

**Barnsley Academy – GCSE Elizabethan England**  
**Scheme of Work – 2023-24**

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Intro to the Tudors/How was Elizabethan England governed?</b>	<b>What problems did Elizabeth face when she became Queen? (Tudor legacy &amp; marriage)</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Tudors reigned 1485-1603</li> <li>Henry VIII broke with Rome</li> <li>Male rulers were preferable.</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth was a Protestant</li> <li>Mary I was Catholic and married to the King of Spain</li> <li>Elizabeth was unmarried.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Henry VIII established the Protestant Church of England</li> <li>Edward VI was Protestant.</li> <li>Mary I was Catholic and married to the King of Spain.</li> <li>Elizabeth I was Protestant.</li> <li>Parliament only called 10 times.</li> <li>Court was to entertain and serve the monarch.</li> <li>Privy council had 19 members and met 3 times a week to advise the queen.</li> </ul>	<ul style="list-style-type: none"> <li>England was £300,000 in debt</li> <li>Spain was Catholic and the most powerful country in Europe</li> <li>England was at war with France</li> <li>Mary Queen of Scots had a claim to the throne.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model Tudor table.</li> <li>Model guided reading first paragraph.</li> <li>4 mark questions- feature/SFD x2. Expert model given for the Elizabethan Parliament, class answer for council, sentence starters for Privy Council.</li> </ul>	<ul style="list-style-type: none"> <li>Model problems</li> <li>Model should/should not marry</li> <li>Expert model of first sentence of 4 mark questions- feature/SFD z2</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Table</li> <li>Guided reading</li> <li>Describe two features of the Privy Council.</li> </ul>	<ul style="list-style-type: none"> <li>Problem sheet</li> <li>Table</li> <li>Categorising</li> </ul>
<b>Assessment (Informal/Formal)</b> Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Green pen improvement.</li> <li>Describe two features of the role of parliament. 4 marks.</li> <li>Describe two features of the role of the Elizabethan Council. 4 marks.</li> <li>Describe two features of the Privy Council. 4 marks.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Describe the problems Elizabeth faced in 1558</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Ensure clear definition of illegitimate- As her parents were married after Henry's divorce, the Catholic church did not view them as married and so Elizabeth was illegitimate.</li> <li>Clarity in difference between Mary I (Sister) and Mary QoS (Cousin).</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Where did Elizabeth face her greatest threats; at home or abroad?</b>	<b>Why was England religiously divided in 1558?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Spain was Catholic</li> <li>France was Catholic</li> <li>England was £300,000 in debt</li> <li>Elizabeth was an unmarried, Protestant woman.</li> </ul>	<ul style="list-style-type: none"> <li>Elizabeth was Protestant.</li> <li>Mary I was Catholic.</li> <li>Edward VI was Protestant</li> <li>Henry VIII broke with Rome</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>81.6% exports were wool</li> <li>Bad harvests in 1554,55, and worst in 1556.</li> <li>Elizabeth built up a surplus of £600,000 by selling off crown lands.</li> <li>Wages fell, unemployment rose and wages rose.</li> <li>Netherlands were under the control of Spain.</li> <li>Elizabeth ended the war with France three months after becoming queen.</li> </ul>	<ul style="list-style-type: none"> <li>North was Catholic, South was Protestant</li> <li>Puritans were radical protestants who wanted to purify religion.</li> <li>Catholics- Pope, Latin Bible, Highly decorated churches, Vestments.</li> <li>Protestants- monarch, plain and simple, English bible, black gown.</li> <li>Puritans- no head of church, no decorations, bible in English.</li> <li>Religious settlement 1559- Act of uniformity, act of supremacy, royal injunctions.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model comprehension questions</li> <li>Expert model of 12 mark paragraph</li> <li>Sentence starters shown</li> <li>Point, SFD, Explanation, SFD, Explanation x3.</li> </ul>	<ul style="list-style-type: none"> <li>Model comprehension questions</li> <li>Model religion table.</li> <li>Teacher explanation of religious settlement.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>Paragraph for 12 mark question.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>Table</li> <li>SFD hunt</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Explain why Elizabeth immediately faced problems at the start of her reign. 12 marks.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Green pen response to feedback.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Geography of Spain, France, Scotland and Netherlands.</li> <li>Misconception that Scotland is part of the UK.</li> <li>Catholic and Protestant are both Christian.</li> <li>Use terms domestic and foreign to familiarise students.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Why was there opposition to the religious settlement?</b>	<b>Explain why there were challenges to Elizabeth’s religious settlement. 12 marks.