

# YEAR 7 CURRICULUM INFORMATION - History

	Spring I	Spring II
What will students be learning?	The Beginnings of Change	The Beginnings of Change Tudors (Double-Unit)
How will students be assessed?	Milestone – Knowledge Test, Source Analysis, Extended Writing	Milestone – Knowledge Test, Source Analysis, Extended Writing
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Archbishop</li> <li>2. Pope</li> <li>3. Magna Carta</li> <li>4. Plague</li> <li>5. Bubonic</li> <li>6. Pneumonic</li> <li>7. Statute of Labourers</li> <li>8. Poll Tax</li> <li>9. Significance</li> </ol>	<ol style="list-style-type: none"> <li>1. Renaissance</li> <li>2. Marriage</li> <li>3. Divorce</li> <li>4. Tudor</li> <li>5. Monasteries</li> <li>6. Dissolution</li> <li>7. Religion</li> <li>8. Protestant</li> <li>9. Catholic</li> <li>10. Interpretation</li> </ol>
What employability skills are being developed?	Understanding leadership skills Communication of ideas Formal writing Inference	Understanding leadership skills Communication of ideas Formal writing Inference
Wider Curriculum Links?	Continues chronologically through the year 7 time periods beginning with the Norman Conquest in 1066. Students will look at themes like power, control and revolution that links to themes running through KS3 History lessons.	Continues chronologically through the year 7 time periods beginning with the Norman Conquest in 1066. Monarchy is a consistent theme.
What useful websites are there for this topic?	Life in Medieval England Documentary - <a href="https://www.youtube.com/watch?v=m0q-dgwsKr4">https://www.youtube.com/watch?v=m0q-dgwsKr4</a> Life during the Black Death - <a href="https://www.youtube.com/watch?v=LsHJCd530fY">https://www.youtube.com/watch?v=LsHJCd530fY</a>	Henry VIII in 10 Minutes- <a href="https://www.youtube.com/watch?v=ltrTUGeK5DQ">https://www.youtube.com/watch?v=ltrTUGeK5DQ</a> Edward VI in 10 Minutes- <a href="https://www.youtube.com/watch?v=BMm03Tg2XPA">https://www.youtube.com/watch?v=BMm03Tg2XPA</a> Mary I in 10 Minutes- <a href="https://www.youtube.com/watch?v=sMBVLSaJ92I">https://www.youtube.com/watch?v=sMBVLSaJ92I</a> Elizabeth I In 10 Minutes- <a href="https://www.youtube.com/watch?v=UvCd6yi1Bao">https://www.youtube.com/watch?v=UvCd6yi1Bao</a>
What wider reading could be done for this topic?	Outlaw by Michael Morpurgo The Measly Middle Ages by Terry Deary	Horrible Histories- The Slimy Stuarts by Terry Deary

	The Time Travellers' Guide to Medieval Europe by Ian Mortimer	
What else can students be doing independently to develop their understanding of this topic?	Visit the Eyam Museum (Plague Village) With adult help, make a medieval themed meal <a href="https://www.medievaltimes.com/education/medieval-lifestyles/food-and-drink">https://www.medievaltimes.com/education/medieval-lifestyles/food-and-drink</a>	Visit Baddesley Clinton in Warwickshire

YEAR 8 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Slavery and Empire (Double Unit)	Slavery and Empire (Double Unit) Tudors (Double Unit)
How will students be assessed?	Milestone – Knowledge Test, Source Analysis, Extended Writing	Milestone – Knowledge Test, Source Analysis, Extended Writing
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Empire</li> <li>2. Europe</li> <li>3. Great Britain</li> <li>4. Colony</li> <li>5. Trade</li> <li>6. Interpretation</li> <li>7. Independence</li> <li>8. Slavery</li> <li>9. Abolition</li> <li>10. Transatlantic</li> </ol>	<ol style="list-style-type: none"> <li>1. Empire</li> <li>2. Europe</li> <li>3. Great Britain</li> <li>4. Colony</li> <li>5. Trade</li> <li>6. Interpretation</li> <li>7. Independence</li> <li>8. Slavery</li> <li>9. Abolition</li> <li>10. Transatlantic</li> </ol>
What employability skills are being developed?	Communication of ideas Formal writing Inference Empathy of serious topics Understanding British values + protected characteristics	Communication of ideas Formal writing Inference Empathy of serious topics Understanding British values + protected characteristics
Wider Curriculum Links?	Students will now start to learn about important Historical events that have taken place globally to make you more aware of world history. Learning about African Kingdoms will help to challenge stereotypes. The British Empire has had a long-lasting impact on world events & has contributed to the multicultural society we live in today so it is important that you know what it is and can evaluate the	Students will now start to learn about important Historical events that have taken place globally to make you more aware of world history. Learning about African Kingdoms will help to challenge stereotypes. The British Empire has had a long-lasting impact on world events & has contributed to the multicultural society we live in today so it is important that you know what it is and can evaluate the positive and

