

Unit 1 B1 Exemplar Scheme of Work

Topic B1: Power, Belief and Conflict in Early Modern Europe	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Germany in the early part of the Sixteenth 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 development of Lutheranism and the German Reformation.</p> <p>It should be emphasized 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>	
1. 2 hours	<p>The Big Picture:</p> <ul style="list-style-type: none"> • The Shape of Europe c.1500 (map with annotations on socio-economic composition and government) • Government by Princes
2. 3 hours	<p>The Big Picture:</p> <ul style="list-style-type: none"> • The Catholic Church on the eve of the Reformation (Abuses, the Papacy, the religious lives of individuals - nobles, the educated, people of the Church and peasants) • Christian Humanism - Erasmus and the Importance of printing • Papal authority and its impact in Germany (possible case study - Tetzel's Indulgences campaign)
3. 2 hours	<p>Essay-writing, quality of communication focus: planning an answer analysing causation egg. suggesting why Reformation ideas were attractive in Germany</p>
4. 3 hours	<p>Luther: Overview</p> <ul style="list-style-type: none"> • Timeline of life and works (giving the opportunity to discover ideas, formative experiences, family influences, The Lutheran Revolt, the Spread of Lutheranism in Germany and the extent to which Luther's role changed over the period) • Why did he take action in 1517?

<p>5. 4 hours</p>	<p>Luther's challenge:</p> <ul style="list-style-type: none"> • Ideas, writing and pamphlets of 1520 • Work after 1525 • Nature of the challenge • The reaction of the Church • Support for the challenge • Rejection of radicalism
<p>6. 4 hours</p>	<p>Analysing the Socio-Economic context: What was it about Germany at the time which helped Lutheranism survive and grow?</p> <ul style="list-style-type: none"> • The spread of ideas: Printing, Preaching, Literacy and the growth of the Towns <p>The Reformation in the German Cities (1521 onwards):</p> <ul style="list-style-type: none"> • Significance of the Diet of Worms • Cultural perceptions of the church revisited <p>Case Study 1: Hamburg (linking the factors together)</p>
<p>7. 2 hours</p>	<p>The Peasant's Revolt - Why did Luther condemn the Peasants' Revolt?</p> <ul style="list-style-type: none"> • Background and Timeline of the Revolt • Categorisation exercise - causes of the revolt (link to interaction of factors) • Luther's role in the Revolt (influences in the Twelve Article on Memmingen, Luther's political convictions. <p>Essay planning: Quality of Written Communication focus</p> <p>Consolidation and Analysis: Why did Luther condemn the Peasants' Revolt?</p>
<p>8. 4 hours</p>	<p>The Bigger Picture: The European Political Context</p> <ul style="list-style-type: none"> • Who's who of Europe 1517- 1555 (Princely Leagues, Italian wars, Habsburg France) • Investigating the Holy Roman Empire (leadership, nature and problems and the imperial election of 1519) • Charles V: the difficulties of being Holy Roman Emperor <p>The Ottoman Empire</p> <ul style="list-style-type: none"> • The nature of threat: The Mediterranean, threats to Habsburg lands and isolated Christian communities (shipping, communication and supplies) • Charles' response (attraction of Holy War, more concerted effort in 1530s) • French alliance with the Ottomans (and subsequent Habsburg-Valois tension) <p><i>Nb. Students will need the above contextual understanding of the situation outside of Germany - questions will, however, be focused primarily on the extent to which these contributed to the survival and spread of Lutheranism</i></p>
<p>9.</p>	<p>Essay writing: Quality of Written Communication focus</p>

3 hours	Linking themes - How do the social, religious, political and cultural factors studied allow/support/further the Reformation cause in Germany?
10. 3 hours	<p>Relative significance of factors: (Consolidation and Hypothesis)</p> <ul style="list-style-type: none"> • Political: Structure of the Holy Roman Empire - nature of power, relations between the Princes, the Emperor and the Papacy. • Individuals: Frederick the Wise, Maurice of Saxony, Luther himself, Charles V • Social, Cultural: Nature of Germany, attitudes and beliefs <p><i>Nb students should be encourage to discuss how these factors change and develop over the time period studied</i></p>

Exemplar Scheme of Work: Unit 1 Topic B2

Topic B2: Meeting the Challenge? The Catholic Reformation c1540-1600

The focus here is on the development of contextual knowledge and understanding of the Catholic renewal in the second half of the sixteenth century and on the Catholic Church's response to the challenge of Protestantism.

