


Unit:	EARLY ELIZABETHAN ENGLAND GCSE
Year	9/10
Prior learning	<p>This scheme of work effectively builds on Year 7's history skills. It connects to their prior knowledge of chronology (Henry VIII) and key concepts like power and conflict. Students will use their existing ability to analyse primary sources and interpretations to evaluate Elizabeth's rule and the threats she faced. They can also draw on their Year 9 study of the Reformation to understand the religious challenges Elizabeth inherited. Ultimately, students are prepared to tackle the complex political, religious, and social history of Elizabethan England</p>
Rationale	<p>This scheme of work for Early Elizabethan England (1558-1588) is designed to provide students with a comprehensive understanding of this key period while explicitly developing the skills required for the GCSE History exam. The approach is deliberate and systematic, ensuring students move from foundational knowledge to high-level analytical skills.</p> <p>Sequential Learning: The unit follows a clear chronological path, starting with Elizabeth's accession and building to major challenges like the Armada, ensuring students connect events logically.</p> <p>Skill Development: Each lesson has explicit learning goals that progress from identifying facts to analyzing and evaluating, preparing students for the demands of GCSE history exams.</p> <p>Exam Preparation: The scheme of work is built around exam-style questions (4, 12, and 16-markers) in every lesson, providing constant practice and feedback on exam technique.</p> <p>Active Learning: Students are actively involved through peer teaching, debates, and source-based tasks, moving beyond passive learning to think and act like historians.</p> <p>Historical Enquiry: The unit encourages students to critically evaluate interpretations, such as whether Wilberforce was the most significant abolitionist or why the Armada failed, fostering high-level historical</p>

	judgment.
Skills	<p>Factual Recall and Chronology: Students will gain a solid knowledge of Elizabethan England, including key events, people, and dates, and understand how to place them in the correct chronological order.</p> <p>Source Analysis: Students will learn to analyze and evaluate historical sources, assessing their provenance (origin) and usefulness for historical inquiries.</p> <p>Exam Technique: The unit explicitly teaches students how to structure and write different types of GCSE exam answers using methods like PEE.</p> <p>Critical Thinking and Evaluation: Students will be challenged to evaluate significance, debate historical interpretations, and form supported judgments on complex issues.</p> <p>Argument Construction: Students will develop their ability to build and support clear arguments in their writing and discussions.</p>
SEND	<p> Introducing SENDsational 6</p>
Cultural capital	<p>Political and Social Structures: Students will understand concepts of monarchy, government, and social hierarchy, contrasting Elizabethan systems with modern society.</p> <p>Religious and Cultural Context: They will learn about the English Reformation and the differences between Catholicism and Protestantism, which shaped society and conflict.</p> <p>Key Historical Figures: Students will gain knowledge of influential individuals like Elizabeth I, Mary, Queen of Scots, and Francis Drake, whose stories are part of wider British culture.</p>

	<p>Vocabulary and Communication: The unit builds a strong academic vocabulary with terms like legitimacy and provenance, and develops skills in building and debating arguments.</p> <p>Human Ingenuity and Achievement: Students will appreciate the ambition of Elizabethan exploration and creativity, linking historical events to the origins of British literature and global expansion.</p>
Assessments	Exam questions will be set for homework as well as end of unit assessments and end of topic exam
Key concepts / vocab	<p>1. Core Political and Religious Concepts</p> <ul style="list-style-type: none"> ● Monarchy: The system of government where a country is ruled by a king or queen. ● Legitimacy: The rightful claim to the throne. Elizabeth's was questioned because her mother, Anne Boleyn, was not recognized as Henry VIII's lawful wife by Catholics. ● Succession: The process of inheriting a title, office, or property, particularly the throne. ● Protestantism: A form of Christianity that originated in the 16th-century Reformation. Protestants rejected the authority of the Pope and many Catholic traditions. ● Catholicism: The dominant Christian religion in England before the Reformation, led by the Pope. ● Religious Settlement: Elizabeth's attempt to establish a compromise between Catholicism and Protestantism to create religious stability in England. ● Abolition: The act of officially ending or stopping something, in this context, the ending of the Catholic Church's power in England. <p>2. Key Individuals and Groups</p> <ul style="list-style-type: none"> ● Mary, Queen of Scots: Elizabeth's Catholic cousin and a major threat to the throne due to her strong claim and support from powerful Catholic nations. ● Puritans: A group of radical Protestants who believed the Church of England should be 'purified' of all Catholic elements. ● Privy Council: A body of advisors appointed by the monarch to oversee government. ● Parliament: The legislative body of England, consisting of the House of Lords and the House of Commons. ● Vagabonds/Vagabonds: The term for homeless, wandering people, a growing problem in Elizabethan society due to poverty. <p>3. Conflict and Foreign Policy</p> <ul style="list-style-type: none"> ● Rivalry: A state of competition or conflict, especially between two individuals or nations, such as England and Spain. ● Revolt: An armed rebellion or uprising, like the Revolt of the Northern Earls in 1569.

