

GCSE



WJEC GCSE

History

Approved by Qualifications Wales

Guidance for Teaching: Unit 1 Option 1.3

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification is not available to centres in England.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment – Unit 1

Unit 1: An in-depth study on Welsh history

Written examination: 1 hour

30% of qualification

60 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

Medieval

1.1 Rhys ap Gruffudd, Prince of Deheubarth c. 1132–c.1197

1.2 Owain Glyndwr c. 1354–c.1416

Early Modern

1.3 Wales and the early Tudors c.1485–c.1547

1.4 Wales in the era of the Civil War 1603–c.1660

Modern

1.5 Rebellions and Protest in Wales, c.1831–c.1892

1.6 Wales in the early to mid-twentieth century, c.1914–c.1959

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

Unit 1 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

Overview of Unit 1 Early Modern: Option 1.3 Wales and the early Tudors c.1485–c.1547

An in-depth study on Welsh history

(30% of the qualification)

The purpose of Unit 1 is to provide an insight into the development of Wales at a specific point in time. The aim of this option is to develop learner understanding of the impact of the reigns of the Tudor monarchs on Wales across the period 1485 to 1547.

Time period	Option	
Early Modern	1.3	Wales and the early Tudors c.1485–c.1547
	1.3.1	The accession of Henry VII
	1.3.2	The governance of Wales under Henry VII, 1485 - 1509
	1.3.3	Henry VIII's early attempts to control Wales, 1509 - 1536
	1.3.4	The impact of the early Reformation on Wales
	1.3.5	The Acts of Union, 1536 and 1543

Scheme of Learning for Option 1.3 Early Modern: Wales and the early Tudors c.1485–c.1547

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>

1.3 Background: Wales in the mid fifteenth century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes:	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the political influence on Wales of the Edwardian settlement, the Marches and Marcher lords, and the Wars of the Roses. 	<p>The consequences of the Conquest of Wales by Edward I with an understanding of how Wales was divided up between Edward and the Marcher Lords.</p> <p>Welsh involvement in the Wars of the Roses and the impact this had on Wales.</p>	<p>Activity: Label the map (found in Resources column) to explain the changes to Wales following the Edwardian settlement.</p> <p>Outcome: Learners can demonstrate that they understand the influence of the Edwardian settlement on Wales.</p> <p>Advanced activity: Create a timeline of Welsh involvement in the Wars of the Roses up to the accession of Henry VII.</p>	<p>Book(s): <i>History of Wales, 1485-1660</i> by Hugh Thomas Chapter 1</p> <p>Map(s): Map of Modern Day Wales</p> <p>Maps of Wales</p> <p>Website(s): Wales under the Tudors - BBC History</p>	2 hours

		<p>Advanced outcome: Learners can demonstrate that they understand the Welsh involvement in the Wars of the Roses.</p>		
<ul style="list-style-type: none"> important features of life in Wales in the fifteenth century, the nature of Welsh society, the status of the Welsh language and the importance of religion and the Church. 	<p>An understanding of life in Wales in the fifteenth century to include work, population, culture, language, religion, rebellion and housing.</p>	<p>Activity: Use primary / secondary research to explain features of life in Wales in the fifteenth century. This can include important aspects such as work, population, culture, language, religion, rebellion to English rule and housing. This could be completed collaboratively with learners being responsible for different aspects and sharing with others.</p> <p>Outcome: Learners can demonstrate that they understand features of life in Wales in the fifteenth century.</p> <p>Advanced activity: Use sources on English life to identify similarities and differences between Welsh and English life.</p> <p>Advanced outcome: Learners can compare and contrast life in English and Welsh society</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas Chapter 1</p> <p><i>Tudor Wales</i> by Trevor Herbert</p> <p>Website(s): BBC - History - British History in depth: Wales: English Conquest of Wales c.1200 - 1415</p>	<p>2 hours</p>

