

History Department Curriculum 2021 – 2022 Yr 11 Term 2

Paper 2

Early Elizabethan England, 1558–88

Focus

Queen, government and religion, challenges and society 1558–88

Intent of this scheme of learning

The intent of this scheme of learning is for students to understand the threats to the security of the country from home and abroad, differing views on religion, the education of young people, attitudes towards the poorest and most disadvantaged members of society. All these issues are matters which concern young people in Britain today. The chronological overlap between the topics helps to highlight the complexity and interplay of different aspects within society.

Prior learning and links to future learning

At KS3, students have studied the Tudor and Elizabethan eras. Students have a grasp on Monarchy and society. This unit links to A level studies where students will produce a piece of work across Tudor and Elizabethan England at a more advanced level for their NEA.

Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence, continuity/change and significance across the timescale.

Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

Ian Mortimer – A time traveller's guide to Elizabethan England

Substantive Knowledge

- The situation on Elizabeth's accession
- The 'settlement' of religion
- Challenge to the religious settlement
- The problem of Mary, Queen of Scots
- Plots and revolts at home
- Relations with Spain
- Outbreak of war with Spain, 1585–88
- The Armada
- Education, and leisure
- The problem of the poor
- Exploration and voyages of discovery

Assessment and Feedback	Links to careers and the wider world	Academy core values – Respect, Ambition, Resilience and Compassion
<p>Students will be formally assessed on 4 strands and receive feedback:</p> <p>A01 – Knowledge and understanding A02 – Concepts A03 – Source analysis A04 – Evaluating Interpretations</p> <p>Students will also frequently revisit topics through retrieval activities and peer/self - assessment.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will produce extended writing pieces responding to an interpretation statement. Students will select evidence to support their judgements.</p>	<p>Students will recognise the resilience and ambition of Elizabeth I and liken this to the ambition of other Monarchs, especially female. Students will be ambitious in their endeavours to produce quality work.</p>

Lesson Sequencing			
	Learning Intention TBAT	Key knowledge	Challenge framework
1	Describe Elizabethan Society and Government in 1558	<ul style="list-style-type: none"> • Structure of society; the significance of the cloth and wool trade. • The role in government of the monarch, Lords and Commons, and the Privy Council 	<ul style="list-style-type: none"> • Describe the structure of Elizabethan society. • Explain how the government was structured. • Evaluate the effect of the hierarchical system of society and government in Elizabethan England.
2	Explain Elizabeth's problems in 1558	<ul style="list-style-type: none"> • Elizabeth's illegitimacy - contemporary views on gender and on the abilities of women. • The importance of marriage in providing an heir. • Deeply religious and intellectual character. 	<ul style="list-style-type: none"> • Describe the problems Elizabeth faced as Queen. Explain why she faced so many problems as Queen. • Reach an informed judgement on the most significant problem she faced.
3	Explain the challenges at home and abroad for Elizabeth	<ul style="list-style-type: none"> • The domestic problems • Increasing poverty, caused by high taxation coupled with poor harvests. • The ongoing war with France 	<ul style="list-style-type: none"> • Identify a variety of challenges Elizabeth faced at home and abroad. • Explain what challenges Elizabeth faced and why. • Reach a judgement on which challenge posed the greatest threat.
4	Describe the Religious divisions in England in 1558	<ul style="list-style-type: none"> • Catholics, Protestants and Puritans • The Acts of Supremacy and Uniformity, 1559 	<ul style="list-style-type: none"> • Describe how religion divided England in 1558. • Explain why there was religious division. • Evaluate the impact of this religious division on both society and the Queen.

5	Elizabeth and religion	<ul style="list-style-type: none"> • Reasons for maintaining some Catholic features in churches, such as candles, crosses and vestments. • Impact of the religious settlement on the population and society, as well as Catholic and Puritans 	<ul style="list-style-type: none"> • Identify features of Elizabeth's religious settlement. Explain why she made the settlement and identify an impact. • Evaluate the impact of the religious settlement on society and the Queen.
6	Assess the influence of the Church of England	<ul style="list-style-type: none"> • The important role of the Church in national government • Position within town and village life • The role of parish clergy 	<ul style="list-style-type: none"> • Describe the importance of the Church in Elizabethan society. • Identify the changes brought about to the Church and explain its importance. • Evaluate the amount of power the Church had in society.
7	Evaluate the impact of the Puritan challenge	<ul style="list-style-type: none"> • Reasons for the Puritan challenge • The forms the challenge took • The extent of the threat. 	<ul style="list-style-type: none"> • Describe who the Puritans were. • Explain the challenges the Puritans made to Elizabeth. • Evaluate the impact the Puritans made on the Queen and government.
8	Assess the significance of the Catholic Challenge	<ul style="list-style-type: none"> • Catholicism in England in 1558 • Growing external opposition to the religious settlement • Papal opposition • The political threat posed by the Catholic powers of France and Spain. 	<ul style="list-style-type: none"> • Describe the nature of the Catholic challenge. • Explain the impact of the Papal opposition. • Assess the political threat and compare France and Spain.
9	Explain the relationship between Mary Queen of Scots and Elizabeth, 1568-69	<ul style="list-style-type: none"> • Mary's descent from Henry VIII's sister • Support for Mary from Catholics in England • Elizabeth's attitude to Mary and factors affecting their relations 	<ul style="list-style-type: none"> • Describe who Mary Queen of Scots was and her claim to the English throne. • Explain the reasons why Mary was a threat and order them in terms of significance. • Analyse how serious the threat of Mary was to Elizabeth's reign
10	Explain the revolt of the Northern Earls, 1569-70	<ul style="list-style-type: none"> • Strength of Catholicism in the north • Noble anger at the extension of Elizabeth's power in the region. • Events and consequences of the Revolt. 	<ul style="list-style-type: none"> • Identify the Northern Earls and reasons why they wanted to revolt. • Explain why the Northern Earls disliked Elizabeth's reign. • Reach a judgement on the impact of the Northern Earls revolt.
11	Assess the significance of the assassination plots against Elizabeth I	<ul style="list-style-type: none"> • Aims of each plot, and the nature and extent of the threat they posed. 	<ul style="list-style-type: none"> • Identify and describe key features of all three plots.