</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>North was Catholic, South was Protestant</li> <li>Puritans were radical protestants who wanted to purify religion.</li> <li>Catholics- Pope, Latin Bible, Highly decorated churches, Vestments.</li> <li>Protestants- monarch, plain and simple, English bible, black gown.</li> <li>Puritans- no head of church, no decorations, bible in English.</li> <li>Religious settlement 1559- Act of uniformity, act of supremacy, royal injunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Pope excommunicated Elizabeth in 1570.</li> <li>8000/10000 priests took the oath of supremacy.</li> <li>27 bishops refused and were replaced.</li> <li>Northern earls revolted- Northumberland and Westmoreland</li> <li>Ordinary people mainly accepted it.</li> <li>Puritans opposed to crucifix and special vestments.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Pope excommunicated Elizabeth in 1570.</li> <li>8000/10000 priests took the oath of supremacy.</li> <li>27 bishops refused and were replaced.</li> <li>Northern earls revolted- Northumberland and Westmoreland</li> <li>Ordinary people mainly accepted it.</li> <li>Puritans opposed to crucifix and special vestments.</li> </ul>	N/A- Exam lesson
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Opposition table</li> <li>Recap of features of each religion</li> <li>Expert model of 4mark question- feature, SFD x2</li> </ul>	<ul style="list-style-type: none"> <li>Expert model of puritan paragraph</li> <li>Structure on board</li> <li>Sentence starters</li> <li>Structure- point, SFD, explanation, SFD, explanation. X3</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Religious settlement summary</li> <li>Opposition table</li> <li>Two 4mark questions</li> </ul>	<ul style="list-style-type: none"> <li>Two paragraphs of 12 mark question independent.</li> </ul>
<b>Assessment (Informal/Formal)</b> Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Describe two features of the religious settlement. 4 marks.</li> <li>Describe two features of the catholic opposition to the religious settlement. 4 marks.</li> <li>Describe two features of puritan opposition to the religious settlement. 4 marks.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Green pen response to feedback.</li> <li>Explain why there were challenges to Elizabeth’s religious settlement. 12 marks.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Constant reminders of different religious groups.</li> <li>Vestments- clothing.</li> <li>Clarify that a crucifix is a cross with Jesus on it.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Sentence starters</li> <li>Significant LAP could structure through reasons rather than religions. E.g. One reason was vestments.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Why did Mary Queen of Scots have a claim to the English throne?</b>	<b>How far was the revolt of the Northern Earls a threat to Elizabeth?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>• Mary QoS was Elizabeth’s cousin.</li> <li>• Mary was Catholic and allied with France.</li> <li>• Elizabeth was Protestant.</li> <li>• Elizabeth had been declared illegitimate by her father and Catholics believed this.</li> </ul>	<ul style="list-style-type: none"> <li>• North of England was largely Catholic.</li> <li>• Northern Earls opposed the religious settlement.</li> <li>• Elizabeth was Protestant.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>• Mary was Catholic.</li> <li>• Mary was married to King Francis II of France.</li> <li>• The Treaty of Edinburgh said Mary would give up her claim to the throne. She did not approve it.</li> <li>• Mary returned to Scotland in 1561.</li> <li>• Scottish Protestant lords rebelled against Mary in 1567 after she married Earl of Bothwell. Mary was imprisoned but escaped and went to England to ask for Elizabeth’s help.</li> </ul>	<ul style="list-style-type: none"> <li>• Earl of Northumberland- Thomas Percy- and Earl of Westmoreland- Charles Neville- launched a revolt in 1569.</li> <li>• Causes- Northumberland had lost the Warden of Middle March. They wanted to get rid of Cecil. They were Catholic. Northumberland had lost copper mines.</li> <li>• They had 6000 soldiers and support from 4500 peasants.</li> <li>• They wanted to rescue Mary QoS from house arrest and overthrow Elizabeth.</li> <li>• They held a Catholic mass at Durham cathedral and captured Barnard Castle.</li> <li>• They were defeated by royal forces. Northumberland and 600 rebels were executed.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>• Timeline questions</li> <li>• Structure and sentence starters for 12 mark paragraph.</li> <li>• Clear explanation of who Mary was and why she was a threat to Elizabeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions modelled.</li> <li>• Sentence starters and structure for 12 mark paragraph.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• 12 mark paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension question.</li> <li>• 12 mark paragraph.</li> <li>• Video notes.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>• Do Now – general medicine and Elizabeth terminology.</li> <li>• Circulation during knowledge tasks.</li> <li>• Explain why Mary Queen of Scots was a threat to Elizabeth. 12 marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now</li> <li>• Circulation during knowledge tasks.