

## Implementation: Scheme of Learning

Subject: History

Year: 10

Unit Title: Early Elizabethan England

### Summary of unit: British Depth Study – Early Elizabethan England 1558-1588

The depth studies focus on a substantial and coherent short time span and require pupils to understand the complexity of a society and historical situation and the interplay of different aspects within it. Early Elizabethan England focuses on a timespan of 30 year under the rule of Queen Elizabeth I. The content is divided into three key topics with some chronological overlap between key topics – this structure helps highlight the complexity and interplay of different aspects within society.

### Assessment Objectives:

**AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.**

**AO2: Explain and analyse historical events and periods studied using second-order historical concepts.**

### GCSE Examination details

- Paper 2
- Option B4
- 32 Marks
- 20% of the GCSE qualification
- 4 marks for SPaG

**Key Concepts: consequence; significance (of specified events in relation to situations and unfolding developments); chronological understanding; and analytical narrative (analyse events to find connections that explain the way in which events unfolded).**

### **Key topic 1: Queen, government and religion, 1558–69**

1. The situation on Elizabeth’s accession; Elizabethan England in 1558: society and government; The Virgin Queen: the problem of her legitimacy, gender, marriage; her character and strengths; challenges at home and from abroad: the French threat, financial weaknesses.
2. The ‘settlement’ of religion: religious divisions

### **Key topic 2: Challenges to Elizabeth at home and abroad, 1569-88**

1. Plots and revolts at home: the reasons for, and significance of, the Revolt of the Northern Earls, 1569–70; the features and significance of the Ridolfi, Throckmorton and Babington plots; Walsingham and the use of spies; the reasons for, and significance of, Mary Queen of Scots’ execution in 1587.
2. Relations with Spain: political and religious

### **Key topic 3: Elizabethan society in the Age of Exploration, 1558–88**

1. Education and leisure: education in the home, schools and universities; sport, pastimes and the theatre.
2. The problem of the poor: the reasons for the increase in poverty and vagabondage during these years; the changing attitudes and policies towards the poor.

<p>in England in 1558; Elizabeth’s religious settlement (1559): its features and impact; The Church of England: its role in society.</p> <p>3. Challenge to the religious settlement: the nature and extent of the Puritan challenge; the nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</p> <p>4. The problem of Mary, Queen of Scots: Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568; relations between Elizabeth and Mary, 1568–69.</p>	<p>rivalry; commercial rivalry; the New World, privateering and the significance of the activities of Drake.</p> <p>3. Outbreak of war with Spain, 1585–88: English direct involvement in the Netherlands, 1585–88; the role of Robert Dudley; Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’.</p> <p>4. The Armada: Spanish invasion plans; reasons why Philip used the Spanish Armada; the reasons for, and consequences of, the English victory.</p>	<p>3. Exploration and voyages of discovery: factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade; the reasons for, and significance of, Drake’s circumnavigation of the globe.</p> <p>4. Raleigh and Virginia: the significance of Raleigh and the attempted colonisation of Virginia; reasons for the failure of Virginia.</p>
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<p><b>Key Processes:</b> historical enquiry; using evidence; communicating about the past.</p>	<p><b>Mid Unit assessment:</b> GCSE assessment practice: Q1 &amp; 2</p>	<p><b>End of Unit assessment:</b> GCSE assessment practice: Paper 2</p>
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<p><b>Links to future learning/key stage 4:</b></p> <p>Key concepts e.g. chronology, cause and consequence and significance</p> <p>Assessment questions and assessment objectives (Paper 1 &amp; Paper 3)</p> <p>Feudal system (Crime and Punishment- Yr 10)</p> <p>Crime &amp; Punishment: change and continuity 1500-1700 (Yr 10)</p> <p>Homelessness and vagabondage</p>	<p><b>Links to prior learning:</b></p> <p>Key concepts</p> <p>Religion revolt (Normans and Anglo Saxos - Yr 7)</p> <p>Feudal system</p> <p>Tudor rule, Queen Elizabeth and Mary, Queen of Scots &amp; Spanish Armada (Yr 8)</p> <p>Religious roller coaster: the Religious Settlement, Catholics, Protestants and Puritans (Yr 8)</p>	<p><b>Curriculum Opportunities:</b></p> <ul style="list-style-type: none"> <li>• explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today</li> <li>• use ICT to research information about the past, process historical data and select, categorise, organise and present their finding</li> <li>• make links between history &amp; other subjects</li> </ul>
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Sources and interpretation (Whitechapel and Paper 3)

Power and influence of press and propaganda

World domination and the British Empire (Yr 8)

Women in power (suffrage - Yr 9)

Power and influence of press and propaganda

Sources and interpretation

**RWCM:**

**Reading:** Identify key words from a passage; make connections between key words and define key words; use glossaries; class reading; paired reading and individual reading; reading a variety of literature e.g. articles, poems, textbooks, speeches; use of challenging vocabulary when explaining concepts.

