

History HT6

Year 7: Elizabethan England

Was this really Elizabeth's Golden Age?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 6 – How did England change from 1066 – 1588?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p>TBAT: Explain Elizabeth's problems when she became Queen.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Explain the failures of the Spanish Armada.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, assessing interpretations of Elizabeth's reign and judgements made about her. Students will view the role of an advisor and where this role will be apparent in modern day workplaces.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 History Department Curriculum 2024 – 2025

Half Term 6 Scheme of Learning Focus: Elizabethan England	Enquiry Question Was this really Elizabeth's Golden Age?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to assess the changes and continuity across the timescale of Elizabethan England. Students will evaluate the issues for a female ruler and compare to attitudes towards women throughout history and the modern day.	Students learnt about Tudor England in HT5 where Elizabeth I was introduced. Students learnt about succession and claimants to the throne in HT1 when studying the 1066 contenders of the throne. In Year 8, students will study conflict with religion when learning about the Gunpowder Plot and Oliver Cromwell.

Disciplinary Knowledge	Substantive Knowledge
<p>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 concept of continuity/change and significance across the timescale.</p> <p>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:</p> <p>Linda Porter - Myth of Bloody Mary L Ortiz Muniz - The Glorious Spanish Armada Dee Brown - Bury my heart at wounded knee</p>	<p>British Knowledge:</p> <ul style="list-style-type: none"> • Reign of Elizabeth I • Mary, Queen of Scots <p>Meanwhile elsewhere in Europe and/or the Wider World:</p> <ul style="list-style-type: none"> • Relationships with Spain

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
All feedback follows the whole school teaching and learning policy with collective and personalised feedback.	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, assessing interpretations of Elizabeth's reign and judgements	Students will review their own ambition when learning about the ambition of Elizabeth I and her resilience. Students will also display compassion when learning about Mary Queen of Scots. Throughout the

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 6 – How did England change from 1066 – 1588?	made about her. Students will view the role of an advisor and where this role will be apparent in modern day workplaces.	debates and discussion, students will be respectful of the view of their peers, especially when developing a counter argument.
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Tier 2 vocab	<i>Reputation</i>	<i>Ruler</i>	<i>Suitors</i>	<i>Threat</i>	<i>Options</i>	<i>Code</i>	<i>Inherit</i>	<i>Contrary</i>	<i>Attitude</i>	<i>Judgement</i>
Tier 3 vocab	<i>Council</i>	<i>Legitimacy</i>	<i>Execution</i>	<i>Regency</i>	<i>Succession</i>	<i>Taxation</i>	<i>Heir</i>	<i>Imprisonment</i>	<i>Invasion</i>	<i>Armada</i>

Lesson Sequencing

	Learning Intention TBAT	Knowledge	Skills
1	Explain why Henry VIII married six times	<ul style="list-style-type: none"> • Henry's marriages • The Pope & the Catholic Church • Succession & Heir 	<ul style="list-style-type: none"> • Identify each of Henry VIII wives • Describe the events in each marriage • Explain why Henry VIII married six times
2	Evaluate Edward's claim to the throne	<ul style="list-style-type: none"> • Edward's claim to the throne • Edward's problems • Age & Council of Regency • Succession & Heir • Religion • Health problems • Lady Jane Grey 	<ul style="list-style-type: none"> • Identify Edward's claim to the throne • Describe his problems as ruler • Evaluate if Edward should have been made King
3	Assess Bloody Mary's reputation	<ul style="list-style-type: none"> • Mary's claim to the throne • Mary's relationship with Spain & marriage to King Philip • Mary's problems as ruler <ul style="list-style-type: none"> - Succession & Heir - Religion – return to Catholicism - Mary's reputation as a leader 	<ul style="list-style-type: none"> • Describe Mary's reign • Evaluate sources about Bloody Mary • Assess Bloody Mary's reputation
4	Explain Elizabeth's problems when she became Queen	<ul style="list-style-type: none"> • Elizabeth's problems as a female ruler <ul style="list-style-type: none"> - Marriage - Succession & Heir - Legitimacy of her claim to the throne 	<ul style="list-style-type: none"> • Describe Elizabeth's problems as a female ruler • Examine the positive and negative of each suitor

		<ul style="list-style-type: none"> • Elizabeth's suitors <ul style="list-style-type: none"> - Robert Dudley - King Philip of Spain - Duke of Anjou 	<ul style="list-style-type: none"> • Make a judgement on the main problems for Elizabeth and possible solutions
5	Explain the threat of Mary Queen of Scots for Elizabeth	<ul style="list-style-type: none"> • Mary's claim to the throne • Elizabeth's options to deal with Mary • Mary's relationship with Spain • Plots against Elizabeth <ul style="list-style-type: none"> - Babington Plot • Mary's execution 	<ul style="list-style-type: none"> • Identify the threat of Mary QoS • Explain the problems with Elizabeth's solutions • Evaluate if Elizabeth solved the threat
6	Explain the causes of the Spanish Armada	<ul style="list-style-type: none"> • Mary's execution • Catholic King Philip II of Spain • Privateers • War in the Netherlands 	<ul style="list-style-type: none"> • Identify the causes of the Spanish Armada • Explain the causes of the Spanish Armada • Compare the causes of the Spanish Armada
7	Explain the failures of the Spanish Armada	<ul style="list-style-type: none"> • Reasons for the failure of the Spanish Armada <ul style="list-style-type: none"> - Weather - Fire ships - Experience 	<ul style="list-style-type: none"> • Describe the events of the Spanish Armada • Identify the reasons why the Armada failed • Explain the failures of the Armada