

Year 10 History Department Spring and Summer Term- Early Elizabethan England 1558-1588

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• Build on many of the concepts learnt throughout KS3 and understand them e.g. change and continuity, significance, cause and consequence importance of and narratives of key events</li> <li>• Provides students with an understanding of the structure of government and the importance of other factors in governing a country e.g. Secretary of State</li> <li>• Understand that this 30-year period of history laid the foundations for modern Britain and was the start of Britain becoming a global power</li> <li>• Provides students with in-depth knowledge of one of the most significant figures in British and world history and gives them an insight into the difficulties women faced in a patriarchal society</li> <li>• Highlight the significance of women in history and debunk the myth that the great historical figures are all men</li> <li>• Enables students to understand the need for diplomacy when trying to implement the policies of any government especially when working with other countries</li> <li>• Demonstrates to students the inequalities which existed and to what extent they impacted on peoples' lives. It also allows students to make comparisons with the modern world</li> </ul>	<p><b>Elizabeth's accession</b> – the structure of government and hierarchy in society; the controversy of Elizabeth's legitimacy to the throne and her struggles with the patriarchy, her character and strengths and the threats Elizabeth faced from Spain and France</p> <p><b>Religious Settlement</b> – religious divisions following the Reformation; the clergy; geographical divisions; impact of and enforcing the religious settlement</p> <p><b>Challenges to the settlement</b> – Puritan challenge and controversies; Catholic challenge, papacy and the Catholic threat; foreign powers -Spain and the Netherlands Dutch Revolt.</p> <p><b>The problem of Mary, Queen of Scots</b> – Treaty of Edinburgh, anointed monarch, arrival in England, plot and rebellion</p> <p><b>Challenges from home and abroad</b> – plots and rebellions, Revolt of the Northern Earls – key events and significant figures – role of politics and religion and significance of the revolt; Ridolfi, Throckmorton and Babington Plots and their significance; execution of MQS, spy network</p> <p><b>Relations with Spain</b> – Elizabeth's foreign policy aims, commercial rivalry and the New World, significance of Francis Drake and the impact of his actions. Elizabeth and the Netherlands- the Spanish Fury and the Pacification of Ghent</p> <p><b>Outbreak of war with Spain</b> – Elizabeth's direct involvement in the Netherlands; singeing of the King of Spain's beard; how the English defeated the Armada; consequences of the English victory</p> <p><b>Education and leisure</b> – education in the home, grammar schools, Petty and Dame schools – difference between education for the poor and the nobility; impact of education on Elizabethans; participation in leisure; working people and the</p>	<p><i>Accession, patriarchal, vestment, controversy, Counter-Reformation, papacy, anointed, Papal Bull; privateers; circumnavigate -Latin – to sail around; pacification, mercenary, provocation; enclosure; vagabondage; impotent poor, astrolabe; quadrant</i></p>

	<p>nobility and gentry; pastimes – theatre, literature, music and dancing</p> <p><b>The problem of the poor</b> – why poverty increased; rising prices; changes in the countryside, enclosure of land, attitudes towards the poor; the cloth trade; government action, impact of Elizabethan poor laws</p> <p><b>Exploration and voyages of discovery</b> – what led Elizabethan’s to explore, new technology for navigation, ship design; Drake’s circumnavigation of the globe and the significance of it; Nova Albion, Raleigh and Virginia – significance of Virginia and Roanoke – why colonisation failed</p>	
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• <i>Understand the importance of foreign diplomacy</i></li> <li>• <i>Learning and using, both verbally and in writing, new vocabulary in the correct historical context</i></li> <li>• <i>Recognising the impact of key figures in the development of England as a world power</i></li> <li>• <i>Hypothesise regarding a myriad of factors throughout the period of study</i></li> <li>• <i>Writing frames; success criteria and mark schemes</i></li> <li>• <i>VIP strategy for disadvantaged students</i></li> <li>• <i>Recommended reading: ‘A Traveller in Time’ by Alison Uttely; ‘Cue for Treason’ by Geoffrey Trease; ‘The Last Tudor’ by Philippa Gregory</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Developed understanding of the workings of government and how it is imperative that governments identify the vulnerable in society and implement strategies/laws to help them</i></li> <li>• <i>Understand the origins of globalisation and the importance of trading relations</i></li> <li>• <i>Highlights the longevity and first world problem of the gulf between the rich and the poor</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Encourages greater understanding of the world in which we live and the opportunities to discover new and diverse cultures through exploration</i></li> <li>• <i>Identify the problems of social deprivation and problems caused by the lack of education and spur students on to change this and to further their own education</i></li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>• <i>Spiritual – reiterates the significance of religion in peoples’ lives – also highlights how divisive religion was and still is</i></li> <li>• <i>Moral - highlights the impact of imperialist ideology – desire for empire and the impact this has</i></li> <li>• <i>Social and moral – gulf between rich and poor in society, impact of imperialist ideology and actions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cross curricular links with geography – knowledge of the continents and cultures in these continents e.g. the Americas, cartography and map skills for exploration and circumnavigation of the globe</i></li> <li>• <i>Cross curricular with technology – use of technology to expand trade and exploration with use of navigational tools e.g. astrolabes, quadrants etc</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Elizabeth and Mary, Queen of Scots were sisters</i></li> <li>• <i>Walter Raleigh was the military leader against the Armada</i></li> <li>• <i>Britain was the only imperial power</i></li> <li>• <i>Grammar schools were the only form of education in this period</i></li> </ul>

<p><i>on indigenous people during and beyond colonisation and the lack of regard for them</i></p> <ul style="list-style-type: none"> <li><i>Cultural – impact of exploration, world expansion, discovery of diverse cultures and people</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Opportunities to promote reading aloud and for extended writing as well as additional reading beyond the classroom.</i></li> </ul>	
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li><i>Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a weekly basis. Reviews understanding and comprehension and retention of key knowledge.</i></li> <li><i>Exam questions for all 3 key question styles. Model answers, structure guides and scaffolding available for each question.</i></li> </ul>		
<b>Home learning</b>		
<p><i>A variety of homework tasks are set on a fortnightly basis, to support current learning, revision and preparation for future learning:</i></p> <ul style="list-style-type: none"> <li><i>Revision for retrieval quizzes</i></li> <li><i>Retrieval quizzes</i></li> <li><i>Creation of revision resources</i></li> <li><i>GCSEpod assignments – videos with check and challenge questions</i></li> <li><i>Practice exam questions – 4m, 12m, 16m</i></li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li><i>Feedback 4 used for all assessed exam questions</i></li> </ul>	<i>Live marking using iscan</i>	<i>Weekly knowledge quizzes- peer assessed and collated.</i>

### **Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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