

Scheme of Work Year 12-13

2020-2021

Subject: The Tudors: England, 1485-1603

Year Group: Year 12-13

Specification: AQA Component 1 Breadth Study

Objectives:

A01

A03

Minimum of 30 weeks for Component 1 (90 lessons) with the remaining 6 school weeks dedicated to Component 3 at least: NEA (18 lessons)

Lesson 3 per week. Some lessons may take more than 1 hour	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
PART ONE: CONSOLIDATION OF THE TUDOR DYNASTY:ENGLAND, 1485-1547: SECTION 1, HENRY VII, 1485-1509						
1	Overview Lesson: History at A Level	What will your course look like and what will you be studying	<p>Introduce the specification alongside the key questions for the course. Students should receive the documentation for their folders and informed about the examination requirements.</p> <p>Students will need to understand the nature of causes and consequences; of change and continuity and of similarity and difference over an extended period. They should be able to make links between perspectives, such as political,</p>	N/A	<p>Out of hours Reading</p> <p>Must organise folder in preparation for next lesson</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

			<p>economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology</p> <p>Suggested Activity : Research activity: England in 1485. Focus on the economy, religion and society</p>		<p>Set up SENECA account</p> <p>If not done already, purchase text book</p>	
2	How was the Tudor Dynasty Established?	How Henry VII ended the war of the roses establishing a fragile authority over England	<p>Do Now Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Dynasty, Bosworth Plantagent, Wars of the Roses, York, Lancastrian</p> <p>Suggested Activity: PowerPoint introduction and overview of period. After a brief overview of the Wars of the Roses, a consideration of the impact the conflict had by 1485. Question: what do the events of 1485 tell us about the character and aims of Henry Tudor?</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>Out of hours reading Task</p> <p>SENECA</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
3	How did the Tudors gain control of England?	Establishing the Tudor dynasty	<p>Do Now Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Suggested Activity: Pre-dating of the reign; consider the path from Bosworth to coronation.</p> <p>Look at: the first Parliament and Tudor Propaganda; marriage to Elizabeth of York. With the list of problems faced by Henry, students discuss potential solutions and produce a clear plan of action with suggestions fully explained.</p> <p>Key words: Bosworth, Coronation, Propoganda</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>Out of hours Reading</p> <p>Seneca</p> <p>HV11 Booklet</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

4	Are first impressions key? The Character and Aims of Henry VIII	Early life of HVIII and how it influenced the development of his character	<p>Do Now Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Parliamentary sanction, Act of Attainder<tonnage and Poundage</p> <p>Suggested Activity: Students to research the character of H7. Use the information to assess how convincing interpretations are which relate to Henry's character</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>Interpretations</p> <p>Using your understanding of the historical context, assess how convincing the arguments are in these extracts in relation to Henry's character</p>	<p>Out of hours Reading</p> <p>HV11 Booklet</p>	<p>Independent reading</p> <p>SO3,5,7,8</p> <p>Sp2,3,9</p> <p>C3</p>
5	How effectively did Henry deal with Threats in his early years?	Establishing the Tudor dynasty	<p>Do Now Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Suggested Activity: Students to identify reasons for the Lovell and the Simnel rebellions. Discuss similarities and differences between the rebellions. Account for the differences. Had the nature of rebellion changed over time? Students to consider which Rebellion was the more significant and why?</p> <p>Key words: Mercenaries, Lovell, Simnell</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>Out of hours reading task</p> <p>HV11 Booklet</p>	<p>Independent reading</p> <p>SO3,5,7,8</p> <p>Sp2,3,9</p> <p>C3</p>

6	How effectively did Henry deal with Threats in his early years?	Establishing the Tudor dynasty	<p>Do Now Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Suggested Activity: Examine nature of political opposition to Henry, especially the concept of an imposter / pretender. Discuss similarities and differences between the rebellions. Account for the differences. Had the nature of rebellion changed over time? Students to consider which Rebellion was the more significant and why?</p> <p>Key words: Household Government, Warbeck, Simnell, Burgandy</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	Interpretations	<p>SENACA</p> <p>Out of hours reading</p> <p>Private Study 25 marks</p> <p>Rebellions in the reign of Henry VII stemmed mainly from the weakness of central government'. Assess the validity of this view</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
7	Did Henry effectively govern England?	Councils; parliament; justice and domestic policies	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Elites, Magnates, Duchy of Lancaster. BUREAUCRAT, Prerogative rights</p> <p>Suggested Activity: Consider the problem of government; the use of government to control the nobility. Identify specific members of the nobility. Students could research relevant biographies such as Sir William Stanley. Students might divide into groups and each research a method of government Henry used to extend / consolidate control. Comparison of these factors such as attainder, bonds and recognizances, the Star Chamber, the Council Learned. The use of parliament. Students might devise a before and after presentation. Detail; the nature of royal government in 1485 and also in 1509. Students identify the most significant change across all of government.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>SENECA</p> <p>Out of hours Reading</p> <p>Private Study 25 marks</p> <p>'Henry VII's reforms in government were limited both in scope and in success'. Assess the validity of this view (A Level)</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

