

## What are the aims and intentions of this curriculum?

Students will study The Tudors, Paper 3 Option 31: Rebellion and disorder under the Tudors, 1485–1603 and write their coursework paper. Together, the breadth and depth topics explore: The nature of rebellion and disorder under the Tudors, the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which the Tudors were able to establish their dynasty as one of the most powerful England has seen. The Tudors will be taught alongside the Coursework Unit starting from September. During coursework, students will pick a topic of study of their choice, conduct research on the topic, judge the different interpretations and bias of authors, create a judgement of their own, and write a 3000 - 4000 word essay on these interpretations while presenting their own judgement. By the end of their coursework, students will have cultivated the skills of judging interpretation, critical thinking, analysis of text, comparing and contrasting different views on history, and develop a growth mindset while also working on writing in an orderly and structured manner. Students will dive into the depths and complexity of the subject by asking unanswered questions they might have, analysing the details of history in order to see the trends, patterns, rules and the overall big picture. This unit of study aligns with the British values of equality and tolerance.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
<b>Autumn 1</b>	Coursework: Students will pick their own topic and begin conducting research, gathering sources, and planning their essay.	Coursework: Students will develop a deeper understanding of the contextual knowledge by seeing the big picture, asking questions that they have that are unanswered, by discussing the details of the topic. Additionally, they will evaluate the interpretations surrounding their chosen topic. Additionally, students will learn how to conduct research and write a research paper.	Coursework: From this unit, students will develop the skill of research and cultivate their analysis, evaluation, synthesis, and judgement of a particular event in history. Additionally, students will practice the real-life skills of arguing their stance, using evidence to support their ideas, evaluating other people's interpretation, judging their bias and the bias of others in order to clearly and firmly debate or write their stance.	Coursework: Students will be assessed through weekly checks of their research, judgement worksheets, and outlines
<b>Autumn 2</b>	Coursework: Students will choose the sources they would like to write about and start to write the first few drafts of their paper.	Coursework: Students will gain a deeper knowledge and complex understanding on the topic of their choice.	Coursework: Students will continue to hone the skill of research and cultivate their analysis, evaluation, synthesis, and judgement of a particular event in history. Additionally, students will practice the real-life skills of arguing their stance, using evidence to support their ideas, evaluating other people's interpretation, judging their bias and the bias of others in order to clearly and firmly debate or write their stance.	Coursework: Students will be assessed through weekly edits and peer edits on their drafts while looking at models and past mark schemes.

<b>Spring 1</b>	Coursework: Students will continue to edit their drafts while finalizing their essay.	Coursework: Students will continue to learn more about the topic of their choice.	Coursework: Students will continue to finetune the skill of research and cultivate their analysis, evaluation, synthesis, and judgement of a particular event in history. Additionally, students will hone the real-life skills of arguing their stance, using evidence to support their ideas, evaluating other people's interpretation, judging their bias and the bias of others in order to clearly and firmly debate or write their stance.	Coursework: Students will be assessed through weekly edits of work.
<b>Spring 2</b>	Coursework: Students will complete the final edits on their final draft as it will be turned in at some point during this term.	Coursework: Students will gain a deeper knowledge on the topic of their choice.	Coursework: By the end of their coursework, students will have gained skill of research and cultivated their analysis, evaluation, synthesis, and judgement of a particular event in history. Additionally, students will gain the real-life skills of arguing their stance, using evidence to support their ideas, evaluating other people's interpretation, judging their bias and the bias of others in order to clearly and firmly debate or write their stance.	Coursework: Work will be marked and assessed by the teacher when it is turned in using the mark scheme provided by the exam board. It will then go to a moderator for a second opinion.
<b>Summer 1</b>	<b>Aspects in Breadth:</b>  1. Controlling a fractious nation, Changes in Tudor Government.	1. Changes in governance at the centre. Government and Administration 1485-1603: Changes made to the structure and function of household (key development: Reform of the Privy Council 1540) Changes in the role of secretary Establishment of the post of Lord Lieutenant.  Crown, Church and Parliament 1485-1603. Church-State relations (key development: impact of Reformation, including Acts of Supremacy of 1534 and 1559, the Elizabethan religious settlement). Development of concepts of sovereignty of statute and parliamentary privilege. Extent of change in relationship between crown and parliament.	Source analysis and essay writing  Evaluations skills	Examination 2 hours 15 minutes  Section A Source Analysis - 20 marks  Section B Essay question from a choice of 2 on aspect in depth - 20marks  Section C Essay question aspect in breadth. -20 marks

	<p><b>Gaining the cooperation of the localities</b></p>	<p>Involving the localities in governance 1485-1603, relations with localities.</p> <p>(Key developments: re-establishing the Council of the North 1537:</p> <p>the Law in Wales Acts 1535 + 1542)</p> <p>Increasing borough representation in the Commons over the period; impact of increasing literacy in the yeoman class; the changing role of JPs.</p> <p>(key developments: Tudor subsidy of 1513, the Statute of Artificers 1563, the Act for the Relief of the Poor 1598)</p> <ul style="list-style-type: none"> <li>• The Crown and Country 1485-1603.</li> <li>• The development of a network of personal relationships by patronage, the granting of lands, titles and positions at court; the increasing use of royal progresses beyond London and the home counties.</li> </ul> <p><b>Key terms:</b> patronage, Eltham Ordinances, The Dry Stamp, Faction</p>		
<p><b>Summer 2</b></p>	<p><b>Aspects in Depth: Challenges to Authority:</b></p> <p>Challenging the Succession 1485-1499 (Henry VII)</p> <p>Challenging Religious Changes 1533-37 (Henry VIII)</p>	<p>Bosworth, Yorkist/Lancastrians, Simnel, Warbeck and the significance of their support from Burgundy, France, Scotland and Ireland.</p> <p>Henrician religious changes, Break with Rome, Dissolution Lincolnshire Rising &amp; Pilgrimage of Grace, Aske, Bigod, Thomas Cromwell, Henry VIII</p>		

Agrarian Discontent: Ketts Rebellion 1549 (Edward VI)

**Queen takes Queen.  
The revolt of the Northern Earls 1569-70 (Elizabeth 1)**

**Troublesome Ireland: Tyrone's Rebellion 1594-1603 (Elizabeth 1)**

and Duke of Norfolk, extent of repression in 153

- The Northern Earls, extent of the threat to Elizabeth.
- Social and economic reasons for rebellion, enclosures, rural discontent, Somerset's commission on enclosures.
- Challenge posed by Ketts, its demands, extent of threat
- Role of leaders in challenge and suppression Kett, Somerset.
- Warwick, extent of repression.
- Causes and development of the challenge, problem posed by Mary, Queen of Scott, court politics and faction, role of Norfolk, economic and religious insecurities of Northern nobility, Mary's arrival in 1568
- Main events of revolt, significance of capture of Durham and siege of Barnard Castle.
- Failure and its impact, reasons for failure, repression, implications for Catholicism and Protestantism in England.
- The reasons for the Nine Years War (Tyrone's Rebellion) and the significance of the support for Hugh O'Neill and Hue Roe O'Donnell from within Ireland and from Spain
- The significance of events and individuals: the Battles of Clontibret 1595, Yellow Ford 1598, Curlew Pass 1599 and the collapse of the Munster Plantation, the roles of Henry Bagenal,

Florence MacCarthy, the Earl of Essex and Lord Mountjoy.

Reasons for the war's duration and England's eventual success, including Battle of Kinsale 1601, late arrival of Spanish support and the siege of Dunboy, costs to the English government.

**Key terms:** Annates, Convocation, Statute Law, Proclamation.