

## Scheme of Work 2020-2021

### Subject: History

**Year Group: Year 10**

**Specification: AQA Elizabethan England Paper 2**

Depending on circumstances this unit is started in Year 10 Sept-Feb followed by America  
Alternatively America followed by C and T and Elizabeth in year 11

The site study will be planned for the end of year 10 and a sow will be created each time the topic is announced  
If done in year 11, site study to be conducted in January

There are many different exam questions to choose from as long as the question stem is kept the same between classes. **ASSESSMENTS ARE STANDARDISED and non negotiable**

**All power points with resources can be found within the Ebaac folder**

AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

AO2: explain and analyse historical events and periods studied using second-order historical concepts (These include change, continuity, causation, consequence, similarity, difference and significance)

AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num SMSC Codes
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Key Topic 1

Elizabeth's court and Parliament

1	<p><b>Background and character of Elizabeth I.</b></p> <ul style="list-style-type: none"> <li>• Explore who Elizabeth was and how she became Queen</li> <li>• Explain why ppl believed she would never be Queen</li> <li>• Consider how Elizabeth's childhood experiences may have affected her approach to ruling England</li> </ul>	<p>Students study the situation on Elizabeth's accession, how she came to be Queen. (Note the problems the country faced will be considered in lesson 4.) Students think about Queen Elizabeth, her background and character – what sort of person was she? How did Elizabeth come to be Queen of England? Begin to study the structure and process of central and local government.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> Inherit, treason, royal court</p> <p>ACTIVITY SUGGESTION: Worksheet/textbook research based around Elizabeth through the eyes of her family at different times in her life before she became Queen for example: her father's view, brothers and sisters' view, and how this may have influenced her character. Complete diagram of the parts of government, with key word/titles defined, and main purpose/jobs explained. Students discuss their answers to worksheet issues in pairs and agree institution/plan.</p>	<p><b>Explain what was important about ...</b></p> <p><b>Exam practice: How convincing is Interpretation A about...</b></p>	<p>Independent learning booklet - Key Topic 1</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
2	<p><b>Court life, including patronage; key ministers.</b></p> <ul style="list-style-type: none"> <li>• Examine</li> <li>• Explain</li> <li>• Assess</li> </ul>	<p>How did government work in Elizabeth's reign? Which were the most important parts of her government structure? Note the difference between local and national government and in the structure of government, the Court, Privy Council, Lord Lieutenants, JPs. What was the role of the court? What was the role of the Privy Council? These are two key institutions.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> nobility, Secretary of State, militia, privy councillor, gentry, patronage, poor laws</p> <p>SUGGESTED ACTIVITY: Students watch a short (10 minutes) video and make notes to answer the question on: 'If you wanted to get on in the Elizabethan Court, what should you do and not do?' Research exercise using Internet/textbooks to produce key biographies of important people, for example: • Cecil • Dudley • Walsingham • Essex • Hatton • Raleigh • The Knollys • Bess of Hardwick. Class discussion about the aspects of their lives that are required for the biography, such as: name, rank, wealth, dates etc.</p>	<p><b>Exam practice: Explain the importance of...</b></p> <p><b>Exam practice: How convincing is Interpretation A about...</b></p> <p><b>Teacher feedback</b></p> <p><b>Feed Forward</b></p>	<p>Independent Learning booklet –Key Topic 1</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

