

Exemplar Scheme of Work

Topic A1: Alfred the Great and the Vikings, 793-c900

Topic A1: Alfred the Great and the Vikings, 793-c900	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England during the Viking attacks of the ninth century.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the period from the Viking incursion of 793 to the death of Alfred the Great in c900.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>6 hours</p> <p>Anglo-Saxon Society in the 9th century</p>	<ul style="list-style-type: none"> • Map of political divisions in Anglo-Saxon England. • Northumbria, Mercia and Wessex. Warfare between the kingdoms. The declining power of Northumbria and Mercia. • Economy. Agriculture, Coinage, European trade, towns and markets. • Society. Kings, thegns, free peasants and slaves. • Culture. The dominance of Christianity. Art and literature. Craftsmanship, eg Fuller brooch. • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg How strong was the Anglo-Saxon economy in the 9th century?
<p>6 hours</p> <p>Viking raids and conquest, 793-870</p>	<ul style="list-style-type: none"> • Minor Viking incursions, 793-865: summer raids for treasure. • 865. Arrival of the 'Great Heathen Army', intent on settlement. • Response of the English kingdoms: East Anglia and Northumbria. • Failure of the Mercian and West Saxon campaign of 868. • Establishment of Viking control in Northumbria and East Anglia. • Reasons for Viking successes: leadership, sea power, tactics, speed of attack, divisions among the ruling Saxon élites. • Extended writing, quality of communication focus: writing and comparing introductions and conclusions to an answer on causation, eg Why were the English unable to mount effective resistance to the Vikings in the years 865-70?

<p>7 hours</p> <p>The assault on Wessex, 870-878</p>	<ul style="list-style-type: none"> • 870. Descent of the Vikings on Wessex. Their base at Reading. • West Saxon victory at Ashdown, 871. Alfred's accession to the West Saxon throne. • Guthrum. His leadership and his successes in 876. • 878. Guthrum's attack at Chippenham. Alfred's flight to Athelney. Wulfhere's treachery • Reorganisation of Alfred's forces. Battle of Edington. • Treaty of Wedmore. Growth of Viking settlement in East Anglia. • Extended writing, quality of communication focus: planning an answer focused on causation, eg How far do you agree that Alfred's leadership was responsible for the West Saxon victory over the Vikings in 878?
<p>4 hours</p> <p>Alfred's military reforms</p>	<ul style="list-style-type: none"> • Organisation of coastal defences. The influence of Charlemagne's coastguard service. • Problems of the fyrd. Its reorganisation. • The burhs. Their development as an effective system of defence. • The Viking attacks of 892-96. The significance of Alfred's military reforms in the Viking decision to leave Wessex. • Extended writing, quality of communication focus: writing a paragraph on one of the military reforms and its significance.
<p>4 hours</p> <p>Government and cultural life in Wessex</p>	<ul style="list-style-type: none"> • The promotion of Christianity. Monastic foundations. • A cultural renaissance. Growth of literacy. Scholars. Alfred and translations. • The expansion of Wessex. The treaty with Guthrum, 886. The expansion of West Saxon power to London, Kent and parts of Mercia. • Extended writing, quality of communication focus: How far do you agree that Alfred promoted a cultural renaissance in Wessex?
<p>3 hours</p>	<p>Revision and examination technique.</p>

Exemplar Scheme of Work

Topic A2: The Norman Conquest and its Impact on England, 1066-1135

Topic A2: The Norman Conquest and its Impact on England, 1066-1135	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England during the reigns of William the Conqueror and his two sons.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the years 1066-1135.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>5 hours</p> <p>England on the eve of the conquest</p>	<ul style="list-style-type: none"> • Economy. Currency, taxation and trade. Growth of urban trading centres. • Craftsmanship. Metal working and manuscripts. • The role of the Church in government and society. Church building. • Nature of English government. Kingship. The earldoms. • Edward the Confessor. His role as king. • The House of Godwin. Harold Godwinson. • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg How strong was English kingship during the reign of Edward the Confessor?
<p>3 hours</p> <p>William of Normandy</p>	<ul style="list-style-type: none"> • The nature of William's rule in Normandy. The role of military power. Norman castles. • William's character. His military and organisational skills. • William's claim to the English throne. The promises of Edward and Godwinson. Papal support. The position of Stigand. • Extended writing, quality of communication focus: planning introductions and conclusion to an answer: How strong was William's claim to the English throne?

