

## Year 12 Tudors

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	<b>Henry VII, 1485–1509</b>	<b>How successfully did Henry VII consolidate his rule? To what extent was there change in England between 1485 and 1509 and why?</b>	<ul style="list-style-type: none"> <li>● The Battle of Bosworth</li> <li>● Henry VII's consolidation of Power and his relationship with the nobility</li> <li>● Social changes and rebellions</li> <li>● Economic development</li> <li>● Foreign Policy</li> <li>● Religious change</li> </ul>	<p><b>How learning will be assessed:</b> In this breadth study, students will focus on the second order concepts of change and continuity, causation, evidence and interpretation.</p> <ul style="list-style-type: none"> <li>● Students will be able to analyse how effectively England was governed across the period.</li> <li>● Students will evaluate how relations with foreign powers changed.</li> <li>● Students will identify how and when the succession was secured.</li> <li>● Students will analyse how far religious ideas changed and developed and what the impact was.</li> <li>● Students will examine how the English economy changed.</li> <li>● Students will identify the key individual of the period and analyse their impact.</li> </ul> <p><b>Assessment Point Information:</b> Source analysis based on summer work The establishment of power by 1487 Rebellions against Henry VII Role of Religion in England 1485-1509</p>
Spring	<b>Henry VIII, 1509–1547</b>	<b>How successful a ruler was Henry VII? To what extent did England</b>	<ul style="list-style-type: none"> <li>● The Character and aims of Henry VIII</li> <li>● The consolidation of Henry VIII's power and government</li> <li>● Foreign Policy</li> <li>● Social changes and rebellions</li> <li>● Economic developments</li> <li>● Wolsey and Cromwell</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to analyse how effectively England was governed across the period.</li> <li>● Students will evaluate how relations with foreign powers changed.</li> <li>● Students will identify how and when the succession was secured.</li> </ul>

		<p>change between 1509 and 1547 and why?</p>	<ul style="list-style-type: none"> <li>Religious changes</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse how far religious ideas changed and developed and what the impact was.</li> <li>Students will examine how the English economy changed.</li> <li>Students will identify the key individual of the period and analyse their impact.</li> </ul> <p><b>Skills:</b>                      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.</p> <p><b>Assessment Point Information:</b>                      The role of chief ministers                      Rebellions faced by Henry VIII                      Students will also have a mock exam</p>
Summer	American Foreign Policy 1890-1990	What motivated US foreign policy and how did it	<ul style="list-style-type: none"> <li><i>From jelly fish to eagle? Why did the USA change its foreign policy, 1890-1919?</i>- Background to US foreign policy- Declaration of Independence, influences on US foreign policy including political system, Monroe</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse and evaluate the significance of the economy and ideology on US foreign policy 1890-1990.</li> <li>Students will identify key trends and turning points relating to US foreign policy.</li> </ul>

## Curriculum Outline 2023-24

## Department: History

	<p>(Coursework Unit)</p>	<p>change c1890-c1990?</p>	<p>Doctrine, Hawaii, Spanish American War, Philippines, Roosevelt and Taft.</p> <ul style="list-style-type: none"> <li>● <i>Internationalism or isolationism- did the USA pursue an inconsistent foreign policy, 1920-39?-</i> Involvement in WWI, Wilsonian foreign policy</li> <li>● League of Nations and the Peace Conferences, 1930s, Latin America, Far East, neutrality.</li> <li>● <i>From neutrality to the bomb- developing tensions- WWII- Lend Lease (how and why), Pearl Harbour, the Atomic Bomb.</i></li> <li>● <i>The development of the Cold War, 1945-9- Yalta and Potsdam Conferences, Berlin Blockade, Eastern Europe, containment and the Truman Doctrine.</i></li> <li>● <i>Cold War case studies: Korea, Cuba, Vietnam- US role in the UN, containment, Domino Theory, Increasing involvement, roles of presidents, changing public opinion, the media, economic effects, attitudes of soldiers, tactics.</i></li> <li>● <i>The 1970s and 1980s-SALT, Carter, Middle East, Sino-Soviet split.</i></li> <li>● <i>The 1970s and 1980s- the end of the Cold War</i></li> <li>● Afghanistan, Raegan, Gorbachev</li> </ul>	<ul style="list-style-type: none"> <li>● Students will evaluate consistency across the period.</li> <li>● Students will examine the differing interpretations of historians surrounding US foreign policy and explain why interpretations differ.</li> <li>● Students will examine primary evidence and evaluate its value within the context.</li> </ul> <p><b>Assessment Point Information:</b> Students will write an extended essay on this topic that counts for 20% of their A Level grade.</p>
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