1.3.1 The accession of Henry VII				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the origins of the Tudor Dynasty, including: <ul style="list-style-type: none"> Henry, Earl of Richmond, his ancestry and his early years in Pembroke the significance of Margaret Beaufort. 	<p>An understanding of Henry VII's claim to the throne through his mother and father.</p> <p>An understanding of Henry VII's childhood – growing up with his mother and uncle, Jasper Tudor, in Pembroke and the events that led to him fleeing to Brittany.</p> <p>Reasons why Margaret Beaufort was significant in the accession of Henry VII, to include her marriage to Lord Stanley.</p>	<p>Activity: Use Henry VII's family tree to identify how he had claims to the throne.</p> <p>Outcome: Learners can describe the ancestry and early years of Henry VII and the significance of Margaret Beaufort.</p> <p>Advanced activity: RAG rate the reasons why Margaret Beaufort was significant. Give reasons for your rating.</p> <p>Advanced outcome: Learners can evaluate the significance of Margaret Beaufort</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas (Chapter 2)</p> <p>Website(s): Wales under the Tudors - BBC History</p>	2 hours

<ul style="list-style-type: none"> the final battles of the Wars of the Roses, including: <ul style="list-style-type: none"> the Battle of Bosworth, 1485 and the Battle of Stoke, 1487 the significance of key personnel, including Richard III, Jasper Tudor and the Stanley brothers. 	<p>Understand the Wars of the Roses.</p> <p>Describe the events leading up to the Battle of Bosworth.</p> <p>Explain how Henry VII won the Battle of Bosworth. This will be used to consider significant individuals including Richard III, Jasper Tudor and the Stanley brothers.</p> <p>Describe the Battle of Stoke Field and the importance of this battle in consolidating Henry VII's power.</p>	<p>Outcome: Learners can describe the Battle of Bosworth and the Battle of Stoke and explain why the key personnel were significant.</p> <p>Activities: Complete a guided reading task on the final battles of the Wars of the Roses. The clips can be used to supplement their knowledge of the battles.</p> <p>Create a fact file on the significance of the key individuals. This must include Richard III, Jasper Tudor and Stanley brothers. Prior knowledge will allow learners to do this.</p> <p>Advanced activity: Class debate on the significance on the key personnel.</p> <p>Advanced outcome: Learners can reach a judgement on which key personnel was the most significant.</p>	<p>Video(s): What Actually Happened At The Battle Of Bosworth? The Battle of Stoke Field!</p> <p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 2.</p>	<p>2 hours</p>
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<ul style="list-style-type: none"> Henry's seizure of the throne, including: <ul style="list-style-type: none"> Henry's immediate acts to secure the throne the significance of Elizabeth of York. 	<p>Explain how Henry acted quickly to consolidate his position, including the dating of his reign before the battle of Bosworth, rewarding key supporters, arresting potential claimants and marrying Elizabeth of York to unite the House of York and Lancaster.</p>	<p>Activity: Learners to be given sources on Henry's seizure of the throne to assess Henry's acts to secure the throne.</p> <p>Outcome: Learners can explain the acts used to secure the throne and the significance of Elizabeth of York.</p> <p>Advanced activity: RAG rate the effectiveness of different approaches to consolidating Henry's power.</p> <p>Advanced outcome: Learners can evaluate the effectiveness of the different acts.</p>	<p>Website(s): Henry VII - Spartacus Educational</p>	<p>2 hours</p>
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1.3.2 The governance of Wales under Henry VII, 1485-1509

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> Henry VII's relations with the Marcher lords, including: <ul style="list-style-type: none"> assuming control over most of the northern Marcher lordships and issuing charters of privilege the re-establishment of the Council in the Marches of Wales in 1493 at Ludlow. 	<p>Understand how and why Henry restored the Council of Wales and staffed it with Welsh nobles under Jasper Tudor's leadership.</p> <p>Understand the special privileges given to nobles in the 'marches'.</p> <p>Understand why Henry VII re-established the Council in the Marches of Wales to consolidate control over Wales, particularly the Marches which was known for lawlessness and conflict.</p> <p>Understand the responsibilities of the council and the strategic importance of Ludlow.</p>	<p>Outcome: Learners can explain how Henry established control over the Marcher lordships.</p> <p>Activity: Create a timeline showing Henry VII's steps to gaining control over the Marcher Lordships.</p> <p>Advanced activity: Use maps from previous lesson to look at the strategic importance of Ludlow. New maps should be annotated with key details to show continuity and change throughout Henry's reign.</p> <p>Advanced outcome: Learners can use maps to explain change and continuity during Henry's reign.</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 3</p> <p>Map(s): Map of Modern Day Wales</p>	2 hours