	positive and negative consequences of the Empire. The long-last effects of the transatlantic slave can still be seen around the world; therefore, you need to know what it is; this will also help to develop empathy for those trapped in slavery and an awareness of how people challenged slavery to create change. Students will be able to make comparisons between different empires from early African kingdoms to 20 <sup>th</sup> Century British empires.	negative consequences of the Empire. The long-last effects of the transatlantic slave can still be seen around the world; therefore, you need to know what it is; this will also help to develop empathy for those trapped in slavery and an awareness of how people challenged slavery to create change. Students will be able to make comparisons between different empires from early African kingdoms to 20 <sup>th</sup> Century British empires.
What useful websites are there for this topic?	The Richest Person to Ever Live - <a href="https://www.youtube.com/watch?v=h-5cemOKkS8">https://www.youtube.com/watch?v=h-5cemOKkS8</a>	The Richest Person to Ever Live - <a href="https://www.youtube.com/watch?v=h-5cemOKkS8">https://www.youtube.com/watch?v=h-5cemOKkS8</a>
What wider reading could be done for this topic?	Noughts and Crosses Trilogy – Malorie Blackman	Noughts and Crosses Trilogy – Malorie Blackman
What else can students be doing independently to develop their understanding of this topic?	Visit the International Slavery Museum - <a href="https://www.liverpoolmuseums.org.uk/international-slavery-museum">https://www.liverpoolmuseums.org.uk/international-slavery-museum</a> Visit the British Museum - <a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a>	Visit the International Slavery Museum - <a href="https://www.liverpoolmuseums.org.uk/international-slavery-museum">https://www.liverpoolmuseums.org.uk/international-slavery-museum</a> Visit the British Museum - <a href="https://www.britishmuseum.org/">https://www.britishmuseum.org/</a>

YEAR 9 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Holocaust WWII	WWII Civil Rights
How will students be assessed?	Students will not be assessed on the Holocaust in the same fashion as other units, as arguments should not be made regarding the Holocaust. Instead, students will be given a knowledge test with the WWII unit.	Milestone – Knowledge Test, Source Analysis, Extended Writing
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Propaganda</li> <li>2. Germany</li> <li>3. Genocide</li> <li>4. Anti-Semitism</li> <li>5. Persecution</li> <li>6. Ghetto</li> <li>7. Europe</li> <li>8. Concentration Camp</li> </ol>	<ol style="list-style-type: none"> <li>1. Blitzkrieg</li> <li>2. Dunkirk</li> <li>3. Operation Dynamo</li> <li>4. Franklin D. Roosevelt</li> <li>5. Pearl Harbour</li> <li>6. Atlantic Wall</li> <li>7. Operation Overlord</li> <li>8. Paratroopers</li> </ol>

	9. Extermination 10. Cambodia 11. Kristallnacht 12. Legislation 13. Einsatzgruppen	9. Bombardment 10. Hiroshima and Nagasaki
What employability skills are being developed?	Communication of ideas Formal writing Inference Empathy of serious topics Understanding British values + protected characteristics	Communication of ideas Formal writing Inference Empathy of serious topics Understanding British values + protected characteristics
Wider Curriculum Links?	Students will have just completed the 'Rise of the Dictators' Unit that covers Hitler and his governance of the German people. We touch upon his methods of control which reference the Jewish treatment, but this unit will build directly upon this. This is also another sensitive topic that the students will tackle in a similar fashion to the Slavery unit in year 8.	This will work in congruence with the Holocaust chronologically. The unit will tackle specific turning points within the years of WWII in a similar way to moments are studied in WWI. The concept of turning points will also be useful for units moving into GCSE.
What useful websites are there for this topic?	The Master Race - <a href="https://www.youtube.com/watch?v=E2VE--RqpyQ">https://www.youtube.com/watch?v=E2VE--RqpyQ</a> <a href="https://www.bbc.co.uk/bitesize/articles/zt48dp3#zxpvywx">https://www.bbc.co.uk/bitesize/articles/zt48dp3#zxpvywx</a>	<a href="https://www.bbc.co.uk/bitesize/articles/z6vff82">https://www.bbc.co.uk/bitesize/articles/z6vff82</a>
What wider reading could be done for this topic?	Anne Frank's Diary The Book Thief – Markus Zusak	Blitzcat – Robert Westall
What else can students be doing independently to develop their understanding of this topic?	Watch the Boy in the Striped Pyjamas Visit the National Holocaust Centre and Museum	Watch Goodnight, Mr. Tom Visit Bletchley Park – Home of the Codebreakers