	<ul style="list-style-type: none"> • Invasion: An instance of an army entering a country or region to occupy or conquer it, such as the Spanish Armada in 1588. • Circumnavigation: The action of traveling all the way around the world. Francis Drake was the first Englishman to achieve this.
Adaptations	<ul style="list-style-type: none"> • Differentiating Resources: To support students with a range of needs, resources will be adapted. This includes providing simplified texts and vocabulary lists for students with SEN and EAL, alongside the use of visual aids like diagrams and maps. • Scaffolding Complex Tasks: For all students, challenging tasks like essay writing will be broken down into smaller, more manageable steps. This involves providing clear structure, sentence starters, and planning sheets to help students build confidence in their exam technique. • Enriching for Higher Attainers: More challenging activities will be provided for higher-attaining students. This includes using more complex primary sources, asking deeper analytical questions, and encouraging independent research to foster a higher level of historical thinking.

Week/Lesson	Lesson title	Learning Objectives (inc ICT)	Notes / assessment / brief description of lesson
	<i>Short, clear to teacher, ideally engaging to students</i>	<i>Describes the learning in a way that will be obvious if it has been achieved. There will be more than one. Will not be tasks to complete</i>	
UNIT 1 Queen, Government and Religion 1558-1569			
1	Course introduction and Elizabethan Society	<p>1-3 You will recall information about Elizabeth I from Year ... and your wider knowledge.</p> <p>4-5 You will think about the problems that Elizabeth I would have to deal with when becoming Queen of England.</p> <p>5-6 You will think about reasons why we should study Elizabeth I in more depth.</p>	<p>DNT: Mind map what you already know about Elizabeth I</p> <p>TASK 1: Add further detail in purple pen whilst watching the clips https://www.youtube.com/watch?v=j4bGSUG4PEg https://www.youtube.com/watch?v=DH6TqDhV0Bs</p> <p>TASK 2: Class discussion of Elizabeth as a ruler and her problems.</p>