<p>3 hours</p> <p>Hardrada's invasion</p>	<ul style="list-style-type: none"> • Death of Edward the Confessor, January 1066. Harold's coronation. • Hardrada's invasion. Strength of the invading force. Battle of Fulford. • Harold's march north. Battle of Stamford Bridge. Its significance. • Extended writing, quality of communication focus: planning an answer on causation, eg Why did Harald Hardrada's invasion fail?
<p>4 hours</p> <p>William's invasion</p>	<ul style="list-style-type: none"> • William's preparations. • The successful landing in September 1066. The establishment of a secure base. • Harold's march south. The depletion of his forces. • Battle of Hastings. Tactics and leadership of the rival forces. Reasons for William's victory. • William's march on London. The submission of the English nobility. His coronation. • Extended writing, quality of communication focus: planning an answer focused on causation, eg How accurate is it to say that the leadership of the rival forces primarily accounts for the outcome of the Battle of Hastings?
<p>4 hours</p> <p>The suppression of rebellions</p>	<ul style="list-style-type: none"> • William's early attempts at conciliation. Stigand, Edwin and Morcar. • The risings of 1067. Kent. Eadric the Wild. • Exeter rising 1068. • The northern rising of 1069-70. Its threat to William. The 'harrying of the North', and the destruction of York: its significance. • The revolt of the Earls, 1075. • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg What was the significance of the northern rising?
<p>3 hours</p> <p>Establishing Norman control</p>	<ul style="list-style-type: none"> • The significance of castle building. • The land settlement. Importance of military service. The creation of a new Norman military elite. Extension of forests and forest laws, new courts. • Extended writing, quality of communication focus: assessment, eg How successfully did William establish control in England in the decade after Hastings?
<p>3 hours</p> <p>The Anglo-Norman Church</p>	<ul style="list-style-type: none"> • The Normanisation of the Church. The deposition of Stigand. Replacement of English bishops with Normans. • Church building. • Lanfranc, Anselm and Church reform. Courts of ecclesiastical jurisdiction. The primacy of Canterbury. The use of Church councils. The changing nature of the parish.
<p>2 hours</p>	<ul style="list-style-type: none"> • Overview. How far did the Norman Conquest change England? • Economic and social change • The political transformation of the ruling and landed élites
<p>3 hours</p>	<p>Revision and examination technique.</p>

Exemplar Scheme of Work

Topic A3 The Angevin Empire, 1154-1216

Topic A3: The Angevin Empire, 1154-1216	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England and France during the reigns of Henry II and his two sons.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the years 1154-1216.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>4 hours</p> <p>The Angevin Empire</p>	<ul style="list-style-type: none"> • Map of England and France in the 12th century. • Henry's inheritance. Maternal: England and Normandy. Paternal: Anjou, Maine and Touraine. Eleanor: addition of Aquitaine. The acquisition of Brittany after his brother's death in 1158. • Variations in royal authority. Restoring effective royal government in England and Wales. The submission of Ireland after the invasion of 1171-72. The homage made by William the Lion of Scotland. – Normandy: homage paid to Louis VII. Government in Anjou, Maine, Touraine. Aquitaine: a patchwork of diverse territories. • The significance of Henry II in maintaining the Empire. The king's character. His frequent absences from England. • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg How important was Henry II in maintaining the Angevin Empire?
<p>7 hours</p> <p>Henry II and the government of England</p>	<ul style="list-style-type: none"> • England in 1154. The need to restore royal power after the reign of Stephen. • Legal reforms. The Assizes of Clarendon and Northampton. The Court of King's Bench. The role of itinerant judges. • Financial control. Recovery of royal lands, wholesale replacement of sheriffs. Improvements in the workings of the Exchequer. • Restoration of royal authority over the barons. • Extended writing, quality of communication focus: writing introductions and conclusions on a selected topic, eg How important were Henry's financial reforms in strengthening the power of the monarchy?