</li> <li>• Green pen response to feedback.</li> <li>• Explain why the Northern Earls revolted in 1569. 12marks.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> <li>• Reiterate Mary Queen of Scots is not Mary I.</li> <li>• Mary of Guise is Mary QoS mother.</li> </ul>	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Why were the Ridolfi, Throckmorton and Babington plots so significant?</b>	<b>Why was Mary Queen of Scots executed?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Elizabeth was a Protestant</li> <li>Spain and Mary I were Catholics.</li> <li>Duke of Norfolk had supported the revolt of the Northern Earls</li> </ul>	<ul style="list-style-type: none"> <li>Mary was Catholic, had a son and was the great granddaughter of Henry VII.</li> <li>Mary had fled to England after being imprisoned by Scottish lords.</li> <li>Mary was linked to three plots- Ridolfi, Throckmorton and Babington.</li> <li>The Bond of Association claimed Mary would be held responsible for any plot against Elizabeth.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>1571 Ridolfi Plot- Mary to marry Duke of Norfolk and overthrow Elizabeth.</li> <li>1583 Throckmorton Plot. Overthrow Elizabeth, Mary on throne.</li> <li>Bond of Association after Throckmorton.</li> <li>1586 Babington Plot discovered by Walsingham. Mary executed.</li> </ul>	<ul style="list-style-type: none"> <li>Bond of association 1584</li> <li>Babington plot 1586- discovered letters in beer barrels by Francis Walsingham.</li> <li>Walsingham was the spy master. Agents in France, Germany, Spain and Italy.</li> <li>Mary executed 1587.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Ridolfi plot table modelled.</li> <li>Structure for 4 mark questions- feature/ SFD x2.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline modelled.</li> <li>Full sentences comprehension questions modelled.</li> <li>Expert model paragraph 12 mark question.</li> <li>12 mark structure, Point, SFD, Explanation, SFD, Explanation x2.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Plot table.</li> <li>Categorisation</li> </ul>	<ul style="list-style-type: none"> <li>Timeline SFD notes</li> <li>Comprehension questions</li> <li>12 mark paragraph</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Categorisation knowledge check.</li> <li>4 mark questions. Describe two features of xxxx plot.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Green pen response to feedback.</li> <li>Explain why Mary Queen of Scots was executed in 1587.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Do not become trapped in the detail of what happened in each plot. The impact is more important.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Francis Walsingham is different to Francis Drake.</li> </ul>



	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>Explain why there were challenges to Elizabeth’s religious settlement. 12 marks.</b>	<b>What were the key religious and political differences between England and Spain?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>• Pope excommunicated Elizabeth in 1570.</li> <li>• 8000/10000 priests took the oath of supremacy.</li> <li>• 27 bishops refused and were replaced.</li> <li>• Northern earls revolted- Northumberland and Westmoreland</li> <li>• Ordinary people mainly accepted it.</li> <li>• Puritans opposed to crucifix and special vestments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spain was Catholic</li> <li>• Elizabeth was Protestant</li> <li>• Elizabeth had refused to marry Phillip II- King of Spain.</li> <li>• Phillip II had been married to Mary I</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	N/A- Exam lesson	<ul style="list-style-type: none"> <li>• Spain had crops of sugar and tobacco n the new world. They refused to give England a license to trade.</li> <li>• Mary QoS execution was seen as treason.</li> <li>• Phillip wanted to control the Netherlands.</li> <li>• Francis Drake captured £40,000 Spanish silver and Elizaeth knighted him.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>• Expert model of puritan paragraph</li> <li>• Structure on board</li> <li>• Sentence starters</li> <li>• Structure- point, SFD, explanation, SFD, explanation. X3</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling of first part of the table.</li> <li>• Model guided reading.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>• Improvement of 12 mark question independently.</li> <li>• 16 mark paragraph and conclusion independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Table of reasons for decline.</li> <li>• Guided reading about Francis Drake.</li> <li>• Plenary SFD grid.</li> </ul>
