

Curriculum Rationale and Overview



Subject: History

Year group: Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	Pearson Edexcel Paper 3: Conquest, control and resistance in the medieval world (Option 30/Route A)					
Scheme of Learning Title:	Lancastians, Yorkists and Henry VII -1399-1509 (Option 30)					
Content <i>What will students know?</i>	Students explore a turbulent 110-year period of English history. The course focuses heavily on the nature of medieval kingship, the breakdown of royal authority leading to the Wars of the Roses, and the ultimate consolidation of power under the Tudor dynasty Depth Studies: Five specific periods where monarchs faced major crises or achieved major successes (focusing on short-term political dynamics and military/royal challenges). Breadth Themes: Long-term changes across the full 110 years regarding royal finances, the power of the nobility, parliamentary role, and foreign diplomacy.					
<i>What will students understand?</i>	The Lancastrian Usurpation & Rule: Henry IV, Henry V, and the unraveling under the weak governance of Henry VI. The Wars of the Roses: The bitter dynastic struggles between the houses of Lancaster and York, the rise of Edward IV and Richard III. The Early Tudor Consolidation: How Henry VII restored royal authority, crushed pretenders, and stabilized the crown's finances after Bosworth (1485–1509).					

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<i>What will students be able to do?</i>	<u>Source Analysis (AO2)</u> - Students will learn how to interrogate primary source material from the late medieval and early Tudor eras. They will be able to: ● Evaluate historical reliability by critically analyzing the context, purpose, and authorship of contemporary letters, chronicles, and state papers. ● Weigh conflicting evidence to build a balanced, objective argument even when historical records are biased or incomplete. ● Read between the lines to understand the underlying motives, fears, and political pressures of figures like Henry IV, Richard III, or Henry VII. <u>Analytical Essay Writing (AO1)</u> - Students will master the art of constructing complex, persuasive arguments under timed conditions. They will be able to: ● Assess cause and consequence, such as identifying the precise tipping points that led to the collapse of Henry VI's rule or the outbreak of the Wars of the Roses. ● Evaluate significance, judging whether specific battles (like Towton or Bosworth) or individual figures (like the Earl of Warwick, "The Kingmaker") truly altered the course of English history. ● Distinguish between short-term triggers and long-term causes when analyzing political instability and rebellions. <u>Broad Thematic Evaluation (AO1)</u> - Rather than just memorizing dates, students will learn to track massive shifts across more than a century of history. They will be able to: ● Analyze continuity and change over 100+ years, tracking how the relationship between the Crown, the nobility, and Parliament evolved from 1399 to 1509. ● Synthesize complex themes, such as connecting a king's personal financial management directly to their ability to maintain law, order, and international diplomacy.
How will they be formally assessed?	Paper 3 lasts 2 hours 15 minutes, carries 60 marks and is worth 30% of the A level. You answer one question in each section. The exam is split into <u>three compulsory sections</u> testing different historical skills: <u>Section A:</u> Compulsory contemporary source evaluation question based on two different sources/enquiries, testing source analysis skills (AO2). <u>Section B:</u> Choose one of two depth essays which target second-order concepts (cause, consequence, change/continuity, significance) (AO1). <u>Section C:</u> choose one of two breadth essays requiring you to assess the process of change and development over a span of at least 100 years (AO1)