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 development of The Catholic Reformation.

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.

1. 3 hours	<ul style="list-style-type: none"> • The Big Picture: <ul style="list-style-type: none"> • The Shape of Europe c.1540 (map with annotations on socio-economic composition and government) • The Papacy: political importance of the Papacy, authority, criticisms of the Popes and the nature of the Papacy • Overview of The Protestant Challenge and its Impact in Europe
2. 3 hours	<ul style="list-style-type: none"> • The Big Picture: The nature of the Catholic Church <ul style="list-style-type: none"> • The Curia • The Episcopacy • The Clergy and the Religious • Abuses and their significance • Essay-writing, quality of communication focus: planning an answer analysing causation <i>Why was it perceived that the Catholic Church could no longer provide spiritual leadership?</i>
3. 1 hour	The attempt for Spiritual Renewal: <ul style="list-style-type: none"> • The New Orders (possible case studies include the Capuchins, Oratory of Divine Love)

	<ul style="list-style-type: none"> • Individuals (Pope Paul III, Pole, Contarini, Loyola and the early Jesuits)
4. 2 hours	<ul style="list-style-type: none"> • The Council of Trent (Overview) • 1545 - 7, 1551 - 2, 1562 - 3: Key events and decisions • How did the Council of Trent strengthen traditional doctrine and the authority of the Papacy?
5. 3 hours	<ul style="list-style-type: none"> • The Reforming Popes and their use and reinforcement of papal authority •
6. 3 hours	<ul style="list-style-type: none"> • Counter Attack on Protestant territory up to 1600 Poland, Austria and Bavaria
7. 2 hours	<p>The Jesuits:</p> <ul style="list-style-type: none"> • Origins and Founder • Aims and motivation • Development; the work of Peter Canisius <p>Analysis task: What role did the Jesuits play in the Catholic Reformation?</p>
8. 2 hours	<p>Failure of the Regensburg Colloquy</p> <ul style="list-style-type: none"> • Reasons • Wider context • Consequences
9. 2 hours	<p>Revisiting the themes: The Authority of the Church</p> <p>Case Study: A return to traditionalism - Cardinal Caraffa and the increasingly authoritarian approach of Popes</p>
10. 2 hours	<p>The Inquisition and the Index:</p> <ul style="list-style-type: none"> • Motivation and perceived need • Methods • Consequences <p>Students may wish to look at a case study such as Spain in order to locate the themes and issues in context</p>
11. 7 hours	<p>The Role of Catholic Leaders and rulers and their support for counter-reformation - religious loyalties and political interests</p> <ul style="list-style-type: none"> • Case Study 1: The Holy Roman Empire • Case Study 2: The Catholic League and Guise family in France • Philip II of Spain; his policies towards England, France and the Netherlands. <p>Essay writing, quality of written communication focus: How far did the political interest of the Catholic leaders and rulers determine their support for the counter reformation?</p> <p><i>Nb. Questions will not be asked which require detailed focus on any specified areas but students should be able to draw on specific examples to</i></p>

	<i>illustrate their arguments about the role of Catholic rulers</i>
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Topic B3: The Revolt of The Netherlands, 1559-1609

The focus here is on the development of contextual knowledge and understanding of the changes which took place in the Netherlands in the years 1559-1609.

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 Revolt of the Netherlands.

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>1.</p> <p>3 hours</p>	<p>The Big Picture:</p> <p>Introduction to the Netherlands Revolt</p> <ul style="list-style-type: none"> • Nature and structure of authority in the Netherlands (map of states and nature of government) • Origins of the crisis (reign of Charles V, early mistakes by Philip II)* • Timeline of events <p><i>*while students are not required to have specific knowledge of the political and religious situation in the Netherlands prior to 1559, some contextual knowledge of wider political and religious conflicts in Europe would be useful.</i></p>
<p>2.</p> <p>6 hours</p>	<p>Governor Generalship of Margaret of Parma</p> <p>Cardinal Granvelle and the clash with the greater nobles over the bishoprics - the roles of Orange Horn and Egmont.</p> <ul style="list-style-type: none"> • The Spread of Calvinism • The Crisis of 1566 (Socio-Economic context) - The 'Beggars' - The Iconoclastic Fury - the first revolt? - its suppression.
	<p>Quality of written communication focus: Analysing the significance of a factor: What role did the spread of Calvinism play in the disaffection with Spanish rule?</p>
<p>3.</p> <p>4 hours</p>	<p>The Rule of Alba 1567-72</p> <ul style="list-style-type: none"> • Persecution of heretics and attacks on 'Liberties'-the 'Council of Blood' • Role of Orange in 1568 and 1572 • The Rising of 1572-the Second Revolt? • Why could Alba not Crush it?
	<p>Quality of written communication focus: Writing introductions and conclusions: Why could Alba not crush the Rising of 1572?</p>