3	<p><b>The problem of marriage and the succession.</b></p> <ul style="list-style-type: none"> <li>• Explore</li> <li>• Explain</li> <li>• Evaluate</li> </ul>	<p>If you focus on marriage and succession. This will help to illustrate the relationship with Parliament. Elizabeth's difficulties as a female monarch: succession and marriage. What were the expectations of a female ruler at this time? Who might Elizabeth have married? What with the advantages and disadvantages of her suitors? How the reasons for not marrying change during the reign? Why didn't she marry?</p> <p>These questions will lead to further understanding of the relationship between, and issues involving, the Queen and her governments and parliaments. From a consideration of marriage you can develop your students' understanding that this was not the only issue that Elizabeth and Parliament clashed over. What other problems did Elizabeth face?</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> succeed, exile, Pope</p> <p>ACTIVITY SUGGESTION: Enquiry question: why was it important for Elizabeth to marry? Students complete a table to show suitors' dates, pros and cons of their candidature using source material and textbook. Class discussion about a series of statements to do with Queen Elizabeth and marriage. Students sort into advantages and disadvantages of marriage during discussion. Students complete an open book essay: why didn't Queen Elizabeth marry? Students complete a diagram to identify main issues between Elizabeth and her parliaments: • religion – Catholicism, Puritanism, Ireland, foreign policy especially relations with the Dutch and Spanish • marriage, succession • Mary Queen of Scots • taxation (monopolies) • Parliamentary rights. Students need to define each problem, and arrange in categories/priorities (perhaps as a Diamond Nine exercise). Students complete a sequencing exercise and put the problems into chronological order.</p>	<p><b>Exam practice: How convincing is Interpretation A about...</b></p>	<p>Independent learning booklet - Key Topic 1</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
4	<p><b>Relations with Parliament including the Privy council</b></p> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Explain</li> <li>• Assess</li> </ul>	<p>Students should be seeking to understand the relationship between, and issues involving, the Queen and her governments and parliaments.</p> <p>Note Elizabeth's various responses and letters to Parliament, Privy Councillors' management of Parliament.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> Lords and Commons, Monopolies</p> <p>ACTIVITY SUGGESTION: Profiles of Key Members of the Privy council, their strengths and weaknesses</p>	<p><b>Exam practice: Explain the importance of...</b></p> <p><b>Teacher feedback</b></p> <p><b>Feed Forward</b></p>	<p>SENECA</p> <p>GCSE POD</p> <p>Independent Learning booklet KT1</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
4b- optional order of lessons sequencing	<p><b>Norfolk's rebellion</b></p> <ul style="list-style-type: none"> <li>• Examine</li> <li>• Explain</li> <li>• Assess</li> </ul>	<p>Student's should understand why some Nobles objected to Elizabeth's rule and power</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> Mass</p> <p>ACTIVITY SUGGESTION: Study the plot and investigate: WHO WERE THE REBELS When the plot happened</p>	<p><b>Exam practice: Write an account of... the Northern Rebellion (8)</b></p>	<p>SENECA</p> <p>GCSE POD</p> <p>Independent Learning booklet KT1</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

			<p>How it occurred The reasons behind it Why it failed The impact on Elizabethan England</p>			
5	<p><b>Essex's Rebellion in 1601</b></p> <ul style="list-style-type: none"> <li>Recall</li> <li>Explain</li> <li>Assess</li> </ul>	<p>The focus of this lesson is the strength of Elizabeth's authority at the end of her reign, using Essex's rebellion. This is a case study, late in the reign, of Court politics and patronage.</p> <p>You might need to establish who Essex was (remind students of brief court biographies above – lesson 2), his achievements and failures. How does it change our view of the question we asked in lesson 2, 'If you wanted to get on in the Elizabethan Court what should you do and not do?' Court</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words</b> – Rebellion, Factions, monopoly</p> <p>ACTIVITY SUGGESTION: Enquiry question: what does Essex's rebellion tell us about government and politics in Elizabeth reign? Students construct a table showing the pluses and minuses that Essex possessed or accumulated during his career. Students do a 'write an account' style question relating to Essex's rebellion.</p>	<p><b>Exam practice:</b> Write an account of ...</p> <p><b>Feed Forward</b></p>	<p>Independent learning booklet - Key Topic 1</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
6	<p><b>The strength of Elizabeth's authority at the end of her reign, including Essex's Rebellion in 1601.</b></p> <ul style="list-style-type: none"> <li>Recall several rebellions</li> <li>Explain how these failed</li> <li>Assess why none were successful</li> </ul>	<p>Students should consider the part that court politics and the theatre play in Essex's downfall.</p> <p>Note that in 1596 the Privy Council ordered all unflattering portraits of Queen Elizabeth to be found and destroyed as they cause great offence to the Queen.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words</b> Authority,</p> <p>ACTIVITY SUGGESTION: Classroom discussion: how much blame does Essex deserve? What does the rebellion reveal about the strength of Elizabeth's power at the end of her reign?</p>	<p><b>Exam practice: How convincing is Interpretation A about the way in which Elizabeth maintained her authority? [8]</b></p> <p><b>Teacher feedback</b></p> <p><b>Feed Forward</b></p>	<p>Independent learning booklet - Key Topic 1</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