		<p>7+ You will identify why Elizabeth I was such a significant historical individual</p> <p>PART 2: SOCIETY</p> <p>1-3 You will be able to briefly describe different roles in Elizabethan society OR how the government was structured</p> <p>4-5 You will be able to describe different roles in Elizabethan society AND how the government was structured.</p> <p>5-6 You will be able to recall information without the use of your book (from memory)</p> <p>7+ You will successfully answer the two example exam questions for homework.</p>	<p>MID PLENARY: Make a decision about the level of her problems.</p> <p>PART 2: ELIZABETHAN SOCIETY</p> <p>DNT: Define 'society' and 'government'.</p> <p>TASK 1: Organise a structure of hierarchy of society groups. TASK 2: Use p10 to complete your features of the government. Read through page 9 and annotate definitions for each member of society on your sheets</p> <p>TASK 3: Complete the society table.</p> <p>TASK 4: Read p 11-12 and answer the following:</p> <ol style="list-style-type: none"> 1) What could Elizabeth do with her role as Queen? 2) Who was the most important Privy Councillor? 3) How could Elizabeth raise money? 4) How important was parliament at this time? <p>PLENARY: Match up the definition with the term. 4 marker feature question 'Describe two features of the Elizabethan social structure' (4 marks).</p>
2	<p>Problems with Legitimacy and Gender</p>	<p>1-3 You will identify the problems Elizabeth faced when she became Queen.</p> <p>4-5 You will describe the problems Elizabeth faced.</p> <p>5-6 You will explain the problems and also explain a number of her strengths.</p> <p>7+ You will be able analyse the above using specific historical details such as names, events and dates.</p>	<p>DNT: Use page 8 to complete the word fill.</p> <p>TASK 1: From your prior knowledge, list 5 problems you think Elizabeth would have when she became Queen of England in 1558. Order them from the problem you think would be the most significant to the problem you think would be the least significant.</p> <p>TASK 2: Use p13 to add information to each picture to tell the story of why people questioned Elizabeth's legitimacy. Write as much information as possible.</p> <p>TASK 3: Complete the problems faced mind map. For each problem, describe the problem and explain WHY it was a problem for Elizabeth.</p> <p>TASK 4: Use p14 and write the heading, 'Elizabeth's Strengths'. Draw a simple spider diagram to show at least 5 skills/strengths that Elizabeth had. For each one, draw a simple image to help you remember the skill.</p>

			<p>PLENARY: In pairs, act out and mime one problem that Elizabeth had. Can the other person figure this out?</p> <p>HW: 12 marker exam question, Explain the problems Elizabeth faced when she came to the throne'. (12 marks)</p>
3	<i>Problems Home and Abroad</i>	<p>1-3 You will be able to IDENTIFY the problems Elizabeth faced.</p> <p>4-5 You will be able to describe these problems using key terms and historical details.</p> <p>5-6 You will EXPLAIN where foreign threats came from and why.</p> <p>7+ You will be able to evaluate which country threatened Elizabeth the most.</p>	<p>DNT: Strengths and weaknesses – mark which is which and discuss.</p> <p>TASK 1: <u>EASY TASK:</u></p> <ul style="list-style-type: none"> • Read the fact sheet which states various threats Elizabeth faced. • Write the number of the fact on the correct country on your map. <p><u>CHALLENGE:</u></p> <ul style="list-style-type: none"> • Divide your page into the countries mentioned. • Summarise each problem under the correct heading. <p>TASK 2: Using the information sheet, summarise each threat Elizabeth faced both home and abroad.</p> <p>TASK 3: Check your knowledge quiz.</p> <p>TASK 4: 12 marker exam question, <u>Explain why Elizabeth faced foreign threats in the years 1557 – 1560 (12 marks)</u></p> <p>PLENARY: Exam Question: Describe two threats faced by Elizabeth from abroad. (4 marks)</p>
4	<i>Religious Divisions</i>	<p>1-3 You will be able to IDENTIFY the main differences between the Roman Catholic and Protestant church during Elizabeth's reign.</p> <p>4-5 You will be able to DESCRIBE the differences using specific historical and religious terms. You will also be able to describe what the Reformation was.</p>	<p>DNT: Spot the difference between the Catholic and the Protestant church.</p> <p>TASK 1: Mark whether the fact is catholic or protestant</p> <p>PLENARY: Decide on the problems Elizabeth faced.</p>

