



The curriculum for this stage of students' education has been designed to accompany the final part of the breadth study on Germany 1918-89. The second part of the year will concentrate on coursework on rebellions on the Tudor period. The particular focus will be on analysing interpretations and historiography of Tudor rebellions.

<p>HALF TERM 1: GERMANY DIVIDED 1945-89</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The constitutional and legal response to political extremism, 1949–89. • The nature of support for democracy in the FRG, 1949–c65. • The role and status of women in the FRG, 1948–c65. • Education in the FRG, 1948–c65, including post-war re-education policies. • Cultural and generational tensions in the FRG, 1948–c65. • The status of, and attitudes towards, ethnic minorities in the FRG, c1948–c1965. <p>HOW THIS WILL BE ASSESSED: Knowledge tests will support understanding and incorporated into essay writing.</p>	<p>HALF TERM 2:</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Maintaining political stability under Brandt, Schmidt and Kohl, 1965–89. • Surviving economic challenges, 1966–1989. • Integration into the European economy, c1965–89. • Political dissent and active challenge, c1965–89. • Constitutional and legal response to political extremism, c1965–1989. • The nature of support for democracy in the FRG, c1965–89. <p>HOW THIS WILL BE ASSESSED: Knowledge tests will support understanding and incorporated into essay writing.</p>	<p>HALF TERM 3:</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The role and status of women in the FRG, c1965–89. • Education in the FRG, c1965–1989. • Cultural and generational tensions in the FRG, c1965–89. • The status of, and attitudes towards, ethnic minorities, c1965–1989. <p>COURSEWORK ON TUDOR REBELLIONS FOR THE REST OF THIS HALF TERM.</p> <p>HOW THIS WILL BE ASSESSED: Knowledge tests will support understanding and incorporated into essay writing.</p>
<p>HALF TERM 4:</p> <p>COURSEWORK ON TUDOR REBELLIONS</p> <ul style="list-style-type: none"> • Understanding different challenges to the Tudor period. • Understand different interpretations and historiography on the Tudor rebellions. • Explain how historiography can determine different interpretations about the causes of the Tudor rebellions. • Analysing the different interpretations through an essay format. 	<p>HALF TERM 5:</p> <p>COURSEWORK ON TUDOR REBELLIONS</p> <ul style="list-style-type: none"> • Understanding different challenges to the Tudor period. • Understand different interpretations and historiography on the Tudor rebellions. • Explain how historiography can determine different interpretations about the causes of the Tudor rebellions. • Analysing the different interpretations through an essay format. 	<p>HALF TERM 6:</p>

Embedding this knowledge can be supported at home by using an array of online documentaries on the FRG which play particular focus on the Cold War aspect. Also, with Europe on the agenda on every media platform, students could research the start of European integration and use it for further reading.



The curriculum for this stage of students' education has been designed to enhance skills undertaken in previous years and apply knowledge to A Level standard. All elements of the History course require students to have comprehensive knowledge to support their skills in interpretation and evaluation.

<p>HALF TERM 1: <i>Controlling a fractious nation – changes in Tudor government, 1485-1603</i></p> <p>STUDENTS MUST KNOW:</p> <p>Challenging the succession, 1485-1499</p> <ul style="list-style-type: none"> • How secure is Henry in his claim for, and acquisition of, the throne in 1485? • The support for foreign pretenders? <p>Challenging religious changes, 1533-37</p> <ul style="list-style-type: none"> • The Impact of the break with Rome. • The significance of the 1536 rebellion. • The significance of individuals in the rebellion. <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>	<p>HALF TERM 2: <i>Controlling a fractious nation – changes in Tudor government, 1485-1603</i></p> <p>STUDENTS MUST KNOW:</p> <p>Agrarian discontent: Kett's Rebellion, 1549</p> <ul style="list-style-type: none"> • The causes of Kett's rebellion. • The threat caused by Kett's rebellion. • The significance of individuals in the rebellion. <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>	<p>HALF TERM 3: <i>Controlling a fractious nation – changes in Tudor government, 1485-1603</i></p> <p>STUDENTS MUST KNOW:</p> <p>Queen takes Queen: The revolt of the northern elites, 1569-70</p> <ul style="list-style-type: none"> • Was Mary Queen of Scots the main cause of the rebellion? • What was the significance of the threat played by the Northern Earls. • Why did the uprising rising fail? • How significant was the threat posed by the uprising? <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>
<p>HALF TERM 4: <i>Controlling a fractious nation – changes in Tudor government, 1485-1603</i></p> <p>STUDENTS MUST KNOW:</p> <p>Troublesome Ireland: Tyrone's rebellion, 1594-1603</p> <ul style="list-style-type: none"> • Long term & Short term causes of the rebellion. • Irish & Foreign support for the rebellion. • Key battles/turning points in the rebellions. • The significance of individuals in the rebellion. • Why did the uprising fail? • How significant was the threat posed by the uprising? <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>	<p>HALF TERM 5:</p> <p>STUDENTS MUST KNOW:</p> <p>Revision</p> <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>	<p>HALF TERM 6:</p> <p>STUDENTS MUST KNOW:</p> <p>Revision</p> <p>HOW THIS WILL BE ASSESSED: Knowledge tests will be given that enhance understanding. Exam questions will also be given.</p>

Embedding this knowledge can be supported at home by recommended reading and documentaries such as David Starkey's monarchy collection.