment 2: 'Ending support for rival claimants to the throne was the greatest success of Henry VII's foreign policy.' Assess the validity of this view. 25 marks
Spring Term 1	1C – Tudor England 1485-1603	<ul style="list-style-type: none"> Henry VIII: character and aims; addressing Henry VII's legacy. Government: Crown and parliament, ministers, domestic policies including the establishment of Royal Supremacy. Relationships with Scotland and other foreign powers; securing the succession 	AO1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	<u>Assessment 3:</u> Assess how convincing the arguments in these two extracts are in relation to consolidation of Henry VII's royal authority.
Spring Term 2	1C – Tudor England 1485-1603	<ul style="list-style-type: none"> Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion. Economic development: trade, exploration, prosperity and depression Religion: renaissance ideas; reform of the Church; continuity and change by 1547. 	AO1: knowledge and understanding. AO3: Analyse historical interpretations	Assessment 4: How convincing are Interpretations A & B about the reasons for the Reformation.

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Summer Term 1	3X Historical Enquiry	<ul style="list-style-type: none"> ● Background: American Constitution, Slavery, Civil War & Emancipation. ● Reconstruction Presidents and their legislation. ● The work of early activists Fredrick Douglass, Ida Wells & Booker T. Washington. ● The Gilded Age & 'Lost Years'. ● Impact of WW1 & the Presidency of Wilson. ● Activism of the early 20th Century: Marcus Garvey, Harlem Renaissance, grassroots organisations. ● Impact of change on the lives of African Americans. 	AO1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	<u>Assessment 5:</u> June Examination Assess how convincing the arguments in these two extracts are in relation to consolidation of Henry VII's royal authority.
Summer Term 2	3X Historical Enquiry	<ul style="list-style-type: none"> ● Depression & the Presidency of FDR. Union activism. ● Impact of WW2. ● Presidencies of Truman & Eisenhower & legislation passed. ● Post-War Activism: grass roots organisation, emergence of the Civil Rights Movement, leadership of Martin Luther King. ● Presidency of Johnson & legislation. ● Division in the Civil Rights Movement from 1965 & role of Malcolm X. 	AO1: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	Coursework Unit: NEA planning