<p>4.</p> <p>4 hours</p>	<p>The Survival of Revolt 1573-79</p> <ul style="list-style-type: none"> • Don Requesens-Money problems -the Spanish Fury • Role of William- 'the Father of the Nation' • The Pacification of Ghent • Don John and the Unions of Arras and Utrecht
	<p>Quality of Written Communication writing focused paragraphs on selected factors: What factors allowed the Second Revolt to survive? (Factors for consideration should include the recurring themes of geography, role of the house of Orange, naval power, Philip II's focus on the threat posed by the Ottoman Empire)</p>
<p>5.</p> <p>4 hours</p>	<p>The Spanish Reconquest 1580-87</p> <ul style="list-style-type: none"> • The Role of Parma • Foreign intervention-Casimir, Anjou • William's death and its significance • Direct intervention by Elizabeth
	<p>Quality of Written Communication focus: Why did the Southern provinces return to Spanish control by 1585</p>
<p>6.</p> <p>6 hours</p>	<p>The Splitting of the Netherlands 1588-1609</p> <ul style="list-style-type: none"> • Maurice; military reform and success • Parma; failure and death • The growing prosperity of the North-Oldenbarnevelt • Spanish problems and Foreign aid to the North
<p>7.</p> <p>3 hours</p>	<p>Overview-Themes</p> <ul style="list-style-type: none"> • The role of individuals • The impact of geography • The international dimension-Spain's commitments, English and French intervention.

Exemplar Scheme of Work Unit 1 Topic B4

Topic B4: The European Witchcraze	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Europe in the late Sixteenth and early Seventeenth Centuries and their relationship to the witchcraze in that period.</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 development of the European Witchcraze</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>	
1. 2 hours	<p>The Big Picture:</p> <ul style="list-style-type: none"> • The Nature of Europe c1580 (map and annotations) <p>Overview Web of Causation - themes in Europe in the late 16th Century and how they contributed to the development of a Witchcraze</p> <ul style="list-style-type: none"> • social • political • religious • cultural • economic
2. 2 hours	<p>Delving deeper: Religious Upheaval in Europe:</p> <ul style="list-style-type: none"> • Decline of the Catholic church • Catholic reformation (increasing drive to impose ordered religion on certain countries in particular)
3. 2 hours	<p>The Role of Women in the Sixteenth Century</p> <ul style="list-style-type: none"> • Build up of the enduring fear of women (roles as mother and healer, sexual stereotyping, social position)*

	<ul style="list-style-type: none"> • Increase in accusations of <i>maleficium</i> after 1500 • Role of the church and written sources in perpetuating witchcraft accusations <p>*while students are not required to have knowledge of events prior to c1580 they should be familiar with the fact that the image and beliefs predate this period</p>
4. 2 hours	<p>Investigation: <i>Why did a witchcraze develop?</i></p> <ul style="list-style-type: none"> • Revisiting: the role of women, the Role of the Church • Academic belief and the image of the witch* • Early trials and the contribution of these to the image of the witch <p>* while students are not required to have knowledge of events prior to c1580 they should be familiar with the fact that the image and beliefs predate this period</p>
5. 2 hours	<p>Essay plan exercise, focus on causation: Why did a witchcraze develop in Western and Central Europe at this time?</p>
6. 3 hours	<p>The Hotspots: <i>Students should consider the following...</i></p> <ul style="list-style-type: none"> • Germany • Alsace • Switzerland • England
7. 4 hours	<p>Focus: The Social and Economic context of 1580-1650</p> <ul style="list-style-type: none"> • Patterns and outcomes map/graph <p>Extended writing exercise: <i>The "witch believing peasantry": what drove the lower classes to their support for witch trials?</i></p> <ul style="list-style-type: none"> • Inflation • Changes to land use • Religious upheaval • Regional variations • The role of women
8. 2 hours	<p>War and the Witchcraze:</p> <p>Case Studies:</p> <ul style="list-style-type: none"> • French Wars of Religion • English Civil Wars • Thirty Years War <p><i>Students should aim to locate these case studies in the context illustrated in section 7 (knowledge of military conflicts will not be expected - the focus should be on how the upheaval and disruption to patterns of life and authority which these conflict caused contributed to the witch craze)</i></p>
9.	<p>A Witch Trial:</p>

