Carmel College Curriculum Implementation – KS 5 Long term plan Subject: **History**

|  |  |  |
| --- | --- | --- |
|  | French Revolution | Tudor England |
| Year 12 Autumn half term 1  Sequential knowledge and skills | ***Part 1:***  ***The end of Absolutism and the French revolution, 1774-1795***  **Section 1: The origins of the French Revolution, 1774-1789**  **1.Absolutism & the structures of the Ancien regime:**   * Louis XVI as King * The government of the Ancien Regime * Social division, privileges and burdens * Strengths and weaknesses of the Ancien Regime   **2.The impact of the Enlightenment in France:**   * The ideas of enlightened philosophes * The extent of influence of the philosophes and the salons * The impact of the American Revolution and War of Independence   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, similarity, difference, significance, source analysis | **Part one: consolidation of the Tudor Dynasty: England, 1485–1547**  **Henry VII, 1485–1509**   * **Henry VII’s consolidation of power: character and aims,** establishing the Tudor dynasty * What were Henry’s claims? * How did he establish and consolidate power? * What was the nature of government? * **Society: Social discontent and rebellions – dynastic and economic** * What threats did Henry face over the course of his reign? * Were rebellions dynastic or motivated by other issues? * How effectively did Henry deal with the rebellions? * To what extent were the rebellions a serious threat?   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, similarity, difference, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Extended paragraphs and writings leading to full essay  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials | Extended paragraphs and writings leading to full essay  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Introduction to working with interpretations  Supplementary reading based on extra reading materials |
| Year 12 Autumn half term 2  Sequential knowledge and skills | **3.Economic problems and royal finance**   * The state of the economy & royal finance by the 1780s * Attempts to improve royal finance under Turgot (1774-76) * Attempts to improve royal finance under Necker (1777-81) * Attempts to improve royal finance under Calonne (1783-87)   **4.Developments February 1787-May 1789**   * The Assembly of Notables, February-May 1787 * The clash with the *parlements*, May 1787-May 1788 * The Revolt of the Nobles and political breakdown, May-August 1788 * Developments August 1788-May 1789 * The state of France by the meeting of the Estates General, May 1789   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, similarity, difference, significance, source analysis | * **3. Henry and government** * How did Henry change government? * Was Henry anti-noble? * How did Henry manage England’s finances * **4. Henry and foreign policy**  1. What were Henry’s aims in foreign policy? 2. How effective was Henry in achieving these? 3. What was the nature of Henry’s relationship with European powers?  * **5. Henry and society** * How did religion and the arts develop during Henry’s reign? * To what extent did the economy change during Henry’s reign?   Judgement: To what extent can Henry’s reign be considered transformative? Did he improve England? Can his reign be considered a success?  4. H(s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Introduction to source analysis – single source analysis to help lead to multiple source essays | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Develop work with interpretations focusing on nobility and finance |
| Year 12 Spring half term 3  Sequential knowledge and skills | **Section 2: the experiment in Constitutional Monarchy, 1789-1792**  **5.The revolution, May-October 1789**   * Developments in Versailles * Developments in Paris * Developments in the country and the Great Fear * The October Days   **6.The attempts to establish a constitutional monarchy**   * Church reforms * Political reforms * Administrative reforms * Judicial reforms * Economic and social change   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, source analysis | **Part one: consolidation of the Tudor Dynasty: England, 1485–1547**  **Henry VIII 1509-1547**   * **Henry VIII’s early reign** * What were Henry’s aims and how did his character affect his rule? * Government – what were the domestic policies of Wolsey and how did these impact society? * **Early foreign policy**      * What were Henry’s aims in foreign policy? * How effective was Henry in achieving these? * What was the nature of Henry’s relationship with European powers? * To what extent was England’s foreign policy motivated by peace? * **Henry VIII and the Break with Rome** * What motivated Henry’s annulment? * How were the annulment and the Break with Rome linked? * How did people respond to changes in Henry’s relationships and in the relationship between Church and State?   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Mock exam at beginning of the term – 1 planned essay and 1 unplanned/unseen essay  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Mock exam at beginning of the term – 1 planned essay and 1 unplanned/unseen essay  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations essays (single and all 3) |
| Year 12 Spring half term 4 Sequential knowledge and skills | **7.reaction to change at home and abroad**   * The political clubs * The King and the flight to Varennes * The demonstration at the Champ de Mars * The origins and impact of war   **8.The sans-culottes and the collapse of the constitutional experiment**   * The sans-culottes * The September Massacres * Elections leading to the National Convention   (s) knowledge & understanding, judgement, cause, consequence, significance, source analysis | * **Henry VIII – government and society** * To what extent was there a revolution in government? (Elton thesis) * The dissolution of the monasteries – motives and impact * The nature of religious change – to what extent was England still a Catholic country by 1547? * **Henry VIII – final years**      * Did Henry’s later foreign policy follow the same path as 1509-1529? * How did factions affect the direction of domestic policy from 1536?   Judgement: To what extent can Henry’s reign be considered transformative? Did he improve England? Can his reign be considered a success?   * (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations essays (single and all 3) |