YEAR 10 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Medicine Through Time USA 1920-1973	USA 1920-1973
How will students be assessed?	Milestone – Knowledge Test, Source Analysis, Extended Writing Based on exam style questions.	Milestone – Knowledge Test, Source Analysis, Extended Writing Based on exam style questions.

Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Hippocrates</li> <li>2. Galen</li> <li>3. Abulcasis</li> <li>4. Rhazes</li> <li>5. Avicenna</li> <li>6. Plague</li> <li>7. Monasteries</li> <li>8. Renaissance</li> <li>9. Miasma</li> <li>10. Louis Pasteur/Pasteurisation</li> <li>11. Inoculation</li> <li>12. Vaccination</li> <li>13. Germ Theory</li> <li>14. Joseph Bazalgette</li> <li>15. Penicillin</li> </ol> <p>Beveridge Report</p>	<ol style="list-style-type: none"> <li>1. Republican</li> <li>2. Democrat</li> <li>3. Capitalism</li> <li>4. Communism</li> <li>5. Laissez-faire</li> <li>6. Rugged Individualism</li> <li>7. Tariffs</li> <li>8. Isolationism</li> <li>9. Assemble Line</li> <li>10. Prohibition</li> <li>11. Intolerance</li> <li>12. Red Scare</li> <li>13. Wall Street Crash</li> <li>14. Alphabet Agencies</li> <li>15. Consumerism</li> <li>16. McCarthyism</li> <li>17. Montgomery Bus Boycott</li> <li>18. Kennedy's New Frontier</li> </ol> <p>Feminism</p>
What employability skills are being developed?	<p>Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual analysis</p>	<p>Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual Analysis</p>
Wider Curriculum Links?	<p>Consistent links to time periods studied through KS3 and will be connected when studying the Normans in year 11.</p>	<p>USA studied throughout KS3 with WWI unit in year 8 and WWII and Civil Rights unit in year 9. Capitalism studied in Rise of the Dictators unit in year 9.</p>
What useful websites are there for this topic?	<p>BBC Bitesize - <a href="https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs">https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z3xb3j6/revision/1">https://www.bbc.co.uk/bitesize/guides/z3xb3j6/revision/1</a>            Exam Resources - <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-</a></p>	<p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zthf6yc">https://www.bbc.co.uk/bitesize/topics/zthf6yc</a>            'Hidden Figures' – 2016 film about a group of black women and their involvement in the space race.            BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1</a>            Exam Resources - <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-</a></p>

	<a href="resources?f.Component%7C7=Paper+2&amp;f.Option%7C9=Section+A+Option+A">resources?f.Component%7C7=Paper+2&amp;f.Option%7C9=Section+A+Option+A</a> <a href="https://thebicesterschool.org.uk/wp-content/uploads/2016/06/Medicine-Through-Time.pdf">https://thebicesterschool.org.uk/wp-content/uploads/2016/06/Medicine-Through-Time.pdf</a>	<a href="resources?f.Component%7C7=Paper+1&amp;f.Option%7C9=Section+A+Option+D">resources?f.Component%7C7=Paper+1&amp;f.Option%7C9=Section+A+Option+D</a>
What wider reading could be done for this topic?	AQA Revision Guides 'The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World' - Steven Johnson	AQA Revision Guides 'Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March', by Lynda Blackmon Lowery
What else can students be doing independently to develop their understanding of this topic?	Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Question structure quizzes to also be used on Show My Homework.	'Journey to Justice' exhibitions (various locations) <a href="https://journeytojustice.org.uk/">https://journeytojustice.org.uk/</a> Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Question structure quizzes to also be used on Show My Homework.