<ul style="list-style-type: none"> Henry VII's relations with the Welsh gentry, including: <ul style="list-style-type: none"> the position of the Welsh gentry at the royal court his use of Welsh gentry including Sir Rhys ap Thomas and William ap Gruffudd to control large areas of Wales. 	<p>Understand the importance of the royal court and how Henry VII used this to reward loyal gentry.</p> <p>The significance of Welsh gentry in the royal court including the political influence, titles, land and cultural exchange.</p> <p>Understand the importance of Rhys ap Thomas and William ap Gruffudd in solidifying Henry's power in Wales.</p> <p>The significance of military resources and the influence of Rhys ap Thomas and William ap Gruffudd in securing Henry's position and facilitating a cohesive relationship between Wales and England.</p>	<p>Activity: Write an essay explaining the importance of the Welsh gentry in the royal court and in controlling Wales.</p> <p>Outcome: Learners can explain the significant influence Welsh gentry had on the royal court and how gentry were used to control Wales.</p> <p>Advanced activity: Class debate on the effectiveness of Sir Rhys ap Thomas and William ap Gruffudd's control over Wales.</p> <p>Advanced outcome: Learners can evaluate the effectiveness of Sir Rhys ap Thomas and William ap Gruffudd's control over parts of Wales.</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 3.</p> <p>Website(s): Digitised manuscripts - The British Library</p>	2 hours
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<ul style="list-style-type: none"> the significance of the English heir as Prince of Wales, including: <ul style="list-style-type: none"> the investiture of Prince Arthur in 1489 aged 3 the investiture of Prince Henry in 1504 following his brother's death. 	<p>Understand the reasons why the investiture of Prince Arthur and Prince Henry was significant, such as reinforcing the legitimacy of the Tudor claim to the throne, asserting the authority of the Tudor monarchy in Wales and setting a precedent for future heirs.</p> <p>Describe the events of the investiture of Arthur and Henry.</p>	<p>Activity: Comprehension task with reading to answer key questions about the investitures.</p> <p>Outcome: Learners can describe the investiture of both Prince Arthur and Prince Henry.</p> <p>Advanced activity: Use sources to identify reasons why the title of Prince of Wales was significant since King Edward I.</p> <p>Advanced outcome Learners can explain why the role of Prince of Wales was significant.</p>	<p>Website(s): Prince of Wales: What does the title mean?</p> <p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 3.</p>	<p>1 hour</p>
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1.3.3 Henry VIII's early attempts to control Wales, 1509 - 1531

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> Henry VIII's attempts to govern Wales up to 1531, including: <ul style="list-style-type: none"> the role of John Veysey, Bishop of Exeter as Lord President troublesome Marcher Lords, including the Herberts and the lordship of Magor. 	<p>John Veysey as Lord President of the Council of Wales and the Marches from 1525 onwards. Assess John Veysey's effectiveness in controlling the region. Consider his religious role, political role and the implementation of royal policy.</p> <p>Understand the role of Marcher Lords and the power their autonomy in their region.</p> <p>The Herberts resistance to royal authority and power struggles, disputes with the crown and lawlessness in the Lordship of Magor.</p>	<p>Activity: Create a timeline of John Veysey's Presidency and Welsh governance. This should also include any tension with Marcher Lords.</p> <p>Outcome: Learners can describe the career of John Veysey and tensions with troublesome Lords.</p> <p>Advanced activity: Provide Learners with primary sources about John Veysey's role as Lord President (letters, royal decree, contemporary accounts of the Council's activities etc). Evidence should be sorted into effective or ineffective.</p> <p>Advanced outcome: Learners to assess Veysey's effectiveness in controlling the region and controlling the Marcher Lords.</p>	<p>Book(s): <i>Henry VIII: King and Court</i> by A. Weir (2011)</p> <p><i>John Veysey and His World: A Biography of Bishop Veysey (c.1465–1554)</i> by R.D Geoffrey (1997)</p> <p><i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 3</p>	2 hours

