

## Year 13 Tudors

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn	<b>The Mid-Tudor Crisis</b>	<b>Was there a Mid Tudor Crisis? 1547-1558</b>	<ul style="list-style-type: none"> <li>The development of government under Somerset and Northumberland; the impact of the religious policies under Edward VI; the extent to which internal security was threatened by the rebellions of 1549</li> <li>The problem of the succession in 1553 and the extent to which internal security was threatened by the rebellions of 1553 and 1554</li> <li>The personality and policies of Mary I; the Catholic restoration from 1553 and the extent to which Mary had transformed the religious situation in England by 1558</li> </ul>	<p><b>How learning will be assessed</b></p> <p>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></p> <ul style="list-style-type: none"> <li>Somerset source investigation</li> <li>Government essay</li> </ul>
Spring	<b>Elizabeth I 1558-1603</b>	<b>How effectively did Elizabeth I govern England?</b>	<ul style="list-style-type: none"> <li>The establishment of the political authority of Elizabeth I; the ideas and policies of Elizabeth and reactions to her church settlement of 1559</li> <li>The role of key personalities: relationships between Elizabeth and her ministers. Relationships between Elizabeth and Parliament</li> <li>Challenges to Elizabeth's church settlement from Puritans and Catholics in England</li> </ul>	<p>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> </ul>

			<ul style="list-style-type: none"> <li>• The extent to which England had achieved stable relations with foreign powers by 1571; the impact of attempts to expand English trade in the Americas; the impact of the Pope's excommunication of Elizabeth</li> <li>• Internal challenges to Elizabeth's security, including the crisis of 1562 and the Northern Rebellion of 1569</li> <li>• The political authority of Elizabeth I: the role of ministers and factions; the problem of the succession; relations between Crown and Parliament; government in the localities</li> <li>• The impact of Presbyterianism and radical Puritans; the impact on English Catholics of Mary Stuart's presence in England and the influence of missionary priests and Jesuits; the dangers from internal Catholic rebellion against Elizabeth; Catholic plots and the role of Mary Stuart</li> <li>• The impact of war in the Netherlands on English foreign policies; negotiations for a French marriage alliance; overseas trade and plans for colonization; the origins of war with Spain in 1585; the threat of foreign invasion and the defeat of the Armada</li> <li>• The extent to which Elizabeth I's authority was declining in the 1590s; factions at court – the influence of Robert Cecil and the Earl of Essex; relations between Crown and Parliament</li> <li>• Divisions among English Catholics; the growing influence of Puritanism; the religious situation at the accession of James I in 1603</li> <li>• The course of the continuing war with Spain; Elizabeth's policies in Ireland.</li> <li>• The threat of economic crisis and social disorder and the efforts by central and local government to contain</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></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</li> <li>• AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</li> </ul> <p><b>Assessment point information</b></p> <ul style="list-style-type: none"> <li>• Religious threat essay</li> <li>• Source analysis</li> <li>• Mock examination</li> <li>• Rebellions essay.</li> </ul>
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