YEAR 11 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Conflict and Tension in Asia: Korea and Vietnam War Normans	Normans Revision
How will students be assessed?	Exam Style Questions Knowledge Tests	Exam Style Questions Knowledge Tests
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Communism</li> <li>2. Capitalism</li> <li>3. Parallel</li> <li>4. Division</li> <li>5. Korea</li> <li>6. Kim Il Sung</li> <li>7. Syngman Rhee</li> <li>8. Campaign</li> <li>9. Sino-American</li> <li>10. United Nations</li> <li>11. Nationalism</li> <li>12. Invasion</li> <li>13. Inchon</li> </ol>	<ol style="list-style-type: none"> <li>1. Rebellion</li> <li>2. Rebels</li> <li>3. Earls</li> <li>4. Northumbria</li> <li>5. Anglo-Saxon</li> <li>6. Norman</li> <li>7. Harrying</li> <li>8. York</li> </ol>

	<ul style="list-style-type: none"> <li>14. Stalin</li> <li>15. People's Committees</li> <li>16. Escalation</li> <li>17. Tension</li> <li>18. Stalemate</li> <li>19. MacArthur</li> <li>20. Guerilla tactics</li> <li>21. Vietminh</li> <li>22. Vietcong</li> <li>23. Dien Bien Phu</li> <li>24. Strategic Hamlets</li> <li>25. Napalm</li> <li>26. Containment</li> <li>27. Domino Theory</li> <li>28. Gulf of Tonkin</li> <li>29. Johnson</li> <li>30. Agent Orange</li> <li>31. Morale</li> <li>32. Search and Destroy</li> <li>33. Operation Rolling Thunder</li> <li>34. Deoliation</li> <li>35. Laos</li> <li>36. Cambodia</li> <li>37. Punji traps</li> <li>38. Diem</li> <li>39. Ho Chi Minh Trail</li> <li>40. Tet Offensive</li> <li>41. Anti-War Movement</li> <li>42. Watergate Scandal</li> </ul>	
What employability skills are being developed?	<ul style="list-style-type: none"> <li>Understanding leadership skills</li> <li>Communication of ideas</li> <li>Formal exam writing</li> <li>Inference</li> <li>Contextual analysis</li> </ul>	<ul style="list-style-type: none"> <li>Understanding leadership skills</li> <li>Communication of ideas</li> <li>Formal exam writing</li> <li>Inference</li> <li>Contextual analysis</li> </ul>

Wider Curriculum Links?	Students briefly looked at Cambodia in year 9 when looking at genocides around the world. The group have studied Stalin as part of their Dictators unit in year 9. Also, this links directly to the Presidencies of Eisenhower, Kennedy, Johnson and Nixon that the students have studied in their USA module	Students studied the Harrying of the North during their Normans unit in year 7. They have also briefly looked at this period during the History of Medicine unit.
What useful websites are there for this topic?	<a href="https://www.bbc.co.uk/bitesize/guides/zyh9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zyh9mnb/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zxds4j6/revision/2">https://www.bbc.co.uk/bitesize/guides/zxds4j6/revision/2</a> Exam Resources (Paper 1 Section B Option A) - <a href="#">AQA   GCSE   History   Assessment resources</a>	BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/topics/zywk4j6">https://www.bbc.co.uk/bitesize/topics/zywk4j6</a> Exam Resources (Paper 2 Section B Option A) - <a href="https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources?start_rank=71">https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources?start_rank=71</a>
What wider reading could be done for this topic?	AQA Revision Guides The Sorrow of War – Bao Nih Summer’s End – Audrey Couloubis	AQA Revision Guides The Anglo-Saxons: A History of the Beginnings of England Paperback – 2 Jun. 2022 by Marc Morris (Author)
What else can students be doing independently to develop their understanding of this topic?	Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Question structure quizzes to also be used on Show My Homework. Ken Burns’ Vietnam Documentary	Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Question structure quizzes to also be used on Show My Homework.