<ul style="list-style-type: none"> Princess Mary and connections with Wales, including: <ul style="list-style-type: none"> Mary as Princess of Wales, 1525–1531 Princess Mary’s court at Ludlow from 1525. 	<p>Mary’s impact on Wales was indirect but notable within the broader context of Tudor politics and society. As Princess of Wales, Mary represented royal authority and legitimacy reinforcing the connection between England and Wales.</p> <p>Princess Mary’s court at Ludlow served as a centre for her upbringing and education. The importance of her court being placed at Ludlow, the blend of English and Welsh culture, a base to solidify alliances with Welsh nobles.</p>	<p>Activity: Reading task on Princess Mary and Wales. This reading should focus on Mary and her connections with Wales.</p> <p>Outcome: Learners can describe Princess Mary’s connections with Wales.</p> <p>Advanced activity: Use the reading to identify reasons why Mary was made Princess of Wales.</p> <p>Advanced outcome: Learners can explain why Mary was made Princess of Wales.</p>	<p>Website(s): Mary I: Life Story (Princess of Wales 1525-1531) - Tudor Times</p>	<p>1 hour</p>
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<ul style="list-style-type: none"> the significance of the protest of Sir Rhys ap Gruffudd, including: <ul style="list-style-type: none"> grievances over Henry VIII's interference with his inheritance accusations of treason and how they were dealt with. 	<p>The events of Sir Rhys ap Gruffudd's protest against the crown in 1529, the lack of support and swift suppression.</p> <p>The reasons for the protest including inheritance disputes over how Sir Rhys ap Gruffudd's lands were administered and taxed under English law and his authority being undermined by royal agents.</p> <p>Accusations of rebellion and allegedly conspiring with others to lead a Welsh uprising, despite little evidence, was enough to accuse Sir Rhys ap Gruffudd of treason.</p> <p>Understand the arrest and imprisonment, trial, execution of Sir Rhys ap Gruffudd and the confiscation of lands. This marks a turning point signalling the decline of Welsh noble power and the increasing dominance of English law and governance in Wales.</p>	<p>Activity: Watch the clip to answer questions on the causes, events and consequences of Sir Rhys ap Gruffudd's protest.</p> <p>Outcome: Learners can describe the causes, events and consequences of the protest of Sir Rhys ap Gruffudd</p> <p>Advanced activity: Discussion – To what extent was the protest a significant turning point in the power of the Welsh nobility?</p> <p>Advanced outcome: Learners can evaluate the significance of the protest.</p>	<p>Video(s): The story of Rhys ap Gruffydd</p>	<p>2 hours</p>
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1.3.4 The impact of the early Reformation on Wales

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the cultural and political impact of religious change in Wales, including: <ul style="list-style-type: none"> the reasons for the Henrician Reformation Church reforms under Henry VIII. 	<p>The reasons for the Henrician reformation including personal reasons (desire for a male heir and papal refusal of divorce), political reasons (assertion of royal authority, tension with the papacy), economic reasons (seizing church wealth, reduced payments to Rome) and religious reasons (reformist ideas in the English court, growing criticism of the church).</p> <p>Church reforms under Henry VIII, including Act of Supremacy (1534), Treason Act (1534), Dissolution of the Monasteries and Submission of the Clergy.</p>	<p>Activity: Categorise information under the correct headings of personal, political, economic and religious to show understanding of the reasons for the Henrician Reformation.</p> <p>Learners can create a timeline of the church reforms under Henry VIII.</p> <p>Outcome: Learners can explain the reasons for the Henrician Reformation and describe the reforms under Henry VIII.</p> <p>Advanced activity: Class debate on the main reason for the Henrician Reformation.</p> <p>Advanced Outcome: Reach a judgement on the main reason for the Henrician Reformation.</p>	<p>Video(s): The Dragon Has Two Tongues (1985) Episode 6</p> <p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 4</p> <p><i>Wales and the Reformation</i> by Glanmor Williams (1997)</p> <p>Website(s): Wales under the Tudors - BBC History</p>	3 hours