3 hours	<ul style="list-style-type: none"> • Case Studies: Ban de la Roche, Scotland under James VI, England during the Civil Wars • Nature of the accusations • The process • Use of torture and the nature of confessions <p><i>Essay writing exercise: How did “confessions” reinforce the stereotypes and perpetuate the witch craze?</i></p>
10. 2 hours	<p>The Literature*:</p> <ul style="list-style-type: none"> • Written sources • Guides to identifying witches • Development and promotion of the literature (Church, popular culture and nobility) <p><i>*while they will not be expected to have knowledge of events before c1580, Students should understand that much of the influential literature predated the period</i></p>
11. 2 hours	<p>Case Study: Revisiting what we have learnt</p> <ul style="list-style-type: none"> • Johanne von Schoneburg - Trier from 1581 <p><i>This is a suggested case study; students will not be required to have detailed knowledge of this particular study but will be expected to give examples to illustrate the full range of their knowledge.</i></p>
12. 4 hours	<p>Spotting the patterns: Essay writing exercise</p> <ul style="list-style-type: none"> • Nature of the Accusations • The Role of the Individual (Balthasar Nuss, James VI, Matthew Hopkins) • Regional Variations • Distribution • Socio Economic context • The Impact of War

Exemplar Scheme of Work for Unit 1 Topic B5

Topic B5: Conflict and Conquest in Ireland, 1598-1692	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Germany in the early part of the Sixteenth 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 Conflict and Conquest in Ireland.</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>	
1. 2 hours	<p>The Big Picture:</p> <ul style="list-style-type: none"> • Timeline 1598-1692 (coloured representations of the main themes of conquest, control, resistance, the price of resistance) • Living graph of Irish attitudes towards English Authority
2. 3 hours	<p>Elizabeth I and the Tyrone Rebellion 1594-1603:</p> <p>Background:</p> <ul style="list-style-type: none"> • Religious upheaval • 16th Century immigration to Ireland (England and Scotland) • Nature of authority in Ireland <p>The Rebellion:</p> <ul style="list-style-type: none"> • Aims and objectives of the rebellion • Support from Catholic Spain • Failure of Essex <p>Students will not be expected to have detailed knowledge of military campaigns but should understand the impact of these on Anglo-Irish relations.</p>
3. 2 hours	<p>The Aftermath of the Rebellion:</p> <ul style="list-style-type: none"> • Mountjoy and the re-establishment of authority

	<i>Essay writing exercise, focus on impact analysis: What effect did the Tyrone Rebellion have on Irish feelings towards the British?</i>
5. 1 hours	Stuart Accession (Overview): <ul style="list-style-type: none"> • James I, Charles I - changing nature of authority • Implications for Ireland
6. 2 hours	Case Study: Ulster (Plantations) <ul style="list-style-type: none"> • The concept (law, authority and leadership) • The effects (religious tensions, landholding and social impact)
7. 2 hours	Extended writing exercise: <i>The Impact of Settlement</i> <ul style="list-style-type: none"> • Social • Economic • Religious • Regional variations (e.g. differences between Monaghan, Down, Antrim, Ulster) • Anglo-Irish relations
8. 2 hours	1641 - Web of Causation - What were the causes behind the rebellion?
9. 2 hours	1641 - 1653: <ul style="list-style-type: none"> • Background to the rebellion (authority, religion and relationships) • Factional rivalries <i>Essay writing exercise causation: Should the rebellion really have been a surprise to the English authorities?</i>
10. 2 hours	Ormond (and the attempts at Peace) <i>Essay writing exercise analysis: Was Peace really ever an option?</i>
11. 1 hour	1641 - 1653: The Bigger Picture Scottish Involvement
12. 1 hour	1649-1653: The Bigger Picture The Commonwealth
13. 2 hours	The Role of the Individual: <ul style="list-style-type: none"> • Strafford • Ormond • Cromwell (and Ireton) claim and counter claim QoWC focus: What impact did Cromwell's land settlement have on the Irish population?
14. 2 hours	Restoration Ireland: <ul style="list-style-type: none"> • Background to Restoration, the expanding nature of England's authority in