		<ul style="list-style-type: none"> Walsingham's network of spies and informers. Methods used in ciphers 	<ul style="list-style-type: none"> Explain each plot and draw similarities and differences between them. Compare the plots and evaluate their impact on Elizabeth.
12	Evaluate the significance of the execution of Mary Queen of Scots in 1587	<ul style="list-style-type: none"> Mary's involvement with conspiracies against Elizabeth Significance for Elizabeth of the execution of an anointed monarch. Philip II's plans for retaliation against England 	<ul style="list-style-type: none"> Identify the main reasons for Mary's execution. Explain why Elizabeth executed Mary Make informed predictions on the impact Mary's execution will have for England.
13	Explain Elizabeth's foreign policy aims and the commercial rivalry in the New World	<ul style="list-style-type: none"> Philip II's power as a European rival to England Phillip's strong Catholicism Opposition to the religious settlement of 1559. 	<ul style="list-style-type: none"> Identify the aims of Elizabeth's foreign policy Explain how Elizabeth went about achieving her foreign policy aims Evaluate how successful Elizabeth's foreign policy was
14	Explain the political and religious rivalry abroad	<ul style="list-style-type: none"> Anglo-Spanish commercial rivalry Growing English involvement in the New World Drake's attacks on gold and silver fleets heading for Spain in the 1560s and 1570s 	<ul style="list-style-type: none"> Outline reasons for political and religious rivalry abroad. Explain why there was rivalry with Spain and France Analyse how political and religious rivalry changed over time during Elizabeth's reign.
15	Assess England's relationship with the Netherlands	<ul style="list-style-type: none"> Importance of English trade with the Netherlands Treaty of Nonsuch, 1585 Dudley's disastrous expedition of 1585 Role of the navy in supporting the Dutch. 	<ul style="list-style-type: none"> Describe England's relationship with the Netherlands. Explain England's involvement in the Netherlands. Evaluate the impact of England's actions in the Netherlands.
16	Describe Drake's raid on Cadiz	<ul style="list-style-type: none"> Drake's role spying on Spanish naval activity The destruction of Spanish ships and supplies in Cadiz harbour, 1587 Effect of the raid on Spain's preparations for the Armada 	<ul style="list-style-type: none"> Describe the events of the raid on Cadiz. Explain the importance of the raid Assess the impact the raid had on Spanish/English relations.
17	Explain the causes of the Spanish Armada	<ul style="list-style-type: none"> Philip's plans for the 'Enterprise of England'. The Armada's role in transporting Parma's army from the Netherlands to land in England. 	<ul style="list-style-type: none"> Identify reasons why Philip launched the Armada. Prioritise the reasons for the Armada. Critically review why Philip launched the Armada
18	Assess the significance of the defeat of the Armada for England and Spain	<ul style="list-style-type: none"> Superior technology and tactics Fate of the remnants of the Armada on the route around Britain and back to Spain. 	<ul style="list-style-type: none"> Compare the two sides in the Armada Explain why the English were victorious

		<ul style="list-style-type: none"> • The emergence of England as a strong naval power • The significance in 1588 for trade and exploration; political and religious impact. 	<ul style="list-style-type: none"> • Assess the significance of the English victory and what this meant for England's foreign policy.
19	Describe the role of exploration and Drake's circumnavigation	<ul style="list-style-type: none"> • Development of faster and more stable ships. • Development of new navigational aids • Drake's expedition against Spanish colonies, 1577. 	<ul style="list-style-type: none"> • Identify different reasons why Elizabethan's wanted to explore • Prioritise the reasons for exploration • Evaluate the impact of voyages of exploration
20	Explain Raleigh's attempts to colonise Virginia	<ul style="list-style-type: none"> • Attempts to establish a permanent settlement on Roanoke Island, 1585–86 and 1587. • The unexplained disappearance of the Lost Colonists. • Inadequate planning of the colony, the provision of inadequate food supplies. 	<ul style="list-style-type: none"> • Describe the benefits of colonisation. • Explain the role of Raleigh and his attempts at colonising Virginia. • Analyse the failure of the colonisation
21	Describe Elizabethan education and leisure	<ul style="list-style-type: none"> • Education in home, schools and universities, • Popular sports and pastimes, including fishing, football, bear-baiting and cockfighting. • Popularity of public theatres, especially in London. Theatres in Southwark. The acting companies 	<ul style="list-style-type: none"> • Identify different Elizabethan schools and forms of education and leisure. • Explain the importance of education and entertainment to Elizabethan society. • Analyse the impact of education and entertainment on different groups within society.
22	Assess attitudes to poverty and vagabondage	<ul style="list-style-type: none"> • Rural enclosure, price inflation and the fall in the value of real wages, and the effects of a rising population. • Changing attitudes towards the poor • Vagabonds Act, 1572 and the Act for the Relief of the Poor, 1576 	<ul style="list-style-type: none"> • Identify the different categories of poor • Explain different reasons for poverty and attitudes toward it. • Analyse why there was an increase in poverty and a change in attitudes during this period.