

	Term 1		Term 2		Term 3
Content	<ul style="list-style-type: none"> The main causes of rebellion and disorder: Political factions Succession Religion Taxation Famine Inflation Enclosures Social issues Mono and multi causal rebellions Causes of rebellion as reflected in the demands of the rebels Long and short-term causes of unrest Main and subsidiary causes of rebellions. <p>Y100:</p> <ul style="list-style-type: none"> Introduction to coursework and skills required Exemplar answer from exam board analysed together Independent research using an array of sources Non-specific guidance from teacher 	<ul style="list-style-type: none"> The frequency and nature of disturbances: Location and regional variations including the importance of the peripheral regions and major towns and cities Objectives including the removal of the monarch, change to policies and removal of English rule from Ireland Size, frequency and duration of the rebellions; decline in support for rebellion; the support of the nobility, gentry, yeomen, clergy, commoners, and foreign support for rebellions Leadership and the abilities of leaders; organisation; strategy and tactics of the rebels Differences between rebellions in England and Ireland; reasons for limited success and/or failure of rebellion. <p>Y100:</p> <ul style="list-style-type: none"> Introduction to coursework and skills required Exemplar answer from exam board analysed together Independent research using an array of sources Non-specific guidance from teacher Planning coursework and writing 	<ul style="list-style-type: none"> The impact of the disturbances upon Tudor governments: Their response to the threat of disorder at the time Initial responses, pre-emptive measures, pardons, the raising of troops, military confrontation, trials and retribution (e.g. changes in government strategy, policies, legislation, propaganda) The extent to which rebellions presented a serious threat to the government; the impact of rebellion on government and society. <p>Y100:</p> <ul style="list-style-type: none"> Writing coursework Redrafting Non-specific guidance from teacher 	<ul style="list-style-type: none"> The maintenance of political stability: The role of local and central authorities: the Crown, the Church, nobility, gentry, lieutenants, sheriffs, JPs, local officials; popular attitudes towards authority. <p>Y100:</p> <ul style="list-style-type: none"> Redrafting and final submission 	<ul style="list-style-type: none"> British, Tudor and Germany history revision.
Assessment As well as more formal written pieces, assessment can include:	<p>1: "Religion was the most important cause of unrest in England in the period 1485-1603". How far do you agree? 25-mark essay.</p> <p>2: Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the reasons for the Pilgrimage of Grace? 30-mark interpretations question.</p>	<p>1: Essay (25 marks): "Poor leadership and organisation was the most important reason for the failure of rebellions in the period from 1485-1603". How far do you agree with this view of rebellion in England?</p> <p>2: Depth study interpretation Q (30 marks): "Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the nature of those involved in the Pilgrimage of Grace".</p>	<p>1: "How effectively did Tudor governments deal with unrest?" 25-mark essay.</p> <p>2: Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the seriousness of Tyrone's rebellion? 30-mark interpretations question.</p>	<p>1: How far did England become more politically stable during the period from 1485-1603? 25-mark essay.</p> <p>2: Evaluate the interpretations in both of the passages and explain which you think is more convincing as an explanation of the threat posed by the Western rebellion? 30-mark interpretation question.</p>	Practice papers to be completed regularly – exact Q's TBC based on student confidence and performance.
Common misconceptions <i>Will be added to after each half-term</i>	<ul style="list-style-type: none"> Particular difficulty remembering the Irish rebellions Struggling to link knowledge to specific parts of the interpretations 				

Homework	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 																																																												
Key words/Never Heard the Word Tier 3 vocabulary	<ul style="list-style-type: none"> Dynastic Succession Pretender Devise Faction Clergy Provincialism Commonwealth Subsidiary Chantries 	<ul style="list-style-type: none"> Peripheral Yeoman Customary Magnate Paternalistic Principal Prince of the blood Hundreds Gentry Musters 	<ul style="list-style-type: none"> Bonds of allegiance Privy Council Commissions of array De facto De jure Polemic Iconoclasm Sanctuary Bonds and recognisances Star chamber 	<ul style="list-style-type: none"> Great Chain of Being Proclamation Imperator Oaths of succession and supremacy Vicegerent Homilies Seditious Prerogative Provost marshal Recusant 	<ul style="list-style-type: none"> Recap of key words already covered 																																																												
Tier 2 vocabulary	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen Interpretation</p>																																																													
Career links (Unifrog)	<p>Links to historian / archivist– working with evidence and asking questions regarding reliability, potential bias etc. https://www.unifrog.org/student/careers/sc-hool-subjects/historian https://www.unifrog.org/student/careers/sc-hool-subjects/archivist</p> <p>Links to politics and working in local government https://www.unifrog.org/student/careers/sc-hool-subjects/local-government-officer</p>	<p>Links to law and order and legal representation https://www.unifrog.org/student/careers/sc-hool-subjects/solicitor</p>	<p>Links to diplomatic service officer – https://www.unifrog.org/student/careers/sc-hool-subjects/diplomatic-service-officer</p>	<p>Careers and employability links: Historian, teaching, legal, business, accounting degrees etc.</p> <p>Links to journalism – how was the war reported? What impact did the media have on the outcome of the war? https://www.unifrog.org/student/careers/sc-hool-subjects/broadcast-journalist</p>																																																													
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