		<p>5-6 You will be able to EXPLAIN the importance of the REFORMATION at this time.</p> <p>7+ You will ANALYSE why ‘solving’ the issue of religion would be difficult for Elizabeth at this time.</p>	
5	What Was Elizabeth’s Religious Settlement?	<p>1-3 You will be able to IDENTIFY the 3 main parts to Elizabeth’s <u>Religious Settlement</u> in 1599.</p> <p>4-5 You will be able to DESCRIBE the specific details of the <u>Religious Settlement</u>.</p> <p>5-6 You will EXPLAIN who the <u>Religious Settlement</u> would please – Catholics or Protestants?</p> <p>7+ You will ANALYSE why the <u>Religious Settlement</u> would please one group more than the other.</p>	<p>DNT: Fill in the missing word gap fill.</p> <p>TASK 1: Students are to discuss and come up with a plan for how to solve the religious divide in England at the time.</p> <p>TASK 2: Students are to use the information to complete the table on the 3 strands of Elizabeth’s Religious Settlement.</p> <p>TASK 3: Self assess the example answers to the exam question. Describe two features of the Elizabethan religious settlement [4]. Now answer the question.</p> <p>PLENARY: TALK TO THE PERSON NEXT TO YOU. You have 60 seconds to tell your partner as much about the Religious Settlement as possible using the key terms below.</p>
6	Role of the Church of England	<p>1-3 You will be able to IDENTIFY key pieces of information about Elizabeth’s Religious Settlement</p> <p>4-5 You will DESCRIBE the impact of the settlement on the clergy (members of the church) and the people of England.</p> <p>5-6 You will be able to accurately EXPLAIN how the religious settlement was enforced.</p> <p>7+ You will start to EVALUATE how successful the religious settlement was.</p>	<p>DNT: Pictionary – which part of the Religious Settlement does the image represent?</p> <p>TASK 1: The Religious Settlement had an impact in 3 main areas. For each heading, note down the impact. Challenge yourself by judging the impact out of 5. You’ll need pages 23-24.</p> <ul style="list-style-type: none"> • TASK 2: Cut out each way the Religious Settlement was enforced. • Read each statement.

			<ul style="list-style-type: none"> Order them from the most forceful ways the religious settlement was enforced to the least forceful. Be ready to share your opinion with the class. <p>PLENARY: Complete Blockbusters as a class competition.</p>
7	<i>The Puritan Challenge</i>	<p>1-3 You will <i>know</i> who the puritans were</p> <p>4-5 You will <i>describe</i> features of the <i>Crucifix and Vestment Controversies</i>.</p> <p>5-6 You will <i>explain</i> how <i>Crucifix Controversy and the Vestment Controversy challenged the Religious Settlement</i>.</p> <p>7+ You will <i>analyse</i> how far these issues would challenge Elizabeth herself.</p>	<p>DNT: Complete the key word cross word.</p> <p>TASK 1: Use p26-27 to gain detail on the Crucifix and the Vestment Controversy.</p> <p>TASK 2: Decide on the scale what threat level the Puritans posed to the Religious Settlement.</p> <p>PLENARY: Exam question: Describe two features of the puritan challenge to Elizabeth's religious settlement. [4]</p>
8	<i>The Catholic Challenge</i>	<p>1-3 You will <i>identify</i> the people and countries who were a threat to Elizabeth.</p> <p>4-5 You will <i>describe</i> why they challenged Elizabeth.</p> <p>5-6 You will <i>explain</i> how much of a threat they were to Elizabeth.</p> <p>7+ You will <i>analyse</i> how well Elizabeth dealt with the Catholic threats</p>	<p>DNT: Map assessment.</p> <p>TASK 1: INSTRUCTIONS</p> <ol style="list-style-type: none"> Read each statement on your sheet. Identify which country or person is a challenge to Elizabeth. On your timeline, find the year this happened. Think how much of a threat it was (low to high). Summarise the threat on your timeline. <p>PLENARY: Complete the initial tasks.</p>
9	<i>Mary's Claim to the Throne</i>	<p>1-3 You will IDENTIFY the <u>relationship</u> between Mary, Queen of Scots and Elizabeth I.</p>	<p>DNT: Recall the foreign threats that Elizabeth faced.</p> <p>TASK 1: Video clip. <u>Watch this clip from BBC Bitesize.</u> List any events which make you</p> <ul style="list-style-type: none"> Have sympathy for her.

