

## Year 7 History Department Curriculum 2023 – 2024

**Half Term 6 Scheme of Learning**  
**Focus: Tudor/Elizabethan England**

**Enquiry Question**  
**Was Elizabeth I the most successful Tudor?**

### Intent of this scheme of 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.

### Prior learning and links to future learning

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

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.

#### 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:  
L Ortiz Muniz - The Glorious Spanish Armada

### Substantive Knowledge

#### British Knowledge:

- Edward VI's claim to the throne
- The actions of Mary I
- Reign of Elizabeth I and her impact
- Mary, Queen of Scots

#### Meanwhile elsewhere in Europe and/or the Wider World:

- Relationships with Spain

### Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

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?

### CEIAG links

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 work place.

### Academy core values – Respect, Ambition, Resilience and Compassion

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 debates and discussion, students will be respectful of the view of their peers, especially when developing a counter argument.

<b>Tier 2 vocab</b>	Reputation	Ruler	Suitors	Threat	Options	Code	Inherit	Contrary	Attitude	Judgement
<b>Tier 3 vocab</b>	Council	Legitimacy	Execution	Regency	Succession	Taxation	Heir	Imprisonment	Invasion	Armada

<b>Lesson Sequencing</b>			
	<b>Learning Intention TBAT</b>	<b>Knowledge</b>	<b>Skills</b>
<b>1</b>	Evaluate Edward's claim to the throne	<ul style="list-style-type: none"> <li>• Edward's claim to the throne</li> <li>• Edward's problems <ul style="list-style-type: none"> <li>- Age &amp; Council of Regency</li> <li>- Succession &amp; Heir</li> <li>- Religion</li> <li>- Health problems</li> </ul> </li> <li>• Lady Jane Grey</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Edward's claim to the throne</li> <li>• Describe his problems as ruler</li> <li>• Evaluate if Edward should have been made King</li> </ul>
<b>2</b>	Assess Bloody Mary's reputation	<ul style="list-style-type: none"> <li>• Mary's claim to the throne</li> <li>• Mary's relationship with Spain &amp; marriage to King Philip</li> <li>• Mary's problems as ruler <ul style="list-style-type: none"> <li>- Succession &amp; Heir</li> <li>- Religion – return to Catholicism</li> <li>- Mary's reputation as a leader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe Mary's reign</li> <li>• Evaluate sources about Bloody Mary</li> <li>• Assess Bloody Mary's reputation</li> </ul>
<b>3</b>	Explain Elizabeth's problems when she became Queen	<ul style="list-style-type: none"> <li>• Elizabeth's problems as a female ruler <ul style="list-style-type: none"> <li>- Marriage</li> <li>- Succession &amp; Heir</li> <li>- Legitimacy of her claim to the throne</li> </ul> </li> <li>• Elizabeth's suitors <ul style="list-style-type: none"> <li>- Robert Dudley</li> <li>- King Philip of Spain</li> <li>- Duke of Anjou</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe Elizabeth's problems as a female ruler</li> <li>• Examine the positive and negative of each suitor</li> <li>• Make a judgement on the main problems for Elizabeth and possible solutions</li> </ul>
<b>4</b>	Assess Elizabeth's solution to the threat of Mary, Queen of Scots	<ul style="list-style-type: none"> <li>• Mary's claim to the throne</li> <li>• Elizabeth's options to deal with Mary</li> <li>• Mary's relationship with Spain</li> <li>• Plots against Elizabeth <ul style="list-style-type: none"> <li>- Babington Plot</li> </ul> </li> <li>• Mary's execution</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the threat of Mary QoS</li> <li>• Explain the problems with Elizabeth's solutions</li> <li>• Evaluate if Elizabeth solved the threat</li> </ul>

5	Explain the failures of the Spanish Armada	<ul style="list-style-type: none"> <li>• Reasons for the failure of the Spanish Armada <ul style="list-style-type: none"> <li>- Weather</li> <li>- Fire ships</li> <li>- Experience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe the events of the Spanish Armada</li> <li>• Identify the reasons why the Armada failed</li> <li>• Explain the failures of the Armada</li> </ul>
6	Analyse interpretations on Elizabeth's Golden Age	<ul style="list-style-type: none"> <li>• Elizabeth's problems</li> <li>• Mary Queen of Scots</li> <li>• Spanish Armada</li> </ul>	<ul style="list-style-type: none"> <li>• Compare historian interpretations</li> <li>• Examine interpretations on Elizabeth's Golden Age</li> </ul>