

Subject	Year	Term
GCSE History	10	2
Topic		
Elizabethan Britain c 1568 - 1603		
Content (Intent)		
<p>Prior Learning (Topic) KS3 – Civil Wars era Britain, Tudor Study in Year 8 G</p> <p>BC Elizabethan England, c1568–1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p> <p><u>Part one: Elizabeth's court and Parliament</u> Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</p> <p><u>Part two: Life in Elizabethan times</u> A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.</p> <p><u>Part three: Troubles at home and abroad</u> Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.</p> <p><u>Part four: The historic environment of Sites</u> will also illuminate how people lived at the time, how they were governed and their beliefs and values. The following aspects of the site should be considered: location function the structure people connected with the site e.g. the designer, originator and occupants design how the design reflects the culture, values, fashions of the people at the time how important events/developments from the depth study are connected to the site. Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods. Students will also be expected to understand how key features and other aspects may have changed or stayed the same during the period. The numbers in the brackets below further relate to other parts of the depth study for which the historic environment is relevant. The historic environment can be explored through the examination of Elizabethan buildings such as Tudor manor houses and their gardens (Part two), theatres (Part two) and wider historic environments such as villages, towns and cities (Part two). Equally key historic developments and events such as voyages and trade (Part two), revolts (Parts one and three), and battles (Part three) were shaped by the historic environment in which they took place.</p>		
<p>Future Learning (Topic) KS4: GCSE Migration – some of the individuals in this unit are featured in Migration. A Level Britain picks up on the political themes and importance of Parliament, Society, and the ideas of patronage are considered at A Level politics</p>		
How will knowledge and skills be taught?		How will your understanding be assessed & recorded (Impact)
(Implementation)		
<p>Skills – Chronology, Knowledge &amp; Understanding, Causation and Consequence for essays, significance (AO1) identify key features of the specified site and understand their connection Different types of interpretations (AO3) Skimming &amp; Scanning Description, Explanation &amp; Evaluation effective internet research, Parliament Website Communication &amp; Presentation Condensing of information Disciplinary Literacy</p>		<p>Seneca for consolidation and knowledge gap checks</p> <p>Regular consolidation of knowledge and application of skills via GCSE exam-style questions (in class or as homework tasks).</p> <p>An end of topic knowledge test will be set to help students consider how they can learn history.</p>
How can parents help at home?		
<p>Check the Department VLE page for other stretch activities. Facilitate the watching of relevant documentaries as promoted by the department.</p>		
Helpful further reading/discussion		
<p>Reading: Various – see VLE</p>	<p>Vocabulary Lists: Parliament Whig Tory Catholic emancipation</p> <p>department will develop the teaching of disciplinary vocabulary in order to improve the fluency and rigour of historical understanding</p>	<p>Careers Links: Museum curation Art historians Managing historic site/ location Architecture Theatre</p>