

History Department A Level Rationale
War of the Roses/British Period

To give students the knowledge and skills required to access the British period study component a KS5.

OCR A Level History aims

The aims and objectives of this qualification are to enable students to:

- Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance.
- Acquire an understanding of different identities in society and an appreciation of aspects, such as social, cultural, religious and ethnic diversity as appropriate.
- Build on their understanding of the past through experiencing a broad and balanced course of study.
- Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- Develop the ability to ask relevant and significant questions about the past and to research them
- Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- Develop their use and understanding of historical terms, concepts and skills
- Make links and draw comparisons within and/or across different periods and aspects of the past
- Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

YEAR 12	Content Theme	Skills	Rationale
Theme 1	Wars of the Roses 1445–1461 Contextual understanding of 15 th Century England	(AO2) critical use of evidence in investigating and assessing historical questions, problems and issues (Analyse & evaluate)	Students must be introduced to the key concepts of 15 th Century England in order for them to be able to make informed judgements on the course content. This includes understanding the role of the King, his administration, the social structure of England and the concept of service. It is also vital to understand the legacy of Henry V and the English successes in France prior to Henry VI's reign.
Theme 2	The Outbreak of the Wars 1445–1450	(AO2) critical use of evidence in investigating and assessing historical questions, problems and issues (Analyse & evaluate)	The Government of England c.1445; the growth of opposition, the issue of taxation, Henry VI's advisors, patronage, Cade's rebellion (1450); Henry's illness (1453–1455); the problem of the nobility; Somerset and York; failure in France to 1450 and its impact on Government. <i>These strands are taught in order for pupils to assess the long term causes of the outbreak of war.</i>
Theme 3	The early actions of Richard, Duke of York	(AO2) critical use of evidence in investigating and assessing historical questions, problems and issues (Analyse & evaluate)	York's return from Ireland (1450); York's attempted coup (1452); reaction to the birth of Henry's heir (1453); York's first Protectorate (1454); York's removal from the Protectorate; York's response to the actions of Margaret of Anjou and the second Protectorate (1455). <i>The study of these key elements establishes the short term causes for the descent into violence. The illness of the king, local feuding and the York, Somerset, Margaret axis is key to the outbreak of the war proper.</i>

Theme 4	War and the defeat of Richard, Duke of York	(AO2) critical use of evidence in investigating and assessing historical questions, problems and issues (Analyse & evaluate)	Pupils Study: Battle of St Albans (1455); capture of Henry VI; restoration of York to Protectorate; Government of Margaret of Anjou; the role of Neville; the 'love-day' (1458); flight of the Yorkists; 'Parliament of the Devils'; Battle of Northampton (1460); York as heir; death of York (1460) and Edward's claim to the throne. <i>Students must understand why the first battle took place and the consequences of the battle; namely the phoney-peace following this which was characterised by factional divisions and mistrust which culminated in the death of Richard Duke of York and the ascendancy of his son, Edward.</i>
Theme 1	British Period Study: England 1461–1509 Edward IV's first rule and the crisis of 1470–1471	(AO1) Knowledge & Understanding of period Continuity/Change Causation Analytical judgement	Edward IV's management of the government; Edward's relations with the nobility; unrest; marriage to Elizabeth Woodville including the Earl of Warwick; relations with France; Edward's fall from power and the restoration of Henry 1470–1471 including the role of Margaret of Anjou <i>Students must be able to assess the reasons for Edward's deposition from the throne. What were his strengths and weaknesses as a young king and why did Warwick ultimately betray him.</i>
Theme 2	Edward IV Second reign 1471–1483	(AO1) Knowledge & Understanding of period Continuity/Change Causation Analytical judgement	Edward IV's management of government; relations with the nobility; finances <i>Students assess the reign and management of the kingdom. How did Edward establish himself on the throne without threat of rebellion? Judgements are drawn on the reasons for and the extent of his success.</i>
Theme 3	Richard III 1483–1485	(AO1) Knowledge & Understanding of period Continuity/Change Causation Analytical judgement	Richard III's accession; claim to the throne, the Princes in the Tower, the removal of the Woodvilles and Hastings; the Buckingham rebellion; government under Richard III, policy towards the nobility; defeat by Henry Tudor and reasons for his overthrow. <i>Students need to understand the various theories for Richard claiming the throne. They must understand the significance of the princes and his policies on his levels of support within the nobility. This is especially relevant to the Battle of Bosworth.</i>
Theme 4	Henry VII's rule in England 1485–1509	(AO1) Knowledge & Understanding of period Continuity/Change Causation Analytical judgement	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simmel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament. <i>Students must be able to demonstrate the changing nature of Henry's rule, from the fight to establish the dynasty to becoming a king that was widely feared. They will have to make judgements on the reasons for his establishment and the extent of his success in varying elements of his reign domestically.</i>

Theme 5	Henry VII's foreign policy 1485–1509	(AO1) Knowledge & Understanding of period Continuity/Change Causation Analytical judgement	England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus. <i>Students must be able to analyse how Henry used foreign policy as a key arm to securing the throne of England. They will assess reasons for his actions and the impact that these had in the domestic setting also. Whilst these two elements are taught discreetly, they are reliant on each other to enable students to have greater understanding of causes and reasoning behind Henry's decisions.</i>
---------	--------------------------------------	--	--