| Year 12 Summer half term 5 Sequential knowledge and skills | **Section 3: the emergence and spread of the Terror, September 1792-1795**  **9.The establishment of a republic**   * The new Republic and its problems and policies * The debate on the fate of the King * The execution of the King   **10.Internal & external war**   * The spread of war * The rising in the Vendee * Robespierre and the attempt to attempt to establish wartime control * The fall of the Girondins and the Federalist Revolt   **11.The progress of the war**   * The progress of the war and the levee en masse * The coming of the Terror, June-September 1793   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, source analysis | **Part two: England: turmoil and triumph, 1547–1603**  **Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563**   * **The Mid-Tudor Crisis – Introduction and Edward VI/Somerset’s regency**   What would a Mid-Tudor crisis look like?  To what extent were Somerset’s failings the result of Henry’s legacy?   * Government and succession * Foreign policy * Economic Change * Religious Change * Rebellions   To what extent was there a crisis within Somerset’s regency?  \*Focus on revision skills and exam preparation for part of this half-term  (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Mock exam to include essay and source analysis  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Mock exam to include essay and source analysis  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretation essays (single and all 3) |
| Year 12 Summer half term 6  Sequential knowledge and skills | **12.The spread of the Terror**   * The Terror and executions * The influence of the sans-culottes * The influence of Robespierre and the Committee of Public Safety * Robespierre’s fall and the collapse of the Terror   **NEA introduction**   * Coursework booklet * Introduction: exemplar answer, mark schemes, bibliographies, sources and interpretations and coursework workbook   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, similarity, difference, significance, source analysis, analysis of historical interpretations (NEA) | * **The Mid-Tudor Crisis –Edward VI/Northumberland’s regency**   What would a Mid-Tudor crisis look like?  To what extent were Somerset’s failings the result of Henry’s legacy?   * Government and succession * Foreign policy * Economic Change * Religious Change * Rebellions * To what extent was there a crisis within Northumberland’s regency?   **NEA introduction**   * Coursework booklet * Introduction: exemplar answer, mark schemes, bibliographies, sources and interpretations and coursework workbook   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Summary essay(s)  NEA written activities to help prepare students for summer reading and research activities. | Summary essay(s)  NEA written activities to help prepare students for summer reading and research activities. |
| Year 13 Autumn half term 1 | ***Part 2:***  ***The rise of Napoleon and his impact on France and Europe, 1795-1815***  **Section 4: The Directory and Napoleon’s rise to power, 1795-1799**  **13.The aftermath of the Terror**   * The Thermidorian reaction * The White Terror * The 1795 Paris risings   **14.The establishment of the Directory**   * The constitution and the Directory * Financial and political problems and policies * The strengths and weaknesses of the Directory   **15.Military campaigns and expansion abroad**   * Napoleon’s background * The Italian campaign * The Egyptian campaign * Napoleon’s contribution to French success; military leadership and character   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, source analysis  **NEA:**   * Decide on a question title * Submit 2 interpretations and at least 1 of the 3 sources that are to be used | * **The Mid-Tudor Crisis – The reign of Mary I**   Re-visit the concept of Mid-Tudor Crisis and judge the extent to which the reign of Edward VI and regencies of Somerset and Northumberland contributed to a mid-Tudor crisis.   * What were the challenges facing Mary as she started her reign? * To what extent was Lady Jane Grey a rebellion & why did it fail? * What motivated the Wyatt revolt and why did it fail? * How did Mary bring about religious change in England? What were the most significant laws and how did these affect the country? * How widespread was resistance to these changes & how successful was Mary in returning England to Catholicism? * How efficiently did Mary run her government? * To what extent was Mary’s foreign policy driven by her marriage to Philip of Spain? * Has Mary been treated too harshly by historians? Working with interpretations and reaching a supported judgement. * **Mid-Tudor Crisis Judgement** * Review what would constitute a crisis. * Does the Mid-Tudor period constitute a unified crisis, a series of mini-crisis’ or nothing significant enough to call a crisis? * Develop essay writing skills – looking for patterns/change/continuity, creating an overall argument and practising supporting this throughout response.   \*Build in opportunity to review Henry VIII – focus on big questions in order to support revision process  (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Written essay – “x was the cause of instability in England between 1547-1558”  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations essays (single and all 3) – Combination of Mary (Whitelock/Elton) and Mid-Tudor extracts. |