7	Review and assessment	This is your opportunity to assess your students' understanding of the specified content and develop their exam technique.	Assessment relating to Elizabeth's background, character and political style as well as succession crisis and declining power	Assessment 1	SENACA REVISION LESSON	S03
Key Topic 2						
Life in Elizabethan Times						
STOP LESSON	Health and the People	Recall knowledge of Medicine through time	Carousel Activities	Mini exam		
8-10 Life in Elizabethan Times	Living standards and fashions.  • Growing prosperity and the rise of the gentry	Students should be aware of the structure of Elizabethan society. They should think about the different ranks of society in the 16th century.	<b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b>  <b>Key Words:</b> ruff, patron  You could use the 'Great Chain of Being' to demonstrate ideas how about how society was structured. Establish with your students Elizabethan population figures and some comparator statistics. There is also opportunity to mention Bess of Hardwick and remind students of her successful 'career' and the men she married.	<b>Exam practice: How convincing is Interpretation A about...</b>	Independent learning booklet - Key Topic 2  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3
11-12	<b>Reasons for the increase in poverty, Attitudes and responses to poverty</b>  • Describe • Explain • Evaluate	Consider the increase of poverty (and vagabondage) in the 16th century. Why did poverty increase in the 16th century?	<b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b>  <b>Key Words:</b> poverty, pauper, retinue, Reformation, monastery, enclosure, rack renting, inflation,  Develop your students' understanding of the nature and seriousness of poverty in the 16th century. What	<b>Exam practice: Explain the importance of...</b>  <b>Teacher feedback</b>  <b>Feed Forward</b>	Independent learning booklet - Key Topic 2  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3

			were government and contemporary attitudes to poverty and punishment? Refer students back to lessons 10 and 11 on Puritanism for a Puritan view of the poor. Discuss the reasons for government concern and the seriousness of the problem. Why was the government concerned about the increasing numbers of poor people?			
13	<p>Government action towards poverty and the seriousness of the problem.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b></li> <li>• <b>Explain</b></li> <li>• <b>Evaluate</b></li> </ul>	<p>The effectiveness of the response of government and individual towns to the problems of poverty. How was poverty dealt with in the 16th century? How did Elizabeth's government to deal with poor? How did the example of major towns help deal with the poor? Were the measures to help successful?</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words: deserving and undeserving poor, almshouse, stocks, House of correction</b></p> <p>Students investigate the long-term causes of poverty and vagabondage. Students identify reasons for traditional attitudes to poverty and reasons why those were changing in the Elizabethan period. Students analyse sources relating to different types of vagabond and extracts from Harman's book on the poor, 'A warning against vagabonds' 1567. Students research how Norwich, Ipswich and London dealt with the problem of the poor and use their research to illustrate changing attitudes of the Elizabethan period.</p>	<p><b>Exam practice:</b></p> <p>Write an account of...</p>	<p>Independent learning booklet - Key Topic 2</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
14	<p><b>The Elizabethan theatre and its achievements.</b></p> <ul style="list-style-type: none"> <li>• Explore</li> <li>• Explain</li> <li>• Assess</li> </ul>	<p>Establish the location and simple background of The Globe and its creator with your students.</p> <p>These lessons are an examination of Elizabethan theatres: their design and use; actors and playwrights including William Shakespeare and Richard Burbage. It has 'The Globe' as a particular focus. What were theatres like in Elizabethan times?</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words: patron, troupe, pit, gentlemen's room, Lord's room, Juliet balcony, tiring room</b></p> <p>ACTIVITY SUGGESTION: Students read the background information relating to The Globe and its creator. Students could write the introduction to a visitor's guide in their own words.</p> <p>Students annotate some basic diagrams of the Elizabethan theatre, identifying key features.</p> <p>Students look at a range of resources relating to The Globe and document what they tell us about people's enjoyment of or attitudes towards the theatre</p>	<p><b>Exam practice: How convincing is Interpretation A about...</b></p>	<p>Independent learning booklet - Key Topic 2</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
15	<p><b>Attitudes to the theatre.</b></p> <ul style="list-style-type: none"> <li>• Recall</li> </ul>	<p>This lesson needs to look at how and why people's attitudes changed and varied towards the theatre over time</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p>	<p><b>Teacher feedback</b></p>	<p>Independent learning booklet - Key Topic 2</p> <p>SENECA</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9</p>