		<p><i>4-5 You will DESCRIBE how Mary, Queen of Scots had a right to claim the English throne.</i></p> <p><i>5-6 You will EXPLAIN how Mary, Queen of Scots threatened Elizabeth's throne.</i></p> <p><i>7+ You will EVALUATE how much of a threat Mary, Queen of Scots was to Elizabeth I.</i></p>	<ul style="list-style-type: none"> • Have no sympathy for her. <p>TASK 2: Read through the following information. Decide at the end how you would deal with Mary, Queen of Scots.</p> <p>TASK 3: As we go through, draw a basic image to help you remember this part of Mary's life. Comic strip task.</p> <p>TASK 4: Mark whether aspects of each part of Mary and Elizabeth's relationship were either weak or strong.</p> <p>TASK 5: Explain why Mary, Queen of Scots was a threat to Elizabeth.</p> <p>TASK 6: Discussion - What might be a problem for Elizabeth if Mary was found innocent of Darnley's murder?</p> <p>What might be a problem for Elizabeth if Mary was found guilty of Darnley's murder?</p> <p>PLENARY: Question quiz on slide.</p>
10	<i>Increased Catholic Threat</i>	<p><i>1-3 You will recap the main reasons for the Catholic threat to Elizabeth.</i></p> <p><i>4-5 You will discuss and learn how to structure your answer by looking at an example answer.</i></p> <p><i>5-6 You will independently plan your own answer.</i></p> <p><i>7+ You will be given chance to reflect and improve on your answer.</i></p>	<p>DNT: Use the images to discuss what the main Catholic threats to Elizabeth were.</p> <p>TASK 1: Exam question Explain why the Catholic threat to Elizabeth I increased after 1566 (12 marks).</p> <p>TASK 2: assess an example answer looking for the PEE structure and level of AO1 and AO2</p> <p>PLENARY: Peer assess each other's answers.</p>
UNIT 2 Queen, Challenges to Elizabeth Home and Abroad 1569-88			
11	<i>Revolt of the Northern Earls</i> <i>TWO PART LESSON.</i>	<p><i>1-3 You will be able to identify reasons for the Northern Earls revolting in 1569.</i></p> <p><i>4-5 You will be able to describe reasons that the Northern Earls rebelled and describe the basic key events.</i></p> <p><i>5-6 You will explain reason why the Northern Earls revolted in 1569 (12 marker).</i></p>	<p>DNT: Fill in the crossword.</p> <p>TASK 1: Students will collect information for one cause of the Northern Revolt.</p> <p>TASK 2: Students are to peer teach their table about the cause they have researched.</p>

		<p>7+ You will evaluate which cause of the revolt was the main reason the Northern Earls revolted in 1569 (16 marker).</p>	<p>TASK 3: Debate - On your tables I want you to discuss which cause of the revolt was the main one. You will vote once your two minutes is up so be prepared!</p> <p>TASK 4: <u>Exam Question - Explain why</u> the northern earls revolted in 1569 (12 marks)</p> <p>PART 2</p> <p>TASK 5: 'The main reason that the northern earls revolted in 1569 was because of religion'. How far do you agree? (16) Write an introduction to this answer. Peer assess each other's.</p> <p>TASK 5: Read each event of the Northern Revolt in 1569 carefully.</p> <p>For each event, shade in how much of a threat you feel each event was to the power of Elizabeth.</p> <p>HINT: If Elizabeth seems to be taking back power, the threat level will be low.</p> <p>TASK 6: Discussion of main reasons.</p> <p>TASK 7: Check your knowledge quiz.</p> <p>PLENARY: Exam Question - 'The main reason that the northern earls revolted in 1569 was because of religion'. How far do you agree? (16).</p>
12	<i>Ridolfi, Throckmorton and Babington plots</i>	<p>1-3 You will be able to recall basic facts about each plot against Elizabeth.</p> <p>4-5 You will be able to explain the plots using specific factual details</p> <p>5-6 You will evaluate how much of a threat each plot was.</p> <p>7+ You will be able to assess the significance of the plots on the power of Elizabeth I.</p>	<p>DNT: Match the terms from your previous learning.</p> <p>TASK 1: Peer teach in 3s, each student to have a separate plot.</p> <p>TASK 2: Which plot am I game.</p> <p>TASK 3: Describe two features of the Babington Plot 1586 (4 marks)</p> <p>Describe two features of the Ridolfi Plot 1571 (4 marks)</p> <p>PLENARY: Peer assess.</p>
13A	<i>Walsingham the Spy</i>	<p>1-3 You will IDENTIFY who Walsingham was, his role and relationship to Elizabeth.</p> <p>4-5 You will DESCRIBE the ways he protected Elizabeth I from potential plots.</p> <p>5-6 You will be able to EXPLAIN specific facts to support your knowledge.</p> <p>7+ You will be able to ANALYSE the significance of Walsingham during Elizabeth's reign.</p>	<p>DNT: Watch this short clip from the film Elizabeth, <i>The Golden Age</i>.</p> <ol style="list-style-type: none"> What can you infer about Francis Walsingham from this clip? What does it seem his role for Elizabeth was? <p>https://www.youtube.com/watch?v=sUv04cGjaDI&list=PLvC0XasxsMogXztXdYnWj2pZR9NIRpC6G</p> <p>TASK 1: Source analysis discussion.</p>