| Year 13 Autumn half term 2 | **16.The establishment of the Consulate**   * The coup of Brumaire * The new constitution * The strengths and weaknesses of the Constitution of Year VIII * Napoleon’s position and the state of France by 1799   ***Section 5: The impact of Napoleon’s rule on France, 1799-1815***  **17.Political change**   * Napoleon’s consolidation of power * The establishment of Emperor status * Constitutional developments   **18.Social change**   * Class distinctions and titles * Education * Attitude to women * Censorship and propaganda * The Church and the Concordat   **19.Legal and administrative change**   * The Napoleonic codes * The administration of justice   (s) knowledge & understanding, judgement, consequence, change, continuity, significance, source analysis  **NEA:**   * Submit 400 words outlining the main arguments and key factors within the coursework * Complete a draft of 1000 words of any section of the coursework | * **The reign of Elizabeth I: 1558-1603 – Early years (1558-1563)** * How did Elizabeth’s character and early life shape her as a monarch? * How have historians interpreted Elizabeth’s reign? * What was the religious and political context of Europe as Elizabeth became queen? * Early foreign policy - was Elizabeth’s support of the protestants in Scotland the same as her support of the Protestants in France? * What was the nature of Elizabeth’s religious settlement? * WHY did Elizabeth reach this religious settlement and what opposition did she face? * Was English government between 1540 and 1563 consistently weak? (Link back to Mid-Tudor crisis as sometimes questions take in the first 5 years of Elizabeth’s reign)   **Henry VII – Interleaving and revision skills**   * Re-visit the big questions of Henry VII’s reign and develop arguments for the big questions. * Consolidate revision skills and work on core knowledge needed to deal with both essay questions and extracts.   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Mock exam at beginning of the term – 1 planned essay and 1 unplanned/unseen essay plus source analysis essay  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Written essay – “English government was consistently weak between 1547 and 1563” Assess the validity of this statement.  Essay plans for Henry VII topics  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations essays (single and all 3) – focus on Henry VII extract practice as homework/timed conditions. |
| Year 13 Spring half term 3 | * The prefects * Police and control   **20.Financial and economic policies and problems**   * Taxation * The central economy * The impact of war and continental system * The degree of economic change   ***Section 6: The impact of Napoleon’s rule on Europe, 1799-1815***  **21.The army and conquest during the Consulate and Empire**   * The reasons for military success by 1808 * The reasons form expansion and Empire * The value and problems of Empire   **22.The control of the Grand Empire**   * The administration of the Empire * Economic policies * Social policies   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, similarity, difference, significance, source analysis  **NEA:**   * Submit a draft introduction * Submit 300 words on a section of the coursework that includes source and interpretation analysis | * **The reign of Elizabeth I: 1558-1603 Marriage, Government, Poor Laws and Rebellion**   + How did Elizabeth approach the issue of marriage and how does this tie in with religion, foreign policy and her relationship with parliament?   + How did the marriage issue cause conflict in Elizabethan government?   + What are the different interpretations of Elizabethan government?   + Who was in charge – Elizabeth or the Privy Council?   + Was Elizabethan government split by faction?   + Was Elizabeth’s relationship with parliament characterised by conflict or cooperation?   + How did Elizabeth approach local government?   + How did society change and how did Elizabeth deal with the poor?   + What do the Northern Rebellion and the Essex rebellion tell us about Elizabethan England?   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Written essay – individual paragraphs, overall arguments and choice of essay on the theme of Elizabethan government  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations essays (single and all 3) – Elizabethan government |
| Year 13 Spring half term 4 | **23.Challenges to the Empire**   * The continental blockade * The Peninsular War * The Austrian campaign * The Russian campaign * The War of the Fourth Coalition   **24.The collapse of the Empire**   * The first peace of Paris * The Hundred Days * The second Peace of Paris * The treatment of France by the Vienna settlement * The condition of France in 1815 * Napoleon’s reputation and legacy   (s) knowledge & understanding, judgement, cause, consequence, similarity, difference, significance, source analysis  **NEA:**   * Submit final coursework by the deadline stated (usually at the end of the half term break) | * **The reign of Elizabeth I: 1558-1603 – Religious Settlement, and Mary Queen of Scots** * What challenges did Elizabeth face from Puritans and Presbyterians? * What can we learn from Elizabeth’s response to the Protestant challenges? * How big a threat was Mary Queen of Scots? * Is it ‘true’ that Elizabeth persecuted the Catholics? * **The reign of Elizabeth I: 1558-1603 – Foreign Policy**  1. What foreign policy challenges did Elizabeth face from 1563? 2. How successful was Elizabethan foreign policy between 1563 and 1572? 3. Should Elizabeth have intervened in the Spanish Netherlands or not? 4. How successfully did Elizabeth manage her foreign policy in the1580s and 1590s?  * **The reign of Elizabeth I: 1558-1603 – Gloriana and Elizabeth’s final years** * Was Elizabethan England a Golden Age of culture? * Was it a golden age for trade and the economy? * Elizabeth and final years – do the 1590s change our perception/judgement of Elizabeth?   (s) knowledge & understanding, judgement, cause, consequence, change, continuity, significance, interpretations analysis |
| Assessment Content and methods used to judge learning | Mock exam at beginning of the term – 1 planned essay and 1 unplanned/unseen essay  Written essays  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Source analysis essays (single and all 3) | Henry VIII mock – re-visiting essay and interpretation technique  Essays – Elizabeth and religious change/Elizabeth and foreign policy  Knowledge recall tests (dates, people, key events)  Cornell notetaking and file checking  Supplementary reading based on extra reading materials  Interpretations – tailored to individual needs around religion and foreign policy. |
| Year 13 Summer half term 5 | Revision until exams are completed | Revision until exams are completed |
| Year 13 Summer half term 6 |  |  |