	<p>the world</p> <ul style="list-style-type: none"> • Hopes and fears in Ireland • Two sides to the story (Disappointment, neglect, land use, the return of Ormond vs. The brief reign of peace, James II's furthering of the Catholic cause) • Economic relations and their development as English rule and colonial power expanded
15. 2 hours	<p>Glorious Revolution</p> <ul style="list-style-type: none"> • Background • Renewal of religious tension • Battle of the Boyne
16. 2 hour	<p>The Way forward - Articles of Limerick and the impact of settlement on Ireland</p>
17. 2 hours	<p>Spotting the patterns in changing religion, authority and economy: Essay writing exercise</p> <ul style="list-style-type: none"> • Religion • Authority • The Role of the Individual • Economic factors



Exemplar Scheme of Work Unit 1 Topic B6

Topic B6: The Thirty Years War and its Impact on Continental Europe, 1618-60	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Germany in the early part of the Sixteenth 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 Thirty Years War and its Impact on Continental Europe</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>	
1. 2 hours	<p>The Big Picture: (map and annotations)</p> <p>Role and nature of Habsburg power in Germany, Bohemia and Austria</p> <p>Religious divisions and tensions in the Holy Roman Empire</p> <p>Structure of the Empire and Socioeconomic makeup</p> <p>Increasingly militant Catholicism</p>
2. 2 hours	<p>Origins of War:</p> <ul style="list-style-type: none"> • Habsburg pressure • The Bohemian Rebellion • Habsburgs deposed, the crown goes to Frederick (1619) • Spanish relations with Frederick • Frederick's acceptance of the Crown: Why and Implications
3. 2 hours	<p>Essay writing exercise - Causation focus:</p> <p>What were the causes of the Thirty Years War?</p>
4. 2 hours	<p>Outbreak - First phase of the war (1619 - 1630) Timeline</p> <ul style="list-style-type: none"> • Palatinate phase • Danish phase

5. 2 hours	The Protestant Union: <ul style="list-style-type: none"> • Background and motives • Development • Weaknesses in 1619
6 1 hours	Frederick's Expulsion and the consequences
7. 2 hours	Intervention in the first phase of the war <ul style="list-style-type: none"> • England • Netherlands • Denmark
7. 1 hour	The extension of Habsburg power
8. 2 hours	Swedish intervention (especially 1630-34) Introduction <ul style="list-style-type: none"> • Why did the Thirty Years' War not end with the Peace of Lubeck? Summary Diagram of Swedish Intervention (annotated with the following) <ul style="list-style-type: none"> • Motivation (lack of opposition , defensive reasons, Aims and ambitions of Gustavus Adolphus) • Nature of conflict (Occupation of Rhineland, Battles of Breitenfeld, Lutzen and Nordlingen, the Heilbronn League) • Roles of Wallenstein (and assassination) and Tilly • Impact • Peace of Prague - <p>Essay writing (QWoC focus) Why did the Peace of Prague fail to bring an end to the Thirty Years War?</p>
9. 3 hours	Revisiting the Themes: Web of causation - Why did the War last so long? The Key Arguments: <ul style="list-style-type: none"> • Dynastic rivalries • Diplomacy • Nature of intervention (French, Danish, Swedish, Dutch, Spanish) • <i>Students are not expected to have detailed knowledge of the military campaigns but should be able to offer examples to support the key arguments as to why the war lasted so long</i>
10. 2 hours	Essay writing: Analysis of themes focus - Why did the war last so long?
11. 2 hours	Bringing the conflict to a close: The Peace of Westphalia <ul style="list-style-type: none"> • Setting the scene