<b>Assessment (Informal/Formal)</b> Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>• Do Now</li> <li>• Circulation during knowledge tasks.</li> <li>• Green pen response to feedback.</li> <li>• Explain why there were challenges to Elizabeth’s religious settlement. 12 marks.</li> <li>• Puritan opposition was the most significant challenge to the religious settlement. How far do you agree? 16 marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now</li> <li>• Circulation during knowledge tasks.</li> <li>• Green pen response to feedback.</li> <li>• Plenary SFD grid.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> <li>• Sentence starters</li> <li>• Significant LAP could structure through reasons rather than religions. E.g. One reason was vestments.</li> </ul>	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> <li>• Francis Drake is different to Francis Walsingham.</li> <li>• Mary I was married to Phillip II. Mary QoS was allied with Spain.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>How did events in the Netherlands change Elizabeth’s foreign policy?</b>	<b>‘The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I’. How far do you agree?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>• Catholic Spain wanted control of the Netherlands.</li> <li>• Wool trade in the Netherlands was vital to English economy</li> <li>• 81.6% of English exports were wool.</li> <li>• Elizabeth wanted to avoid war.</li> </ul>	<ul style="list-style-type: none"> <li>• Spain had crops of sugar and tobacco n the new world. They refused to give England a license to trade.</li> <li>• Mary QoS execution was seen as treason.</li> <li>• Phillip wanted to control the Netherlands.</li> <li>• Francis Drake captured £40,000 Spanish silver and Elizaeth knighted him.</li> <li>• Netherlands- Pacification of Ghent, Elizabeth sent a loan of £100,000. Philip sent a new army. Elizabeth sent John Casimir and a mercenary army of 6000. 1584 William of Orange murdered. France and Spain signed the Treaty of Joinville in 1584.1585 Elizabeth signed the Treaty of Nonsuch with Dutch rebels. English failed to secure protestant control but did manage to retain support of the deep water port of Ostend.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>• 1576 Spanish fury- unpaid Spanish soldiers raided towns.</li> <li>• Pacification of Ghent- the Spanish would leave, and autonomy would be granted. Elizabeth sent a loan of £100,000.</li> <li>• Philip sent a new army. Elizabeth sent John Casimir and a mercenary army of 6000.</li> <li>• 1584 William of Orange murdered.</li> <li>• Frace and Spain signed the Treaty of Joinville in 1584.</li> <li>• 1585 Elizabeth signed the Treaty of Nonsuch with Dutch rebels.</li> <li>• English failed to secure protestant control but did manage to retain support of the deep water port of Ostend.</li> </ul>	<ul style="list-style-type: none"> <li>• .N/A- Exam technique</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>• Timeline modelled</li> <li>• Clear teacher explanation required- difficult event due to proximity of events and similarity in names.</li> <li>• Comprehension questions modelled.</li> </ul>	<ul style="list-style-type: none"> <li>• 16 mark structure guidance and sentence starters.</li> <li>• Point SFD Explanation Judgement x3 Plus conclusion</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Planning question</li> <li>• Writing 16 mark answer in timed conditions.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>• Do Now – general medicine terminology.</li> <li>• Circulation during knowledge tasks.</li> <li>• Timeline feedback- close questioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Do Now</li> <li>• Circulation during knowledge tasks.</li> <li>• Green pen response to feedback.</li> <li>• ‘The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I’. How far do you agree?</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> <li>• Very difficult topic. Complicated dates, people and treaties. Ensure absolute clarity and teacher led where required.</li> </ul>	<ul style="list-style-type: none"> <li>• Visible key term definitions</li> <li>• Writing frame / sentence starts for independent practice.</li> <li>• Targeted one to one support for known students.</li> <li>• Paragraph structure</li> <li>• Sentence starters where required.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>What were the key events of the Spanish Armada?</b>	<b>Why was the Spanish Armada defeated?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Spain was Catholic</li> <li>Mary QoS executed in 1587 after the Babington plot</li> <li>Francis Drake raided Spanish ships</li> <li>English attempts to support Protestants in the Netherlands had failed but they had retained control of the deep water port of Ostend.</li> </ul>	<ul style="list-style-type: none"> <li>Philip II launched the Armada in 1588</li> <li>Armada had been delayed a year by the Raid on Cadiz</li> <li>Events- 1588, Spain attack in crescent formation, Duke of Medina led the Spanish-seasick, 8 fireships sent when Spanish are moored at Calais, Battle of Gravelines 8/9 August, Armada is defeated and sail back around Scotland, 40 ships destroyed</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>1587- Singeing of the Kings beard/Raid on Cadiz- Drake destroyed over 30 ships and returned to England with £114,000. Delayed the Armada by a year.</li> <li>Causes- Spread Catholicism, Drake stealing in the New World, Treaty of Nonsuch, Treaty of Joinville meant no war with France, Spanish had Portuguese ports.</li> <li>Events- 1588, Spain attack in crescent formation, Duke of Medina led the Spanish-seasick, 8 fireships sent when Spanish are moored at Calais, Battle of Gravelines 8/9 August, Armada is defeated and sail back around Scotland, 40 ships destroyed</li> </ul>	<ul style="list-style-type: none"> <li>English galleons small and manoeuvrable</li> <li>Poor weather delayed the armada</li> <li>English used 8 fire ships to break the crescent formation.