8	To what extent did Henry consolidate Tudor Power effectively?	Establishing the Tudor dynasty (conclusion)	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words Prerogative rights</p> <p>Students to be divided into two groups. One group to research and present the case that Henry had successfully established his dynasty by 1487. The other to present the case that he had not. Students might find at least two interpretations from academic historians to support their respective case. Students could write an essay on the degree to which Henry had successfully established his royal authority by 1487.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>Interpretations Tilbrook p. 7</p> <p>Using your understanding of the historical context , assess how convincing the arguments in extracts 1-3 are in relation to Henry’s consolidation of power</p>	<p>SENACA</p> <p>Put of hours reading</p> <p>SENECA</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
9	Why was financial solvency so important to Henry VII?	Financial policy and effectiveness	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: direct/indirect taxation, tariffs, capital currency, economic inter-dependence.</p> <p>Consider why financial solvency was so important; the position of the Royal Court; the demands upon royal finances and the division of obligation between court and country. Assessment: Did Henry die rich?</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>Private Study 25 marks</p> <p>‘Henry VII’s reforms in government were limited both in scope and in success’. Assess the validity of is this view (A Level)</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
10	Is it fair to call Henry VII a Miser?	Financial Measures	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Council Learned in Law, ,wardship, feudal aid, statute of uses</p> <p>Students engage with the interpretations of Henry as a Miser King. A good opportunity to</p>	<p>Interpretations – Tilbrook p. 16</p> <p>Using the extracts assess how convincing these are about</p>	<p>Out of hours Reading</p> <p>Private STUDY 25 MARKS</p> <p>To what extent do you agree that</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

			<p>consider revisionist history. Students to consider how effective Henry VII's reform of government in the years 1485 to 1509 was. Develop ideas in relation to breadth theme.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	HENRY'S attitude to Royal finance	Henry VII's financial policies made the most important contribution to his success as a ruler? (A Level)	
11	Did Henry VII successfully use foreign policy to secure his reign?	Securing the succession and marriage alliances	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument</p> <p>Challenge: What are the sub arguments?</p> <p>Key words: Hundred years war, suzerainty, marriage by proxy, intercurus magnus, intercurus malus, papal dispensation, Treaty of perpetual peace, Truce of Ayton</p> <p>On provided map, identify the key countries of Europe. For each, detail rulers and main aims and objectives. The Breton Crisis Students to consider the extent to which Henry's relations with foreign powers were determined by the need for international recognition and security. Comparison of factors. Balloon debate. PowerPoint presentations or whole class presentations. Class debate: relations with which country were likely to be the most important for Henry considering his foreign policy objectives?</p> <p>Students to research major treaties and truces of the period: Ayton, Perpetual Peace, Redon, Etaples, Medina del Campo, Windsor and Malus Intercursus.</p>		<p>SENECA</p> <p>HV11 Booklet</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

			<p>Each event to be given depth and detail. Begin to make causal links between events.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>			
12	How did Henry secure the succession for his children?	Securing the succession and marriage alliances	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: dynasty, diplomatic chess</p> <p>Move away from the narrative to consider the broader themes of foreign policy. Students to make comments about relative impact of policies. Students to devise timeline showing change over time; also design a graph showing the relative importance of a number of factors over time. Summative essay exercise. Reinforcing synoptic links; looking at foreign policy and marriage alliances. Consider how far 1493 represent a turning point</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>Interpretation</p> <p>How convincing are the extracts given in relation to Henry's foreign policy? (30)</p>	<p>SENACA</p> <p>HV11 Booklet</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
13	What degree of social change took place under Henry?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Keywords: Caste, feudal system, bourgeoisie, sumptuary laws, peerage</p> <p>Students to research the division of Tudor Society. Feedback to whole class as material to answer the question: How and why did the structure of society change? Students could be divided into two groups: one to consider urban changes and the other to</p>		<p>Out of hours Reading</p> <p>Private Study 25 marks</p> <p>How significant was the position of agriculture in the English economy in the</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

			<p>consider rural changes with a special focus on enclosure. Students to construct a before and after diagram to show the key aspects of English society in 1485 and 1509.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		years 1485 to 1509? (A Level)	
14	Did Regional Divisions cause Henry VII problems?	Churchmen, nobles and commoners; regional division	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Reformation, peasant, grazing rights, real wages, subsistence crisis, Polydore Vergil</p> <p>Perkin Warbeck, 1491-1497. The Cornish Rebellion, 1497. Investigate the reasons for these later rebellions: how far were they an expression of popular discontent or simply of the interests of foreign powers. On a map locate Ireland, Burgundy and Brittany. Illustrate map with detail of rulers; main aims of foreign rulers? Consider a comparison between Simnel and Warbeck, make synoptic links. Was there more change or continuity in the course of the rebellions and especially in the response to them? Draw up a table identifying similarities and differences. Which were the main ones – justify your decision. Class debate: Had society become more peaceful and stable during Henry VII's reign? Using the material covered at the start of the course, students are to consider the extent to which Henry had successfully established his authority during his reign.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>Interpretations 30 marks</p> <p>Using your understanding of the historical context, assess how convincing the arguments in Extracts 2 and 3 are in relation to Henry VII's relationship with the nobility</p>	<p>Out of hours reading</p> <p>SENECA</p> <p>HV11 booklet</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

