

History Department – Year 13 Unit 4 Tudors Coursework

 Shirley High Curriculum Map	<i>The Expert Historian will be highly skilled and equipped with supporting or challenging in stories of the past. able to interpret the expert historians works at a much higher level of challenge and as well as writing their own interpretation of historical events they are able to find evidence to make their own interpretations</i>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Coursework (Tudor Background lessons)	Coursework (Tudor Background lessons/skills lessons)	Coursework (Students own enquiry/writing of coursework)	Coursework (Students own enquiry/writing of coursework)	N/A	N/A
Why Now?	To introduce more 'stretch and challenge' into History at A level. Candidates develop expertise in historical skills and acquire knowledge and understanding through the ability to study a period of early modern history.	To introduce more 'stretch and challenge' into History at A level. Candidates develop expertise in historical skills and acquire knowledge and understanding through the ability to study a period of early modern history. To understand what 'interpretations' are and understand common misconceptions about the past.	It is an opportunity for students to explore issues, read and develop their responses independently, but within a taught and guided context. To allow a candidate to produce a response to valid historical questions and reach personal conclusions.	It is an opportunity for students to explore issues, read and develop their responses independently, but within a taught and guided context. To allow a candidate to produce a response to valid historical questions and reach personal conclusions.	N/A	N/A
Fundamental Concepts	Evaluation Synthesis Analysis Application Comprehension Knowledge	Evaluation Synthesis Analysis Application Comprehension Knowledge	Comprehending and analysing interpretations establishing criteria Recognising arguments Citing appropriately Reaching a judgement	Comprehending and analysing interpretations establishing criteria Recognising arguments Citing appropriately Reaching a judgement	N/A	N/A
Students will...	...be studying the historical controversy of the causes of the English Reformation. ...have gained an overview of the Tudor Age ...know who the Tudor monarchs were and the dates of their reigns ... have identified the ways in which the strength of the monarchy changed in Tudor England ... have decided how much the role and influence of parliament changed in Tudor England.	...know how the Henrician Reformation happened ...have decided whether or not the Henrician Reformation led to a Protestant England. ...understand the spiritual, political, social and economic effects of the Reformation. ... understand the impact of the Reformation on the structure and authority of Parliament. ...know the ways in which the Reformation can be seen as a turning point in the role and influence of Parliament. ...have decided whether the Reformation upset the balance of power between monarch and parliament in England.	...focus on understanding the nature and purpose of the work of the historian. They will have to analyse, explain and evaluate the interpretations of three historians. They will need to research the views of a range of historians over the next few weeks	refer to three chosen works: ■ analyse the ways in which interpretations of the question, problem or issue differ ■ explain the differences they have identified ■ evaluate the arguments, indicating which they found most persuasive and explain their judgements.	N/A	N/A
Language for Life (Key terms/Vocabulary)	Pre-Reformation parliament Foreign policy European affairs Ministers Alter Rex	Reformation Catholicism/Protestantism Henrician Reformation Revolution in Government	Citation Criteria Judgement Argument Deploy contextual knowledge substantiation	Citation Criteria Judgement Argument Deploy contextual knowledge substantiation	N/A	N/A
Extended writing Opportunities	Newspaper front cover announcing accession of new king. Extended question on Wolsey	Questions: was the Church in crisis? Plan answer: question on Reformation seen as 'turning point' Ladder of progress	Drafting/Writing up of research	Drafting/Writing up of research	N/A	N/A
Maths Across the Curriculum	A3 line graph-power and influence of monarchy and parliament	Graph sheet-what happened to Church-looking for trends			N/A	N/A
Links to careers/aspirations	Politics/advisors/Journalism/Law/will writing/historian	Law/researcher/archivist/artist/historian/analyst	Editor/lawyer/broadcaster/historian/author	Editor/lawyer/broadcaster/historian/author	N/A	N/A
Cultural Capital	Maps of Pre-Reformation Europe Watching videos-Starkey/Schama	Contrasting images of Protestant and Catholic Churches Lyrics/music R.E.M link to religion Portraits			N/A	N/A
Practical Application of Skills	Research on Wolsey's influence Studying wills Looking for trends	Prosecution and Defence Teams Debates Detailed notes made on Reformation Source analysis Research notes	Deciding on own question. Reading around the question. Recording all background reading. Begin to write up coursework	Continue to write coursework.	N/A	N/A

NB Supporting students' completion of coursework assignments

The role of the teacher

The teacher is a supervisor for the students' assignments. In approving the proposal the teacher should be satisfied that the question is appropriate and that the student had located sufficient appropriate resources to make the enquiry practicable.

During the enquiry, the teachers' role is to monitor the progress, focus and direction of the enquiry.

They are required to check and initial the completion of the resource record

Support for students may take the form of:

- Discussion of progress and advice on enquiry technique - for example, the use of bibliographies to identify sources.
- Discussion of findings and generic suggestions about other avenues of enquiry.

. In supervising the assignment the teacher does not have to become expert in all the areas explored by students; it is appropriate for the student to become the 'expert' and the teacher, through questioning and discussion, to monitor the focus of the student's work to ensure that,

for example, the student is seeking to weigh the significance of an event or factors and not becoming overly concerned with irrelevant or descriptive details.

- Monitoring the student's Resource Record.