			<p>TASK 2: I have hidden the various facts about Francis Walsingham around the classroom. You have to work hard to find the clue, then write it in the correct box on your sheet.</p> <p>Only when correctly finished will you be a super spy like Francis Walsingham!</p> <p>PLENARY: Write a script for a trailer for a new spy movie about Francis Walsingham.</p>
13B	<i>Mary's Execution</i>	<p><i>1-3 You will recall the basic reasons why Mary, Queen of Scots was a threat to Elizabeth.</i></p> <p><i>4-5 You will organise and understand the reasons FOR and AGAINST Mary's execution.</i></p> <p><i>5-6 You will be able to argue the most important reason for Elizabeth to execute Mary, Queen of Scots.</i></p> <p><i>7+ You will explain why Mary, Queen of Scots' execution by Elizabeth was so significant.</i></p>	<p>DNT: True or false.</p> <p>TASK 1: Watch this short interpretation of Mary's execution. How does it represent Elizabeth's reaction? https://www.youtube.com/watch?v=9fyfkXUCSOW</p> <p>TASK 2: Students are to read the arguments and categorise them in to arguments either for or against Mary's execution.</p> <p>TASK 3: Essay plan - Use p45-47 and previous notes to complete this essay paragraph planner (4 sections).</p> <p>PLENARY: EXAM QUESTION - The main reason why Elizabeth decided to execute Mary, Queen of Scots in 1587 was due to her involvement in the Babington Plot [16]</p>
14	<i>Reasons for Rivalry with Spain</i>	<p><i>1-3 You will IDENTIFY basic reasons for the tension.</i></p> <p><i>4-5 You will be able to use specific terms to start DESCRIBING why there was so much tension.</i></p> <p><i>5-6 You will be able to EXPLAIN the reasons for the tension.</i></p> <p><i>7+ You will ANALYSE how many of the factors link.</i></p>	<p>DNT: Match each picture to a reason why you think Spain and England were rivals in the 1570s and 1580s. Write the number in the matching box on your sheet.</p> <p>TASK 1: Students are to peer teach after researching one of the 6 factors that caused tension between England and Spain.</p> <p>TASK 2: Students are to link the factors through discussion.</p> <p>TASK 3: EXAM QUESTION - Explain why there was a decline in Anglo-Spanish relations between 1569-85.</p> <p>PLENARY: TALK TO THE PERSON NEXT TO YOU.</p>
15	<i>Spanish Causes of War</i>	<p><i>1-3 I will be able to identify Philip II's basic invasion plan.</i></p> <p><i>4-5 I will be able to categorise the reasons for invasion.</i></p> <p><i>5-6 I will be able to explain the reasons for invasion using specific factual details..</i></p>	<p>DNT: Use p61 to fill in the missing word gap fill.</p> <p>TASK 1: Categorise the reasons for Spanish invasion in to the four factors.</p> <p>TASK 2: Vote on the main reason for invasion.</p> <p>PLENARY: Explain your choice of main reason in a paragraph.</p>