<ul style="list-style-type: none"> the social impact of the Henrician Reformation in Wales, including: <ul style="list-style-type: none"> Thomas Cromwell and the reasons for the dissolution of the monasteries the impact of the dissolution of the monasteries of Tintern, Neath, Margam and Strata Florida. 	<p>Reasons for the dissolution of the monasteries, including economic and financial motives, increasing royal power, weakening papal influence, creating loyal landowners, perceived corruption and Cromwell’s reformist agenda.</p> <p>The impact of the dissolution of the monasteries on Wales including the end of Monastic Life in Wales with the closure of 29 monasteries, weakened influence of the Catholic Church in Wales, economic disruption, loss of social support provided at monasteries, redistribution of monastic land and strengthening of English control.</p>	<p>Activity: Classify statements into causes and impacts on the social impact of the Henrician Reformation.</p> <p>Outcome: Learners can explain why the monasteries were dissolved and describe the impact on Wales.</p> <p>Advanced activity: Use sources to compare and contrast the impact on Wales and England and to evaluate the extent of the impact on Wales by identifying change and continuity.</p> <p>Advanced outcome: Learners can evaluate the extent of the impact of the dissolution of the monasteries on Wales and compare this with the impact on England.</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas</p> <p><i>Wales and the Reformation</i> by Glanmor Williams (1997)</p> <p>Website(s): Valor Ecclesiasticus - The National Archives</p>	<p>2 hours</p>
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<ul style="list-style-type: none"> resistance to the Reformation in Wales, including: <ul style="list-style-type: none"> the conservatism of many Welsh people the significance of the Welsh language and the first Welsh book – <i>Yn y Llyfr Hwn</i>, 1547. 	<p>Understand the reasons for resistance to Welsh reformation in Wales because of Wales' attachment to Catholic traditions as a deeply Catholic country.</p> <p>The language barrier with Welsh being the primary language spoken by the majority of the population meant the Welsh could not access the protestant material that was mostly in English. The early Protestant clergy were often non-Welsh speakers.</p> <p>The first Welsh book – <i>Yn y Llyfr Hwn</i>, included the Apostles Creed, the Lord's Prayer, and various other Christian texts as well as the alphabet and instructions on how to read Welsh for ordinary people who could not read. This was done to make religious texts more accessible to the Welsh and to promote Protestantism.</p>	<p>Activity: Use sources including <i>Yn y Llyfr Hwn</i> to explain the resistance to the Henrician reformation in Wales.</p> <p>Outcome: Learners to explain why there was resistance to the Reformation in Wales and understand the importance of <i>Yn y Llyfr Hwn</i>.</p> <p>Advanced activity: Use information (different experiences and schools of thought) to identify examples of resistance and conforming to reach a judgement on the effectiveness of resistance to the Reformation in Wales.</p> <p>Advanced Outcome: To evaluate the effectiveness of resistance to the Reformation in Wales.</p>	<p>Book(s): <i>A History of Wales, 1485-1660</i> by Hugh Thomas</p> <p><i>Wales and the Reformation</i> by Glanmor Williams (1997)</p> <p>Website(s): The Protestant Reformation - BBC Wales History</p>	2 hours
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1.3.5 The Acts of Union, 1536 and 1543

Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the background to the introduction of the Acts of Union, 1536 and 1543, including: <ul style="list-style-type: none"> Rowland Lee and lawlessness in Wales fear of resistance and foreign invasion linked to the Henrician Reformation. 	<p>The reasons why Henry VIII introduced the Acts of Union, such as dealing with the problems caused by the division of Wales, efficiency of administration, lawlessness and disorder, complexities of separate legal systems and security concerns because of the Henrician Reformation.</p> <p>Understand how Rowland Lee attempted to establish law and order through legislation designed to alleviate the problem of lawlessness and restored castles in the Marches to detain criminals awaiting trial.</p>	<p>Activity: Use the reading to identify reasons for the Acts of Union. For each reason, explain why the Acts of Union will help.</p> <p>Outcome: Learners can identify and explain the problems with ruling Wales prior to 1534 and how the Acts of Union would solve these problems.</p> <p>Advanced activity: Classify statements about Rowland Lee into effective or ineffective. Use knowledge from this activity to debate the effectiveness of Rowland Lee in restoring law and order.</p> <p>Advanced Outcome: Learners can evaluate the effectiveness of Rowland Lee in restoring law and order to Wales.</p>	<p>Book(s): <i>Wales and the Act of Union</i> by Glanmor Williams</p> <p><i>A History of Wales, 1485-1660</i> by Hugh Thomas, Chapter 4</p> <p><i>The Union of England and Wales</i> by William Rees (Transactions of the Honourable Society of Cymmrodorion, 1937)</p> <p>Website(s): Wales under the Tudors - BBC History</p>	3 hours