	<ul style="list-style-type: none"> <li>• Explain</li> <li>• Investigate</li> </ul>		<p><b>Key Words: patron, troupe, pit, gentlemen's room, Lord's room, Juliet balcony, tiring room</b></p> <p>ACTIVITY SUGGESTION: Students consider a series of statements about The Globe and the audiences for/attitudes to the plays. They have to find information from the sources and select which sources support the statements.</p> <p>Students complete a spider diagram of the interests, ideas and discoveries of the time that are linked to specific plays.</p> <p>Class discussion: what does The Globe tell us about the Elizabethan period? Textbook</p>	<b>Feed Forward</b>	GCSE POD	C3
16-17	<p><b>Hawkins and Drake; circumnavigation 1577– 1580, voyages and trade.</b></p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Investigate</li> <li>• Evaluate</li> </ul>	<p>Develop your students' understanding of the motives of English seamen in making overseas voyages. What voyages were made by English sailors at this time? Why did they make them? What benefits did they bring?</p> <p>Develop knowledge of overseas voyages and trade and expansion, including the early slave trade - John Hawkins. Discuss the role of Sir Walter Raleigh.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words Circumnavigation</b></p> <p>ACTIVITY SUGGESTION: Divide the class into groups. In their groups, ask your students to research different voyages and then present their findings to their class. Students could consider the voyages of: • Hawkins • Frobisher • Drake • Gilbert • Raleigh • Davis • Lancaster • Raleigh. Students produce a tabular record of the aims, places visited and achievements of each voyage. The class watch and video about Sir Walter Raleigh and discuss his career.</p>	<b>Exam practice:</b> Write an account of	<p>Independent learning booklet - Key Topic 2</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
18-19	<p>Hawkins and Drake; circumnavigation 1577– 1580, voyages and trade; the role of Raleigh</p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Investigate</li> </ul> <p>Evaluate</p>	<p>The focus of this lesson is developing your students' understanding of Drake's circumnavigation. They should consider: why was Drake's circumnavigation an achievement? Students look at the nature of the difficulties and dangers faced on the voyage as they are representative of the challenges faced by all seamen at this time.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words</b> :colony, privateer, astrolabe , lateen</p> <p>ACTIVITY SUGGESTION: Recap from previous lesson: students complete a summary spider diagram of motives and rewards for voyages of discovery. Case study of specific voyage for example: Drake. On a large A3 map of world students plot Drake's route, the dangers and difficulties he faced from source material at different points (add Drake to table above).</p>	<p><b>Teacher feedback</b></p> <p><b>Feed Forward</b></p>	<p>Independent learning booklet - Key Topic 2</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