<p>5 hours</p> <p>Henry II and the Church</p>	<ul style="list-style-type: none"> • The relationship between Henry and Becket. Becket as Chancellor. • Reasons for Becket's promotion to Canterbury. Henry's desire to curb the power of the Church. • Becket and Henry. Conflicting views on Church-State relations, and their separate powers. • Becket's flight to Flanders. His return and murder in December 1170. • Significance of the Church-State crisis. The role of personality. • Extended writing, quality of communication focus: planning an answer focused on causation, eg How far do you agree that the Church-State conflict in the years 1162-70 was caused by a clash of personalities?
<p>5 hours</p> <p>The reign of Richard I</p>	<ul style="list-style-type: none"> • Tensions between Henry II and Richard. Henry's final humiliation and death. The importance of strained relations within Henry's family. • Richard and the Third Crusade. Financial demands made in England for the Crusade and for the defence of the Angevin Empire. • Impact of Richard's absences on the government of England. The roles of William Longchamp, Hubert Walter and Eleanor of Aquitaine. The disloyalty of John. • Strength of English government during Richard's absence. The significance of Henry II's reforms. • Richard's release by Henry VI. Campaigns in France. The failure to recover Normandy. His death in 1199. • Extended writing, quality of communication focus: How far did Richard I's absence from England weaken royal control over the Angevin Empire?
<p>6 hours</p> <p>The reign of King John</p>	<ul style="list-style-type: none"> • The financial problems which John inherited. His exploitation of justice and feudal rights. Growing exactions made on the barons. • The loss of the Angevin Empire. Anjou and Maine. John's misgovernment of Normandy. The importance of the murder of Arthur. The loss of Normandy. The death of Eleanor and the loss of Aquitaine. John's failures in France to 1216. • John's relations with the Church. The Interdict of 1208. • The reasons for and nature of Baronial Revolt. Magna Carta. The limitations placed on royal power, especially on taxation and feudal rights. Significance of the Magna Carta. • The death of John, 1216. • Extended writing, quality of communication focus: How far were John's financial difficulties responsible for the Baronial Revolt?
<p>3 hours</p>	<p>Revision and examination technique.</p>



Exemplar Scheme of Work

Topic A4: From Black Death to Great Revolt: England 1348-1381

Topic A4: From Black Death to Great Revolt: England, 1348-1381	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England during the Black Death and the Peasants Revolt.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the years 1348-81.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>5 hours</p> <p>England in the early 14th century</p>	<ul style="list-style-type: none"> • Economic life. Trade links with northern Europe. Growth of coastal towns. Importance of the growth of London as a trading centre. • Urbanisation. Growth of cities such as London and Bristol. Problems of overcrowding and insanitary conditions. • The rural economy. The manorial system. Serfdom. Bondsmen and freemen. • Agricultural changes. Impact of the decline in population since the famine of 1315. The effects of climate change and soil exhaustion. • The growth in the number of isolated communities such as monasteries and nunneries. • Grievances over rising taxation to finance England's involvement in the Hundred Years War. • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg How might urbanisation contribute to the spread of the Black Death?
<p>5 hours</p> <p>The Black Death of 1348-49</p>	<ul style="list-style-type: none"> • Impact in towns and cities, eg London had 30,000 deaths. The role of overcrowding, polluted rivers and inadequate sanitation. • Disproportionate impact of the plague on coastal towns. • Reasons for high death rates in isolated villages and other communities. • The spread of the plague into Scotland. The devastation of lowland areas. • The importance of the limitations of medical knowledge.

	<ul style="list-style-type: none"> Extended writing, quality of communication focus: planning an answer on causation, eg Why did the Black Death spread so rapidly through England and Scotland in 1348-49?
4 hours The impact of the Black Death	<ul style="list-style-type: none"> The catastrophic decline in population, and its impact in the 1350s and 1360s. Economic impact in town and countryside. The decline in markets and staple trade. Importance of the collapse of food prices and rents. Further outbreaks in 1361-4, 1368-9, 1373-5 and their impact. Virulence among boys and young men. Implications for the recovery in the size of the population. Extended writing, quality of communication focus introductions and conclusions : How far did the Black Death devastate the economy of 14th century England.
6 hours The Black Death and social change	<ul style="list-style-type: none"> Measures to control wages and prices. The Ordinance of 1349 and the Statute of Labourers of 1351. Reasons for their failure. Difficulties in enforcing traditional labour services. Changes in economic power. Growing economic strength of free peasants and the decline in the economic status of nobles and large landowners. Attempts to impose the poll taxes of 1377, 1379 and 1380. Opposition to these taxes. The Sumptuary Law of 1363 and the attempts to regulate class distinctions. Extended writing, quality of communication focus: How far did the status of the peasants change in the years following the epidemic of 1348-9?
7 hours The Peasants Revolt of 1381	<ul style="list-style-type: none"> The context of the Peasants Revolt: economic and social change since 1348. The strength of the revolt in Essex, East Anglia and Kent, where resentment of traditional labour services was growing. Opposition to the power of the Church. Wycliffe and the Lollards. Demands for the confiscation of Church lands. Opposition to the role of leading churchmen in government. Anger at military setbacks in the Hundred Years War. The inadequacy of coastal defences in southern England. Growing divisions between social classes. John Ball. Demands for full social and political equality. The revolt of 1381. The importance of the southern counties. The roles of Richard II and Wat Tyler. The suppression of the revolt. Aftermath of the revolt. Richard's failure to keep his promises. Long-term impact of the revolt. The changing nature of social relations. Extended writing, quality of communication focus: Why did the Peasants Revolt fail to achieve its objectives?