		<i>7+ I will be able to evaluate the most important reason for the Spanish invasion in 1588.</i>	
16	<i>Why Did the Spanish Armada Fail?</i>	<i>1-3 I will be able to IDENTIFY reasons why the Armada failed</i> <i>4-5 I will be able to DESCRIBE reasons for the Armada's failure. .</i> <i>5-6 I will be able to EXPLAIN the reasons for the loss clearly using specific factual details.</i> <i>7+ I will confidently ANALYSE the reasons for Spanish failure and make a judgement on the main cause.</i>	<p>DNT: Knowledge recap quiz.</p> <p>TASK 1: Map inference and chronology discussion.</p> <p>TASK 2: Categorise the reasons for the Armada's loss.</p> <p>TASK 3: Was it the weakness of the Spanish or the strength of the English?</p> <p>TASK 4: Go through questions and structures with the class.</p> <p>Describe <u>two</u> features of Philip's invasion of England using the Spanish Armada in 1588 [4]</p> <p>Explain why Philip II launched the Armada against England in 1588.</p> <p>The English tactics were the main reason for the Spanish Armada's loss in 1588.</p> <p>How far do you agree?</p> <p>PLENARY: Pick a question and answer it.</p>
UNIT 3 Elizabethan Society in the Age of Exploration 1558-88			
17	<i>Elizabethan Education</i>	<i>1-3 I will IDENTIFY basic facts about Elizabethan education.</i> <i>4-5 I will use key terms to DESCRIBE Elizabethan education.</i> <i>5-6 I will EXPLAIN the differences between the types of education.</i> <i>7+ I will ANALYSE the attitudes held about education in Elizabethan England.</i>	<p>DNT: What can you infer about Elizabethan education from the image?</p> <p>TASK 1: Students are to collate information to fill out their A3 sheet based around the different aspects of Elizabethan education.</p> <p>PLENARY: Find that fact information hunting task based on information collected during the lesson.</p>
18	<i>Sports, Pastimes and Theatre</i>	<i>1-3 I will be able to IDENTIFY some types of sports and pastimes.</i> <i>4-5 I will be able to DESCRIBE specific types of sports and pastimes using key terms.</i> <i>5-6 I will EXPLAIN the differences between rich and poor sports and pastimes.</i> <i>7+ I will be able to ANALYSE the key differences between rich and poor pastimes.</i>	<p>DNT: Recap bingo task using prior key words.</p> <p>TASK 1: Students are to collect information on different types of past times and sports whilst watching the clip. https://www.youtube.com/watch?v=Nq6QdOIAmow</p> <p>TASK 2: Sport or past time slide show – which is it? Stand up/sit down.</p>

			<p>TASK 3: Design a poster advertising a local village fete which will be attended by both rich and poor. Describe the sports and pastimes that will be on offer using the key terms below.</p> <p>TASK 3: P73-75 and a double page to add detail on sports and past times.</p> <p>PLENARY: EXAM QU - Describe two features of Elizabethan pastimes. [4] Describe two features of Elizabethan sports [4]</p>
19	Increased Poverty and Vagabondage	<p><i>1-3 I will IDENTIFY some reasons why poverty increased.</i></p> <p><i>4-5 I will DESCRIBE the reasons why poverty and vagabondage increased.</i></p> <p><i>5-6 I will EXPLAIN clearly, using all key terms and the PEE method.</i></p> <p><i>7+ I will ANALYSE the most important reason for poverty and clearly link the factors in preparation for a 16 marker.</i></p>	<p>DNT: Graph analysis: 'What reason does this evidence provide to explain why there was increased poverty in Elizabethan England?'</p> <p>TASK 1: Students are to discuss and come up with reasons for why unemployment and homelessness would have increased during this period.</p> <p>TASK 2: Students are to self research 1/6 reasons for increased poverty. They will then peer teach these to their tables, taking these in turn.</p> <p>TASK 3: 'Population growth was the main reason for the growth in poverty during the Elizabethan era'. How far do you agree? You may use the following in your answer:</p> <ul style="list-style-type: none"> • Sheep farming • Enclosure <p>You must also use information of your own. [16]</p> <p>PLENARY: RANK THE IMPACT OF EACH CAUSE OF POVERTY ON THE SPECTRUM.</p>
20	Increased Exploration	<p><i>1-3 I will IDENTIFY reasons why exploration increased.</i></p> <p><i>4-5 I will DESCRIBE why exploration increased using accurate and clearly use terms.</i></p> <p><i>5-6 I will EXPLAIN why exploration increased using accurate and clearly use key terms.</i></p>	<p>DNT: Are you a Tudor explorer? introduction quiz.</p> <p>TASK 1: Students are to discuss and come up with a list of why they believe exploration increased.</p> <p>TASK 2: 'PASTIES' being a pneumonic to remember the causes of increased exploration. Students are to use the information to complete their cause of increased</p>