19b	Optional overview of the Golden age  Elizabethan Culture: A Golden Age  Recall Explain Analyse	The aim here is to think about the impact ELIZABETH made as a ruler	<b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b>  <b>Key Words:</b> Gloriana  ACTIVITY SUGGESTION: Was it really a golden age. Students to review all topics in this section and debate the positives and negatives of the period  Could look at differing interpretations of decide through investigation which one is most convincing. Plot their views on a continuum	<b>How convincing..... is Int A about the Elizabethan Golden age</b> <b>Revision guide p. 27</b>	Independent learning booklet - Key Topic 2  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3
20	Review and Assessment	This is your opportunity to assess your students' understanding of the specified content and develop their exam technique.	Assessment point: students complete exam style questions relating to the GOLDEN AGE, POOR AND EXPLORATION	<b>Assessment 2</b>	<b>SENACA</b>	<b>S03</b>
<b>Key Topic Three: Trouble at Home and Abroad</b>						
STOP LESSON	Health and the People	Recall knowledge of Medicine through time	Carousel Activities	<b>Mini exam</b>		
21. Trouble at Home and Abroad	The question of religion, English Catholicism and Protestantism  • the Northern Rebellion  • Elizabeth's excommunication  • the missionaries	This is a key pair of lessons focussing on English Catholicism during Elizabeth's reign. It has been placed earlier on in the scheme of work to help explain actions and events later on in the study.  Begin by ensuring students record main points of religious settlement in 1559. Noting contrast with Catholic and extreme Protestant views.	<b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b>  <b>Key Words:</b> Protestant, Catholic recusancy, papal bull/excommunicate  Students research the following events for a 'market place' exercise. They need to find out the, 'when, where, who, what, why, and a so what' to share with fellow students/or take away: • arrival of Mary Queen of Scots in England • Northern Rebellion • Excommunication	<b>Exam practice: How convincing is Interpretation A about...</b>	Independent learning booklet - Key Topic 3  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3

22-23	<p><b>Catholic plots and the threat to the Elizabethan settlement</b></p> <ul style="list-style-type: none"> <li>• Examine</li> <li>• Describe</li> <li>• Analyse</li> </ul>	<p>Overarching Question/Enquiry point: (i) Why was Catholicism a threat? (ii) When the Catholic was threat greatest? (iii) How were Catholics treated during her reign? Consider concept of two historical ‘turning points’ in policy to English Catholics: (a) 1570 – the excommunication and (b) 1580 the arrival of Campion’s Mission, in order to debate and answer to Question (ii) above.</p> <p>Note the plots will be important information when considering Mary Queen of Scots in depth in lessons</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> seminary, missionary, Counter Reformation, rack, rosarybeads</p> <p>Students research the following events for a ‘market place’ exercise. They need to find out the, ‘when, where, who, what, why, and a so what’ to share with fellow students/or take away: • Ridolfi Plot • St Bartholomew’s Day Massacre • seminary priests • Campion’s mission • Throckmorton plot • Murder of the William of Orange • Bond of Association • war with Spain • the Babington Plot • Mary’s execution • Spanish Armada. There should be sufficient events for one to be given to a pair of students.</p> <p>You will need to place simple summaries of the laws and events around the classroom walls. Students construct/record a 3 column ‘timeline’ of ‘Laws and punishments against Roman Catholics’ (1571, 1581, 1585, and 1593) set against Catholic actions - plots against Elizabeth, and foreign events/involvement. Encourage your students to write thoughts and links across the columns to make connections. Complete the lesson with interpretations from different periods to identify changing attitudes to how Elizabeth tackled religious matters. Alternatively, students can complete an essay, such as: when did Elizabeth’s policy</p>	<p><b>Exam practice:</b> Write an account of</p>	<p>Independent learning booklet - Key Topic 3</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
24-26	<p><b>Elizabethan settlement and the nature and ideas of the Puritans and Puritanism</b></p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Explain</li> <li>• Assess</li> </ul>	<p>Consider Elizabeth’s settlement of religion in 1559 in relation to Puritans and Puritanism. The nature and ideas of Puritans and Puritanism - students need to know about the range of opinion that was classified as Puritan from the moderate through to the extreme like Stubbs and Cartwright. Why were the Puritans a threat to Queen Elizabeth’s government? The ideas of the Puritans threatened the hierarchy of church and state. The contribution of Archbishop</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> surplice, PRESBYTERIAN, SEPERATIST, CLEARY</p> <p>ACTIVITY SUGGESTION: Students complete a table of beliefs of Catholics, and moderate Protestants, Puritans. Students divide into groups and are given/choose a research topic to report back to the group as a 6 slide PowerPoint. More than one group may tackle a topic. The topics/titles could be: • Elizabeth and her Archbishops. • Puritan ideas about church, state, theatre, poor. • Puritan actions in Parliament, publishing, and preaching (Propheysings) •</p>	<p><b>Exam practice: How convincing is Interpretation A about...</b></p>	<p>Independent learning booklet - Key Topic 3</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>