3 hours	Revision and examination technique
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Exemplar Scheme of Work

Topic A5: Anglo-French Rivalry: Henry V and Henry VI, 1413-43

Topic A5: Anglo-French Rivalry: Henry V and Henry VI, 1413-53	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England and France during the reigns of Henry V and his son.</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the years 1413-53.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>5 hours</p> <p>Reasons for Henry V's invasion of France in 1415</p>	<ul style="list-style-type: none"> • Henry's accession in 1413. His character and support among the nobility. His intention to establish the legitimacy of the Lancastrian dynasty. • The weaknesses of the French monarchy. The intermittent insanity of Charles VI. Divisions between Armagnacs and Burgundians. • Henry's negotiations with both sides. His diplomatic skills. The collapse of negotiations at Winchester in June 1415. • Henry's military preparations. The support of parliament through generous subsidies. The situation in England and Wales in 1415 and the passivity of Scotland • Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg How weak was the French monarchy in 1415? How far do favourable circumstances account for Henry V's success in 1415?
<p>6 hours</p> <p>Henry V's campaigns in France, 1415-20</p>	<ul style="list-style-type: none"> • The siege and fall of Harfleur. • The victory at Agincourt. Reasons for English success and French humiliation. • 1417-19. The reconquest of Normandy. • 1420. The Treaty of Troyes. • Reasons for Henry's success. His military leadership. His diplomatic skills, especially with the Emperor Sigismund and John the Fearless. The Anglo-Burgundian alliance. The supply of funds. Divisions within the French leaders. The flight of the Dauphin to Bourges. • Extended writing, quality of communication focus: writing introductions

	and conclusions to an answer on causation, eg Why were English forces so successful in France in the years 1415-20?
6 hours Bedford's rule in France, 1422-35	<ul style="list-style-type: none"> • The minority of Henry VI. Impact of the minority on leadership in England and France. The role of Bedford in France and Gloucester in England. • The Anglo-Burgundian alliance. Its impact on the English position in France. • The consolidation of English rule in Normandy. • The capture of Joan of Arc. • Importance of the death of Salisbury in 1428. • The peace conference at Arras, 1435. Reasons for its failure. The defection of Philip of Burgundy to Charles VII. • The death of Bedford. Significance of his leadership in maintaining English rule in France. • Extended writing, quality of communication focus: planning an answer on causation eg How far do you agree that the leadership of the Duke of Bedford was the main reason for the continuance of English rule in France in the years 1422-35?
4 hours Joan of Arc	<ul style="list-style-type: none"> • Reasons for the emergence of Joan in the late 1420s. Her meeting with the Dauphin at Chinon. • Joan's role at the siege of Orleans. • Her contribution to the Dauphin's coronation as Charles VII. The importance of the coronation. • Joan's capture in 1430 and execution in 1431. • Significance of Joan's intervention. Her appeal to the French people. Her importance in raising morale among French troops. • Extended writing, quality of communication focus: writing an essay on Joan's contribution to the revival of French power.
6 hours The collapse of English rule in France, 1435-53	<ul style="list-style-type: none"> • The importance of the death of Bedford in 1435. • Growing resentment at English rule, especially in Normandy. The siege of Paris and the surrender of the English garrison, 1436. • The continued weakness of Henry VI's government. Its virtual paralysis in the 1440s. • The continued revival of French power and strength of purpose under Charles VII. • The invasion of Normandy in 1449, and the seizure of Aquitaine in 1451-52. • The end of English rule in France, 1453. The English defeat at Castillon. The importance of cannon and gunpowder to the French. • Extended writing, quality of communication focus: Assessment. How far was the revival of French power after 1422 the main reason for the ending of English rule in France by 1453?
3 hours	Revision and examination technique.