	<ul style="list-style-type: none"> • Main features
12. 3 hours	<p>Redrawing the map of Europe -</p> <p>How did power change because of the war?</p> <ul style="list-style-type: none"> • Denmark-Sweden • Habsburg power in central Europe and Spain and relations with France • Balance of Protestant and Catholic states
13. 3 hours	<p>The Impact of Prolonged War</p> <ul style="list-style-type: none"> • Cultural • Economic • Religious • Political

Exemplar Scheme of Work Unit 1 Topic B7

Topic B7: Crown, Conflict and Revolution in England, 1660-89	
<p>The focus here is on the development of contextual knowledge and understanding of the changes which took place in Germany in the early part of the Sixteenth 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 Crown, Conflict and Revolution in England.</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>	
1. 2 hours	<p>The Big Picture: (Timeline)</p> <ul style="list-style-type: none"> • The relationship between Crown and Parliament (Tudor and Stuart) <p><i>Nb students are not required to have detailed knowledge of events before 1660, however an understanding of the nature of this relationship prior to this date may aid students' understanding of the main themes in question and an understanding of the situation in 1659 and the circumstances in which the restoration took place is relevant to the topics main features.</i></p>
2. 3 hours	<p>Overview - 1660:</p> <ul style="list-style-type: none"> • The Nature of Monarchy • Relationship between Crown and Parliament (basic overview) • Religion in England • Economy • Foreign Relations and the European context
3. 2 hours	<p>Restoration Settlement - the Background:</p> <ul style="list-style-type: none"> • Main features • Process

4. 3 hours	<p>Restoration Settlement - the Details:</p> <ul style="list-style-type: none"> • Role and power of the Monarch • The role of the Church • Further changes - 1664-67 <p>Essay writing: Written communication focus - What was the role of the key players in the Restoration Settlement?</p>
5. 1 hour	<p>Analysis:</p> <p>What problems might the Restoration Settlement lead to?</p>
6.. 2 hours	<p>Charles II: Overview (the beginning of the his reign)</p> <ul style="list-style-type: none"> • Formative years • The Impact of the Individual: his role in the restoration • Personality and methods • Relationships: Ministers, Parliament, Advisors <p>Essay plan: Written communication focus How far does the influence of Charles II account for the nature of the settlement arrived at in 1660?</p>
7 2 hours	<p>Conflicts: Ideas vs. Reality</p> <ul style="list-style-type: none"> • Aims of key political figures (and their impact) • Religious tensions • The impact of foreign affairs and the influence of Louis XIV.
8. 2 hours	<p>Essay writing task: Analysis of the role of the Individual In influencing the powers of the Crown in practice</p> <ul style="list-style-type: none"> • Charles 1 • Clarendon • Whig Leaders
9. 1 hour	<p>Overview:</p> <p>Origins of Empire (map and annotation focusing on problems generated by expansion)</p>
10. 2 hours	<p>Origins of Empire continued...</p> <ul style="list-style-type: none"> • Economic issues - funding the Empire • Diversification of trade - effect on relations with other powers
11. 2 hours	<p>Case Study - Identifying the themes:</p> <ul style="list-style-type: none"> • Importance of the Individual • Trade and Economic factors • International Rivalry • Religious Factors <p>The Anglo Dutch Wars (1664-7 and 1672-4)</p> <p><i>Students are not expected to have detailed knowledge of the conflicts, but they should understand the problems caused by the need to finance the wars and appreciate the significance of the outcomes of the conflicts.</i></p>

<p>12. 2 hours</p>	<p>Timeline 1685-89</p> <ul style="list-style-type: none"> • Strong starting position • Deterioration of the situation • Birth of James' son • The role of William of Orange • The reasons for James' flight and 'abdication' • 1689 Settlement
<p>13. 2 hours</p>	<p>Revisiting the Role of the Individual - James, Duke of York and King</p> <ul style="list-style-type: none"> • The man himself - attitudes and personality • Religious attitudes and attack on the Church of England • Impatience • Lack of judgement <p>Essay writing task: How far does James' own lack of judgment account for the revolution of 1688?</p>
<p>14. 2 hours</p>	<p>Exploring the detail: the 1689 Settlement</p> <ul style="list-style-type: none"> • Background • Main features
<p>15. 2 hours</p>	<p>Consolidation and revision: The Themes</p> <ul style="list-style-type: none"> • The relationship between Crown and Parliament • Religion • The role of the Individual • Wider political context