<ul style="list-style-type: none"> the administrative details of the Acts, including: <ul style="list-style-type: none"> the role of Thomas Cromwell in influencing what the Acts changed uniformity in government in terms of counties and offices, such as sheriffs and Justices of the Peace (JPs) and the courts of Quarter Sessions and Great Sessions. 	<p>The importance of Thomas Cromwell in integrating Wales more closely with England. As a key advisor to Henry, Cromwell was instrumental in the legal and administrative reforms that facilitated the union of England and Wales.</p> <p>The reform of the Welsh legal system by abolishing the Laws of Hywel Dda and incorporating Wales into the English legal system. Cromwell’s legal experience was crucial in shaping these reforms.</p>	<p>Activity: Class debate – Will the Union benefit Wales? Consider things such as legal and political stability and suppressing Welsh identity.</p> <p>Outcome: Learners can describe the changes that will take place because of the Acts of Union and understand the role of Thomas Cromwell.</p> <p>Advanced activity: Map task – Create a map showing the changes in the administrative divisions of Wales after the Acts of Union. Use this with previous maps to discuss similarity and difference, change and continuity.</p> <p>Advanced outcome: Learners can evaluate change and continuity of the control of Wales over time.</p>	<p><i>“A History of Wales, 1485-1660”</i> by Hugh Thomas</p> <p><i>“The Union of England and Wales”</i> by William Rees (Transactions of the Honourable Society of Cymmrodorion, 1937)</p>	<p>2 hours</p>
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<ul style="list-style-type: none"> the impact of the Acts, including: <ul style="list-style-type: none"> the importance of the language clauses of the Acts the extent to which Wales was assimilated into, rather than unified with, England. 	<p>The language clauses in both acts of union. How the 1536 act established English as the official language for legal and administrative purposes and made all legal proceedings take place in English. The 1542 act reinforcing the 1536 clauses but recognising the Welsh language in some local contexts.</p> <p>Consider different aspects of Welsh and English life such as culture, politics, language, economy, social structures, national identity and administration to assess the extent to which Wales was assimilated into, rather than unified with, England.</p>	<p>Activity: Assess sources which consider aspects of life in Wales before and after the Acts of Union. Learners can discuss the extent of the impact on Wales of the Acts of Union to encourage collaboration.</p> <p>Outcome: Learners can explain the language clauses of the Acts and evaluate the extent to which Wales was assimilated into, rather than unified with England.</p> <p>Advanced activity: Debate on whether Wales was assimilated or unified with England.</p> <p>Advanced Outcome: Learners can decide whether Wales was assimilated into or unified with England.</p>	<p>Book(s): <i>“A History of Wales, 1485-1660”</i> by Hugh Thomas, Chapter 4.</p> <p><i>The Union of England and Wales</i> by William Rees (Transactions of the Honourable Society of Cymmrodorion, 1937)</p>	<p>3 hours</p>
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	<p>In-person visits to remains of dissolved monasteries such as Tintern Abbey, Ludlow Castle, Pembroke Castle, Bosworth, Stoke Field, Raglan Castle, Tretower Court and Castle, Plas Mawr.</p> <p>Digital experiences could include Henry VIII's Tudor Palace virtual tour, virtual visit of Raglan Castle, virtual visit of Tintern Abbey, virtual visit of Valle Crucis Abbe, virtual visit of Strata Florida Abbey, virtual visit of Tretower Court and Castle, virtual visit of Plas Mawr (available through Cadw).</p>
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	<p>The study of the conquest of Wales and the impact on Welsh culture and identity will allow for learners to experience compassion.</p> <p>The study of specific battles of the Wars of the Roses will allow learners to experience empathy.</p> <p>The study of Prince Arthur's death at 15 years of age will allow learners to experience empathy.</p> <p>The study of the Henrician Reformation will allow learners to reflect on tolerance of different religions.</p> <p>The study of Rowland Lee and his ruthless approach to the Welsh will allow learners to experience empathy and compassion.</p>
engage in collaborative working	<p>There are opportunities for learners to engage in collaborative work when undertaking group work activities especially in the background lessons, such as when finding out about features of life in the 15th century.</p> <p>Further opportunities can be found in:</p> <ul style="list-style-type: none"> ● 1.3.2 – debate the effectiveness of John Veysey as Lord President ● 1.3.4 – group work when looking at the main reasons for the Henrician Reformation ● 1.3.5 – discussion on the impact of the Acts of Union on Wales. Class debate – Will the Union benefit Wales?