15	The Economy: Prosperity or depression?	Trade and exploration	<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key Words: mixed farming, pastoral farming, common rights, merchants of the staple, fulling, Hansaetic League, Metallurgy, sectional interests, extort</p> <p>Chart foreign policy events and treaties that had either an economic motivation or impact.</p> <p>Compare these to those that might solely be considered political.</p> <p>On a map indicate the main areas of England's overseas trade. What is traded with whom and why and especially with France and Burgundy. The role of the Low Countries. Examine the Hanseatic League and the development of shipping. Examine the cloth trade: students to assess its importance in comparison to other forms of overseas trade: students to debate how importance might be defined in this period.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>			Independent reading SO3,5,7,8 Sp2,3,9 C3
16	To what extent did the economy improve under Henry VII?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key Words: mixed farming, pastoral farming, common rights, merchants of the staple, fulling, Hansaetic League, Metallurgy, sectional interests, extort</p> <p>Balance the pros against the cons</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>Interpretations- Oxford Revision Guide p. 35</p> <p>Using your understanding of the historical context, assess how convincing the arguments in these 3 extracts are, in relation to Henry VII'S contribution to economic growth in England between 1485 and 1509.</p>	<p>Out of hours Reading</p> <p>SENECA</p> <p>Henry V11 Booklet</p>	Independent reading SO3,5,7,8 Sp2,3,9 C3

17	How significant was Atlantic exploration under Henry VII?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key Words: Navigation Act, John Cabot.</p> <p>Exploration: why and when. Students to identify how exploration might affect the wider economy. Students might consider whether trade and exploration had increased in the period, and if so, in what areas and with whom. Students could be given three maps. One for start of the reign, one for middle, one for end. Each map to detail the main trading connections and also where exploration and expansion had occurred.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>SENACA</p> <p>Private Study 25 MARKS</p> <p>‘Despite the need to secure his dynasty, it was the desire to expand England’s overseas trade that underpinned Henry VII’s foreign policy’. Assess the validity of this view. (A Level)</p>	Independent reading SO3,5,7,8 Sp2,3,9 C3
18	What was the role of the Church under Henry VII?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Guilds and confraternities, Erastian, Diocese, grace, purgatory, transubstantiation , Corpus Christi, benefactor, chantries, intercession</p> <p>Research: the position of the church in English society</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	Using your understanding of the historical context, assess how convincing the arguments in these 3 extracts are, in relation to the role of religion in England during the reign of HV11		Independent reading SO3,5,7,8 Sp2,3,9 C3

19	How significant was religion in the Tudor Period?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Guilds and confraternities, Erastian, Diocese, grace, purgatory, transubstantiation , Corpus Christi, benefactor, chantries, intercession</p> <p>Research the role of the church in arts and learning , broader trends in the arts , England’s renaissance? The foundation of a Golden Age the sense of a distinctive Tudor arts movement.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>25 marks</p> <p>The years 1485 to 1509 were a time of stability for the Church in England. Assess the validity of this view</p>	<p>Out of hours Reading</p> <p>Private Study 25 marks</p> <p>To what extent, by 1509, was the Church in England in need of reform?</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
20	How significant was Humanism under Henry VII?		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Key words: Heresy, anticlericalism, laity, Renaissance, scholasticism, minstrels’ gallery, shawm, sackbut, secular</p> <p>Research the impact of Humanism; possibly the early role of Colet</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>		<p>SENACA</p>	
21	Henry VII Review		<p>Do Now: Interpretation relating to lesson topic. Identify the main argument Challenge: What are the sub arguments?</p> <p>Consider the question: what was the most consistent issue that faced Henry VII during his reign? What problems had been the most difficult to address? Establish what the major themes of Henry VII’s reign had been. Question if it is legitimate to consider that these might be reflected in the reign of Henry VIII.</p> <p>Plenary Return to interpretation. Add context to the overall argument based on lesson content</p>	<p>‘Rebellions in the reign of Henry VII stemmed mainly from the weakness of central government’. Assess the validity of this view. (A Leve</p>	<p>Out of hours Reading</p> <p>‘The expansion of England’s international trade in the reign of Henry VII made the most significant contribution to the establishment</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

					of the Tudor dynasty by 1509'. Explain why you agree or disagree with this view.	
22	Timed Assessment	Exam skill Q1 and Q2	Timed conditions 1 hr and 45 minutes needed	End of Topic Assessment By 1509 Henry VII had successfully secured his power. Assess the validity of this view from 1485-1509.	SENECA HV11 Booklet	