		Parker, Puritan response and reaction in Parliament, the press and in preaching.	Elizabeth's crackdown on the Puritans – actions and success. • the origins of Puritanism* • Puritanism and the end of Queen Elizabeth's reign*. The * topics are more demanding as they may stretch the learning a little outside the specified dates. Overlap between topics is to be accepted, even encouraged.			
27	<b>Responses and policies towards religious matters.</b> <ul style="list-style-type: none"> <li>• Recall</li> <li>• Explain</li> <li>• Evaluate</li> </ul>	Focus in on the attitudes and actions of Elizabeth and her government and bishops towards the Puritans. The role of Archbishop Whitgift (and the attitudes of Parker and Grindal). Students should understand the reasons why Puritanism became less of a threat towards the end of Elizabeth's reign.	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> PROPHESYING</p> <p>ACTIVITY SUGGESTION: Students construct/record a 3 column 'timeline' of 'Laws and punishments against Roman Catholics' (1571, 1581, 1585, and 1593) set against Catholic actions - plots against Elizabeth, and foreign events/involvement. Encourage your students to write thoughts and links across the columns to make connections.</p>	<b>Exam practice: Explain the importance of...</b>	Independent learning booklet - Key Topic 3  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3
28-29	<b>Why was Mary QoS seen as such a threat?</b> <ul style="list-style-type: none"> <li>• Examine</li> <li>• Explain</li> <li>• Assess</li> </ul>	Remind your students of what they learned about Mary, Queen of Scots. The lessons here concentrate on the story of, and role played by, Mary Queen of Scots. Although the Depth study begins in year she arrives in England, students will need to know about her past history as a young French Queen, then widow and her time in Scotland. Ensure students know why she was a threat. A case study of the Northern Rebellion/Norfolk Rebellion reveals how quickly Mary caused problems, contrasts with Essex's later behaviour, and shows how Queen Elizabeth would deal people, even if high born, when they crossed her. The connection and contrast between Mary Queen of Scots who married three times and Bess of Hardwick who married four times is instructive. It contrasts with Queen Elizabeth	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> MARTYR</p> <p>ACTIVITY SUGGESTION: Discussion of Mary Queen of Scot's attitude to her cousin and vice versa on arrival. Students research and make notes on Mary's background and life in England in order to write an account of her life of and her time in England - from her arrival to her execution. For all abilities of students, you can set a word limit for the exercise to increase the level of difficulty and stimulate valuable discussion about what to include and thus lead to greater understanding. A broad guide of 200-300 words works well.</p> <p>Students complete a timeline of the events of the Northern Rebellion. Students complete a table of plots, conspirators and extent of Mary's involvement and consider how and why this may have changed over time.</p>	<b>Exam practice:</b> Write an account of	Independent learning booklet - Key Topic 3  SENECA  GCSE POD	Independent reading SO3,5,7,8 Sp2,3,9 C3