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	<p>Unit 1 provides centres with six different historical topics relating to the history of a range of areas within Wales, allowing local or national contexts to be explored with learners.</p> <p>Option 1.3 Early Modern: Wales and the early Tudors, c. 1485 – c.1547 allows centres and learners to explore the unification of the Principality and the Marcher Lordships and their assimilation into the English legal system. Centres can also explore Welsh involvement in the Wars of the Roses and the impact this had on Wales and an understanding of life in the fifteenth century in Wales.</p> <p>Other examples:</p> <ul style="list-style-type: none"> • 1.3.1 will allow centres to look at Henry VII's links to Wales including his childhood in Pembroke. • 1.3.3 will allow learners to explore Henry VIII's control of Wales as well as resistance to royal authority including the protest of Sir Rhys ap Gruffudd. • 1.3.4 will allow learners to look at the impact of the Reformation on Wales and resistance to this. • 1.3.5 will allow learners to explore the impact of the Acts of Union on Wales.
Relationships and Sexuality Education	<p>In this unit, learners will explore the difficult relationships that helped to shape the dynasty and lead to conflict. These include the importance of marriage to securing the dynasty and uniting the Houses of Lancaster and York, and Henry VIII's desire to divorce Katherine of Aragon and marry Anne Boleyn.</p>

Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

Listening	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
	Examples
	<ul style="list-style-type: none"> • Learners are encouraged to debate and respond to the views of others. • Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. • Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. • Learners have the opportunity to share and respond to peer presentations.
Reading	Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.
	Examples
	<ul style="list-style-type: none"> • Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. • Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. • Comparing and contrasting the content of historical sources. • Assessing the reliability and accuracy of the text to develop the skill of critical reading.

Speaking	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
	Examples
	<ul style="list-style-type: none"> • Debating the most important reason why an event happened • Asking questions for clarification and development of understanding. • Learners can develop speaking skills through group and pair work.
Writing	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
	Examples
	<ul style="list-style-type: none"> • Role modelling of answers through teacher, peer and self-assessment activities. • Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.

Cross-curricular Skills - Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse maps, structures and artifacts. • Learners can then analyse land division and urban planning. • There are opportunities to analyse military strategies and fortifications.
Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions	Learners will have the opportunities to examine or interpret data and graphs through source analysis.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. • Secondary material such as graphs and charts can be interpreted. • There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills – Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

Citizenship	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
	Example
	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	Example
	In groups, learners could research and present a topic to introduce an area of study.
Producing	Learners have opportunities to research a variety of sources digitally.
	Example
	<ul style="list-style-type: none"> Use of national and international archives to find source materials that link to the area of study.

Integral Skills	
Creativity and Innovation	There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.
	Examples
	<ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
Critical Thinking and Problem Solving	There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.
	Examples
	<ul style="list-style-type: none"> • Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.

<p>Planning and Organisation</p>	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p>Example</p> <ul style="list-style-type: none"> Learners will have opportunities to plan and then complete their response to an enquiry question.
<p>Personal Effectiveness</p>	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p>Examples</p> <ul style="list-style-type: none"> Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness. Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work. Collaborating on a research task or presentation. Developing resilience through the revision and remodelling of answers. There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 1.3 Early Modern: Wales and the early Tudors, c.1485 – c.1547

Term	Definition
Administration	The process or activity of running a business, organisation or as within this, a country.
Assimilation	The absorption and integration of people, ideas, or culture into a wider society or culture.
Conquest	The subjugation and assumption of control of a place or people by military force.
Dissolution	The action of formally ending or dismissing an assembly, partnership, or official body.
Governance	The rule or control of a country.
Monastery	A building or buildings occupied by a community of monks living under religious vows.
Origin	The point or place where something begins, arises or is derived.