YEAR 12 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Tudors - Henry VIII NEA – Civil Rights Germany	Tudors - Henry VIII Germany
How will students be assessed?	Exam Style Questions	Exam Style Questions
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Dissolution of the Monasteries</li> <li>2. Annulment</li> <li>3. Renaissance</li> <li>4. Catholic</li> <li>5. Protestant</li> <li>6. Reformation</li> <li>7. Schism</li> <li>8. Segregation</li> <li>9. Amendment</li> </ol>	<ol style="list-style-type: none"> <li>1. Dissolution of the Monasteries</li> <li>2. Annulment</li> <li>3. Renaissance</li> <li>4. Catholic</li> <li>5. Protestant</li> <li>6. Reformation</li> <li>7. Schism</li> <li>8. Volksgemeinschaft</li> <li>9. Einsatzgruppen</li> </ol>



	10. Reconstruction 11. Ku Klux Klan	10. Kristallnacht 11. Pogrom 12. Synagogue
What employability skills are being developed?	Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual analysis	Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual analysis
Wider Curriculum Links?	Tudors learned in year 7 double unit and touched upon during Medicine through Time GCSE unit. Civil Rights covered in year 9 unit and USA 1920-1973 GCSE unit.	Tudors learned in year 7 double unit and touched upon during Medicine through Time GCSE unit. Germany studied through year 8 WWI unit, year 9 Rise of the Dictators and Holocaust/WWII units.
What useful websites are there for this topic?	<a href="https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/">https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/</a> <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C</a>	<a href="https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/">https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/</a> <a href="https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning">https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning</a>
What wider reading could be done for this topic?	AQA Revision Textbooks 'Turning 15 on the Road to Freedom: My Story of the 1965 Selma Voting Rights March', by Lynda Blackmon Lowery	AQA Revision Textbooks
What else can students be doing independently to develop their understanding of this topic?	Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Exam questions should be practiced at home in timed conditions.	Students should be continually constructing revision resources based on the guidance for flashcards and information posters in lessons. These should be used for testing knowledge. Exam questions should be practiced at home in timed conditions.

YEAR 13 CURRICULUM INFORMATION - History		
	Spring 1	Spring 2
What will students be learning?	Tudors – Mary I and Elizabeth I Nazi Germany NEA	Tudors - Elizabeth I Nazi Germany NEA

How will students be assessed?	Exam Style Questions Source Analysis Mock Exam	Exam Style Questions Source Analysis Mock Exam
Literacy – What keywords will be taught?	<ol style="list-style-type: none"> <li>1. Dissolution of the Monasteries</li> <li>2. Annulment</li> <li>3. Renaissance</li> <li>4. Catholic</li> <li>5. Protestant</li> <li>6. Reformation</li> <li>7. Schism</li> <li>8. Volksgemeinschaft</li> <li>9. Einsatzgruppen</li> <li>10. Kristallnacht</li> <li>11. Pogrom</li> <li>12. Synagogue</li> </ol>	<ol style="list-style-type: none"> <li>1. Dissolution of the Monasteries</li> <li>2. Annulment</li> <li>3. Renaissance</li> <li>4. Catholic</li> <li>5. Protestant</li> <li>6. Reformation</li> <li>7. Schism</li> <li>8. Volksgemeinschaft</li> <li>9. Einsatzgruppen</li> <li>10. Kristallnacht</li> <li>11. Pogrom</li> <li>12. Synagogue</li> </ol>
What employability skills are being developed?	Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual analysis	Understanding leadership skills Communication of ideas Formal exam writing Inference Contextual analysis
Wider Curriculum Links?	Tudors learned in year 7 double unit and touched upon during Medicine through Time GCSE unit. Germany studied through year 8 WWI unit, year 9 Rise of the Dictators and Holocaust/WWII units. Both units learned throughout year 12.	Tudors learned in year 7 double unit and touched upon during Medicine through Time GCSE unit. Germany studied through year 8 WWI unit, year 9 Rise of the Dictators and Holocaust/WWII units. Both units learned throughout year 12.
What useful websites are there for this topic?	<a href="https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/">https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/</a> <a href="https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning">https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning</a> <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C</a>	<a href="https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/">https://senecalearning.com/en-GB/blog/a-level-history-revision-the-tudors-aqa-1485-1603/</a> <a href="https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning">https://www.youtube.com/watch?v=PHI38gZDLj4&amp;ab_channel=SenecaLearning</a> <a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/assessment-resources?f.Option%7C9=Option+C</a>
What wider reading could be done for this topic?	AQA Revision Textbooks	AQA Revision Textbooks

What else can students be doing independently to develop their understanding of this topic?

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