		and informs us about marriage in the early modern period.				
30	<b>Reasons for, and the events of, conflict with Spain</b> <ul style="list-style-type: none"> <li>Describe</li> <li>Explain</li> <li>Evaluate</li> </ul>	<p>Develop your students' understanding of the reasons for conflict with Spain. Students should understand the role of key individuals and the timeline of events. Introduce Philip II; his attitude to Elizabeth and England throughout his reign. Examine the reasons through the enquiry question: <u>why were England and Spain at war?</u></p> <p>Remind students of Philip's marriage proposal at the start of Elizabeth reign. Revisit Catholicism and Protestantism and early brief details of the Spanish Armada. Students need to be aware of the religious history of Elizabeth reign (notably excommunication, seminaries etc.).</p> <p>Students should also be aware of the following factors:  Hawkins and San Juan de Ulua 1568 • Privateers • Drake's circumnavigation • Dutch War • Cadiz.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> ICONOCLASM</p> <p>Enquiry question: Why were England and Spain at war?  Students read the background Information from the AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Armada) Students use selected resources and complete a diagram of reasons for conflict, colour coding reasons – economic, political, religious, personal etc. Students create or annotate a timeline of events and discuss (concept of) and suggest turning points in a chronology of the conflict with Spain</p>	<p><b>Exam Practice Q2:</b>  Explain what was important about English involvement in the Netherlands in Elizabethan times? (8)</p> <p>16 mark Question (site study)</p>	<p>Independent learning booklet - Key Topic 3</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading  SO3,5,7,8  Sp2,3,9  C3</p>
31	<b>Naval warfare, including tactics and technology.</b> <ul style="list-style-type: none"> <li>Consider</li> <li>Explain</li> <li>Assess</li> </ul>	<p>The Armada can be used to showcase Elizabethan naval tactics and technology.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> Fireship, line of battle</p> <p>SUGGESTED ACTIVITY: Students identify the resources available to the English and Spanish using a range of resources. Students compare the leadership and planning. Students highlight aspects of biographies that would help or impair the likelihood of success  Students draw up a table under several headings to compare the resources on each side, e.g. ships, armaments, leaders, tactics, location, luck, planning, supplies, communications et cetera</p>	<p>16 mark question (site study)</p>	<p>Independent learning booklet - Key Topic 3</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading  SO3,5,7,8  Sp2,3,9  C3</p>

32+33	<p><b>The events and defeat of the Spanish Armada.</b></p> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> </ul>	<p>The focus of this lesson is to examine how and why the Spanish Armada was defeated. Students should understand the sequence of events and the factors that contributed to the outcome.</p>	<p><b>Do Now over the course of a week: Recall strip and Historical 5 a day/Knowledge Test</b></p> <p><b>Key Words:</b> Propaganda</p> <p>SUGGESTED ACTIVITY: Students study a timeline of events and complete of sequencing exercise and annotating the key events onto a map. Students consider in pairs a series of hypothetical, counter historical statements that alter the aspects of the Spanish /English sides. This will help them understand the relative importance/impact of each element in the story.</p>	<p><b>Exam Practice Q1: How convincing is Drake of England about the events of the Armada?</b></p> <p><b>16 mark question (site study)</b></p>	<p>Historic Environment Booklet</p> <p>SENECA</p> <p>GCSE POD</p>	<p>Independent reading SO3,5,7,8 Sp2,3,9 C3</p>
34	Review and assessment	<p>This is your opportunity to assess your students' understanding of the specified content and develop their exam technique.</p>	<p>Assessment point: students complete exam style questions relating to Religious matter, MQoS and English sailors and conflict with Spain.</p>	<b>Assessment 3</b>	<b>SENACA</b>	<b>S03</b>