Exemplar Scheme of Work

Topic A6: The Wars of the Roses in England, 1455-85

Topic A6: The Wars of the Roses in England, 1455-85	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in England during the conflict between Lancaster and York in the years 1455-85</p> <p>The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the years 1455-85.</p> <p>It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.</p> <p>The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.</p>	
<p>7 hours</p> <p>Reasons for the outbreak of conflict in 1455</p>	<ul style="list-style-type: none"> • The personal and political weakness of Henry VI. His growing instability and insanity, 1453-54. • The ambitions of Margaret of Anjou. Her role in government. The effects of the birth of her son on the Duke of York. • Growing financial weakness of the Crown. • The collapse of Lancastrian power in France by 1453. Its impact on the nobility. • Growth of noble power and local rivalries, eg the Nevilles and Percies in the north and Bonville and Courteney in the South-West. • Ambitions of the Duke of York. His protectorate in 1454. His role in the outbreak of conflict in 1455. • Extended writing, quality of communication focus: writing a paragraph of a selected topic, eg the role of Henry VI and Margaret of Anjou in the outbreak of the conflict.
<p>6 hours</p> <p>The success of the Yorkists, 1455-61</p>	<ul style="list-style-type: none"> • Battle of St. Albans, 1455. • York's second protectorate. • The defeat of York in 1459. His flight to Ireland, and return in 1460. • The Lancastrian defeat at Northampton. The capture of Henry VI. • The death of York at Wakefield, December 1460. • The military successes of the Earl of March. Mortimer's Cross and Towton, 1461. The overthrow of Henry VI and the accession of Edward IV.

	<ul style="list-style-type: none"> Reasons for Yorkist success. Military skills of their leaders, especially March. Margaret of Anjou's mistakes, including preferring the midlands and the north to London. Extended writing, quality of communication focus: planning an answer on causation, eg Why were the Yorkists victorious over the Lancastrians in the years 1455-61?
<p>3 hours</p> <p>The first reign of Edward IV, 1461-70</p>	<ul style="list-style-type: none"> Conflict between Edward and leading nobles. The alienation of Warwick over foreign policy. Warwick's rebellion, 1469. The treachery of Clarence. Warwick's flight to France. Warwick's return in 1470 and Edward's flight to Burgundy. The readeption (sic) of Henry VI. Extended writing, quality of communication focus: writing a paragraph on a selected topic, eg the role of Warwick in the development of monarchical instability in 1469-70.
<p>4 hours</p> <p>The second reign of Edward IV, 1471-83</p>	<ul style="list-style-type: none"> The role of Charles the Bold of Burgundy in assisting Edward's invasion. Edward's invasion of 1471 and Warwick's defeat and death at Barnet. The death of Henry VI and his son. Edward's second reign. The re-establishment of royal control in the provinces. The roles of Gloucester and Hastings. Improvements in royal finances. Growth of customs revenue. Parliamentary grants. The use of the Chamber for financial control. Growth of stability in foreign policy. The Treaty of Picquigny with France, 1475. Gloucester's role in keeping the Scots in check. Edward's sudden and unexpected death in 1483. Extended writing, quality of communication focus: assessment: How successful was Edward IV in restoring the power of the monarchy in the years 1471-83?
<p>7 hours</p> <p>Richard III and Henry Tudor, 1483-85</p>	<ul style="list-style-type: none"> Gloucester's usurpation of 1483. The Princes in the Tower. The defeat of Buckingham's rising of 1483. The failure of Henry Tudor's attempted invasion. The re-establishment of stable government, 1483-85. Resentment of Richard III. Opposition of the southern gentry and disaffected nobles, many of whom joined Henry Tudor in France. French military and financial support for Henry Tudor in 1485. His successful landing at Milford Haven. His march through Wales. The Battle of Bosworth, 1485. The course of the battle and the death of Richard III. The role of the Stanleys in determining the outcome of the battle. Henry Tudor's accession as Henry VII. Extended writing, quality of communication focus: assessment. Why did the reign of Richard III last for only two years?
<p>3 hours</p>	<p>Revision and examination technique</p>

Exemplar Scheme of Work

Topic A7: The Reign of Henry VII, 1485-1509

Unit 1, Topic A7: The Reign of Henry VII, 1485-1509

The focus here is on the development of contextual knowledge and understanding of the changes which took place in England during the reign of Henry VII.