**Writing:** using key words; summarising longer extracts e.g. six word story; extended writing tasks such as written arguments, leaflets, news articles, diary extracts, argumentative speeches and biographies; comprehension questions; strength and challenge questions, exam style questions; discussion of writing strategies to be employed for consequence, narrative and importance of questions; provision of writing frames, sentence starters and word banks; self and peer-assessment to enable reflection; improving exemplar GCSE answers; creating mnemonics for knowledge retention.

**Communication:** varied tasks to show development and learning e.g. class discussions, extended writing tasks (see above), ordered debates, peer quizzes; use of podcasts, documentaries and videos for content delivery; pupil led learning with pupils as teachers making presentations; tweets, text messages, face book profiles; making lists; annotating; role plays; quick fire verbal quizzes; brain builders at beginning of lessons.

**Mathematics:** emphasis on chronology in narrative account; construction of timelines; plotting data on graphs and charts (bar graphs, line graphs, pie graphs, living graphs); Venn diagrams; prioritising and ranking significance of factors; data handling; using logic and reasoning to create arguments.

**Cross Curricular Links:** (see RWCM) ***Further:*** **Geography** e.g. use of maps; different religious influences within England and the New World (geographical locations), Raleigh and Virginia (development of blueprint); **Citizenship** e.g. raising fund for exploration; structure of Parliament; role of government and churches in offering assistance and aid to vagabonds; role of the Monarch; laws pertaining to vagabondage; **Science and technology** e.g. age of exploration (development in technology such as navigation and fire power); **English & drama** e.g. Shakespeare; role plays; creative writing tasks such as leaflets, posters, writing to argue.

**Strategies to Support & Stretch:** optional tasks to be undertaken freely e.g. write a short biography or a fortune telling graph; recommended websites and reading links for independent exploration; historical misconceptions to reflect on at beginning of lesson; paired and group work according to ability; challenge tasks e.g. ranking options from most achievable to least achievable; writing in the persona of Elizabeth 1; extension tasks e.g. extend your knowledge questions from the textbook; targeted and scaffolded questioning; opportunity to lead teams/be nominated as a representative or speaker; option to choose type of task e.g. word or picture orientated and using full sentences; stretch and challenge questions in course content provided by Edexcel; differentiated worksheets e.g. semi-completed tables; sentence starters; word banks; assessment question templates provided; model answers; teacher modelling tasks; pictures as prompts; varied delivery styles suitable for audio-visual learners e.g. YouTube videos, newsreels, podcasts, cartoons, film adaptations etc.

### **SMSC & British Values**

**Social:** Encouraging understanding of human feelings and emotions by placing them in their shoes through various creative empathy tasks e.g. diary writing as a Protestant or a Catholic. Ability to be reflective about their beliefs; religion or otherwise; by comparing their own values with that of the religious values and importance of Elizabethan England. Nurturing a sense of enjoyment in learning through multi-sensory, active tasks e.g. role playing to consider Elizabeth's suitors. Most activities in the class allow for class discussions, organised debates, team problem solving and think-pair-share tasks. This means pupils are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas.

**Moral:** Moral decisions by individuals, governments and societies are central to the study of Elizabethan England. Pupils will consider the moral and ethical decisions made by important figures and their impact as well as subsequent interpretations of them e.g. Francis Drake, The Virgin Queen, and Walsingham etc. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop reasoned answers to difficult questions.

**Spiritual:** The nature of historical truth encourages students to develop their meta-understanding of concepts such as interpretation. Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints. Lessons are interactive and

### **Cultural Capital:**

*Listed below are examples of learning tasks within the lesson and set homework which allow learners to adopt the role of and/or research and make links to issues affecting Britain and the world today:*

**Homelessness and vagabondage**

**Making geographical comparisons with 21<sup>st</sup> Century Europe**

**Colonisation**

**Journalism**

**Shakespeare, theatre and sports**

**Foreign policy**

imaginative (see PowerPoint for examples of tasks) so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

**Cultural:** Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms (see RWCM). Pupils will consider religious, social, political and economic factors when assessing the consequence of and significance of the roles of different factors in different events.