		<p>7+ I will ANALYSE which factor is the most important.</p>	<p>exploration. They will then peer teach these to their group.</p> <p>TASK 3: Explain reasons why exploration increased during the Elizabethan period (12 marks)</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> • Compass • Ship design <p>You must use information of your own</p> <p>PLENARY: Thoughts on this being a 16 marker, pie diagram planning.</p>
21	<i>The Significance of Drake</i>	<p>1-3 I will IDENTIFY what Drake's circumnavigation was.</p> <p>4-5 I will DESCRIBE reasons why Drake circumnavigated the globe.</p> <p>5-6 You will EXPLAIN the reasons for the circumnavigation</p> <p>7+ You will confidently be able to use key terms to ANALYSE the reasons at the end of the lesson.</p>	<p>DNT: Recap of the causes of exploration from last lesson – 'PASTIES'.</p> <p>TASK 1: https://www.youtube.com/watch?v=uA6sH1OmL0Y Watch the clip and make notes on the Ws; what, where, when, why, who about circumnavigation.</p> <p>TASK 2: Inference source analysis about Drake.</p> <p>TASK 3: Mini plenary – recap quiz.</p> <p>TASK4: Text book content questions. P88.</p> <p>PLENARY: <u>The Significance of Drake's Circumnavigation.</u> Explain why each of these factors made Drake's voyage SIGNIFICANT:</p> <ul style="list-style-type: none"> • Good Reputation • Encouraged further exploration. • Influence of Davy Ingram • Nova Albion • Encouraging colonies in America • Anglo-Spanish Relationships.

22	<p>Walter Raleigh's Failure to Colonise Virginia</p>	<p><i>1-3 I will IDENTIFY key facts about Walter Raleigh and why he decided to colonise Virginia.</i></p> <p><i>4-5 I will DESCRIBE how Walter Raleigh raised money and awareness for his trip.</i></p> <p><i>5-6 I will EXPLAIN the various ways he prepared for his trip.</i></p> <p><i>7+ I will ANALYSE why the trip was a failure and be able to answer the practice exam questions.</i></p>	<p>DNT: DO NOW: Elizabeth has put you in charge of setting up a colony in Virginia, America. You need to start planning.</p> <p>1). What will you need to think about when planning the journey and setting up settlements in Virginia? Make a list.</p> <p>2) What problems might you face with this task of colonising Virginia.</p> <p>TASK 1: Teacher talk regarding the background of Raleigh's</p> <p>TASK 2: Categorisation of reasons for why the colonisation failed.</p> <p>TASK 4: Summary of significance task.</p> <p>TASK 3: choice of questions;</p> <p>1. Describe two features of Walter Raleigh's preparation for the voyage to Virginia [4]</p> <p>2. Explain why explorers set out on a voyage to colonise Virginia [12]</p> <p>You may use the following in your answers:</p> <ul style="list-style-type: none"> • Competition with Spain • Economic benefits <p>You must also use information of your own [12]</p> <p>PLENARY: TALK TO THE PERSON NEXT TO YOU.</p> <p>3. 'The resistance of the Native American people was the main reason for the failure of Walter Raleigh's colonisation of Virginia'.</p> <p>How far do you agree? Explain your answer.</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • The voyage • The inexperience of the colonists <p>You must also use information of your own. [16]</p>