The intention is to establish a basis on which students will be enabled to present historical explanations and assess the significance in their historical context of events, individuals, ideas, attitudes and beliefs and the ways in which they influenced behaviour and action. Each main section also has a focus on the skills students need in order to communicate their understanding of historical explanation and significance. This programme covers the reign of the first Tudor monarch.

It should be emphasised that it is an example of what might be done, not a model which must be adopted. The assumption has been made that contact time for this topic comprises 30 one-hour lessons. How these 30 hours could be distributed across an actual teaching programme is, of course, dependent upon the way an individual centre's timetable is constructed.

The content selected for this scheme is not prescribed as content to be assessed in the examination (except where it is actually detailed in the specification); instead it is illustrative of ways in which the required understandings may be developed. Furthermore, in the scheme outlined below, it is not suggested that each element should be given a standard unit of time.

<p>4 hours</p> <p>Securing the English throne</p>	<p>The background: The Wars of the Roses in outline; Henry's early life; His claim to the throne through Margaret Beaufort.</p> <ul style="list-style-type: none"> • The invasion of 1485: the battle of Bosworth. • Securing the throne: the role of Parliament and the Papacy, marriage to Elizabeth of York. • The nature of English government in 1485: monarchy, parliament and Church. • Essay writing, quality of communication focus: writing a paragraph on a selected factor, e.g. why did Richard III lose the battle of Bosworth?
<p>6 hours</p> <p>Challenges to Henry's power</p>	<ul style="list-style-type: none"> • Minor risings: Lovel and the Stafford brothers, 1486. • Lambert Simnel. The nature of the threat: role of leading Yorkists, including Lincoln and Margaret of Burgundy. The battle of Stoke, 1487. Significance of the Simnel affair. • Perkin Warbeck. The nature of the threat: domestic and foreign support, including France, Burgundy, the Empire and Scotland: the failure of the rebellion, 1495-7: the execution of Warbeck and Warwick, 1499. Significance of the Warbeck affair. • Later Yorkist threats, including Suffolk's challenge. Philip of Burgundy's agreement to hand over de la Pole. • Overview: how serious were these challenges to Henry's power? • Essay writing, quality of communication focus: planning an answer on causation, e.g. Why did Henry's opponents fail to overthrow him?

<p>3 hours</p> <p>Henry and the Nobility</p>	<ul style="list-style-type: none"> • The size and influence of the nobility in 1485. • Henry's treatment of the nobles: laws against retaining: Acts of Attainder: bonds and recognisances: the Order of the Garter. • The role of the nobles in local government and provincial councils. • Essay writing, quality of communication focus: planning an answer focused on assessment of key features e.g. How accurate is it to say that Henry pursued a harsh policy towards the nobles?
<p>3 hours</p> <p>The administration of Justice</p>	<ul style="list-style-type: none"> • The Justices of the Peace. • Local and central courts. • The King's Council as a judicial body. • Essay writing, quality of communication focus: writing a paragraph explaining the functions of one of the above institutions of justice.
<p>5 hours</p> <p>Royal Finance</p>	<ul style="list-style-type: none"> • The quest for financial security: the Exchequer and the Chamber. • The role of key personnel: Bray, Empson and Dudley • Ordinary revenue: crown lands, customs duties, feudal dues, the profits of justice. • Extraordinary revenue: Parliamentary grants, loans and benevolences, clerical taxation, feudal obligations, the French pension. • Challenges to revenue raising: the Yorkshire Rising (1489): the Cornish rebellion (1497). • Essay writing, quality of communication focus: extended writing: How far did Henry VII improve the state of royal finances during his reign?
<p>6 hours</p> <p>Henry's Foreign Policy</p>	<ul style="list-style-type: none"> • Relations with France and Brittany: the Treaties of Redon (1489) and Etaples (1492). • Anglo-Spanish relations: Medina del Campo (1488): Arthur's marriage to Catherine of Aragon: the weakening of the Spanish alliance after 1502. • Burgundy: the role of Margaret of Burgundy: the trade war of 1493-96: the Magnus Intercursus (1496) and the Malus Intercursus (1506). The Treaty of Windsor. • Scotland: the truce of 1488: Warbeck and the invasion of 1496: the truce of Ayton (1497): the Treaty of Perpetual Peace (1502): the marriage of James IV and Margaret Tudor, 1503. • Essay writing, quality of communication focus: Assessment: How far did Henry VII achieve his aims in foreign affairs?
<p>3 hours</p>	<p>Revision and examination technique.</p>