

Key Stage 5 Curriculum Overview 2025-26 – Unit 1: England 1485–1558: the Early Tudors

		Topic 1 – Henry VII	Topic 2 – Henry VIII	Topic 3 – Stability of the Monarchy 1547-1558	Topic 4 – Religious Change 1547-1558	Topic 5 – Rebellion and Unrest 1547-1558	Topic 6 – Coursework introduction
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
12	Unit description	<p><u>The reign of Henry VII – domestic and foreign policy (1485-1509)</u></p> <p>Students will study: Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament. England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del Campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.</p>	<p><u>The reign of Henry VIII (1509-1547)</u></p> <p>Students will study: Henry VIII's personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey's role in foreign affairs; Wolsey's administration of government, finances, law and social reforms; the church and its condition under Wolsey; the divorce and Wolsey's fall. Religious change and opposition; religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.</p>	<p><u>Mid-Tudor Crisis thematic topic 1 – Stability of the Monarchy under Edward VI and Mary I</u></p> <p>Students will study: Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devise for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.</p>	<p><u>Mid-Tudor Crisis thematic topic 2 – Religious Changes under Edward VI and Mary I</u></p> <p>Students will study: The religious and ecclesiastical policies 1547–1558; legislation, including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary; support for, and opposition to, the religious changes at a local level including unrest, attitudes to Marian policies, Catholic restoration and persecution.</p>	<p><u>Mid-Tudor Crisis thematic topic 3 – Rebellion and Unrest under Edward VI and Mary I</u></p> <p>Students will study: Causes and nature of rebellion and unrest; the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt); social and economic developments including inflation, poverty, price rise and enclosure and their link to unrest.</p>	<p><u>Early Modern Witchcraze – Y100 Coursework unit introduction</u></p> <p>Once mock exams have been completed, students will have an introduction to the context of the early modern witch-hunts. This will include Suzannah Lipscomb's 'Witch Hunt: A Century of Murder' 2-part documentary, followed by guided research into a geographical area of witch-hunting in order to produce a presentation in small groups.</p>
	Assessment	<ol style="list-style-type: none"> Henry VII domestic – knowledge test (AO1) Henry VII foreign policy – essay (AO1) 	<ol style="list-style-type: none"> Henry VIII and Wolsey – essay (AO1) Henry VIII 1530-47 - knowledge test (AO1) 	Source essay – either peer/teacher marked (AO2)	Source essay – teacher marked (AO2)	<ol style="list-style-type: none"> Knowledge test (AO1) Mock exam (knowledge essay and source essay – AO1 and AO2) 	Group presentation – informally assessed (AO1 and AO2)

Assessment types

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO2: Analyse and evaluate appropriate source materials, primary and/or contemporary to the period, within its historical understanding.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS5 History:

- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder
 - ✓ Trip to Hampton Court Palace (Spring Term)
- Promoting open-ended investigations rather than just seeking right answers.
 - ✓ Period study and enquiry study – open ended investigations into power and monarchy and mid-Tudor crisis.