</li> <li>Francis Drake was the English captain.</li> <li>Duke of Medina was inexperienced and seasick.</li> <li>Spanish supplies rotted after Drake destroyed barrels in the raid on Cadiz.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Questions about Raid on Cadiz modelled.</li> <li>Timeline modelled.</li> <li>4-mark structure- Point, SFD x2.</li> </ul>	<ul style="list-style-type: none"> <li>Categorising modelled</li> <li>Expert model of 12 mark paragraph</li> <li>Improvement of poor paragraphs</li> <li>12 mark structure- Point, SFD, Exp, SFD, Exp x3.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Comprehension questions.</li> <li>Causes sheet.</li> <li>Timeline.</li> <li>4 mark question.</li> </ul>	<ul style="list-style-type: none"> <li>Categorisation task</li> <li>12 mark improvement</li> <li>12 mark paragraph</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Describe two features of the Spanish Armada.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Green pen response to feedback.</li> <li>Explain why the Spanish Armada was defeated. 12 marks.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Raid on Cadiz and the Singeing of the Kings Beard are the same thing.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> </ul>



<u>Lesson 1</u>	
<b>Lesson Focus</b> Big Picture – success criteria.	<b>'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree? Closing the gap</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Spain had crops of sugar and tobacco in the new world. They refused to give England a license to trade.</li> <li>Mary QoS execution was seen as treason.</li> <li>Phillip wanted to control the Netherlands.</li> <li>Francis Drake captured £40,000 Spanish silver and Elizabeth knighted him.</li> <li>Netherlands- Pacification of Ghent, Elizabeth sent a loan of £100,000. Philip sent a new army. Elizabeth sent John Casimir and a mercenary army of 6000. 1584 William of Orange murdered. France and Spain signed the Treaty of Joinville in 1584. 1585 Elizabeth signed the Treaty of Nonsuch with Dutch rebels. English failed to secure protestant control but did manage to retain support of the deep water port of Ostend.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>.N/A- Exam technique</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>16 mark structure guidance and sentence starters. Point SFD Explanation Judgement x3 Plus conclusion</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Planning question Writing 16 mark answer in timed conditions.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now</li> <li>Circulation during knowledge tasks.</li> <li>Green pen response to feedback.</li> <li>'The decline in Anglo-Spanish relations in the years 1569-85 was caused by Elizabeth I'. How far do you agree?</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Paragraph structure</li> <li>Sentence starters where required.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>What led Elizabethans to explore?</b>	<b>Why did Walter Raleigh fail to colonise Virginia?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Spain controlled the New World</li> <li>England needed access to new trading ports.</li> <li>Francis Drake was a key figure in English trade and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Spain had control of the New World.</li> <li>England needed new trade areas.</li> <li>Drake circumnavigated the globe 1577-80.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>The New World had tobacco and sugar.</li> <li>1584 Thomas Harriot used the sun to calculate direction.</li> <li>Quadrants and astrolabes allowed navigation.</li> <li>John Hawkins bought slaves from Africa in 1562, founding the triangular trade.</li> <li>Drake's circumnavigation- 1577-80, Ship called the Pelican then renamed the Golden Hind.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons- base to attack Spanish colonies in the New World, establish an empire, tobacco and sugar in the new world.</li> <li>Plan- 300 colonists, plant seeds, well armed.</li> <li>Reality- 108 colonists, set off too late, Raleigh didn't go</li> <li>Reasons for failure- only given ship and gunpowder, The Tiger became damaged and food perished, colonists did not have skill, stonemasons but no stone. Native Americans believed English were cursed. Conflict led to Wingina being killed.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Reason table modelled</li> <li>Fix the mistakes modelled</li> <li>Structure for 16 mark question- Point, SFD, Explanation, Judgement x3, conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Table of reasons modelled</li> <li>Table of plan/reality modelled.</li> <li>Exam planning grid partially completed.</li> <li>12 mark structure- Point, SFD, Explanation, SFD, Explanation x2.</li> <li></li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Reason table</li> <li>Fix the mistakes</li> <li>Comprehension questions</li> <li>16 mark paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Reasons table.</li> <li>Plan/reality table.</li> <li>Exam planning grid.</li> <li>12 mark paragraph.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>The main reason that voyages of exploration were undertaken during Elizabeth I's reign was to increase England's wealth.' How far do you agree?</li> </ul>	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>5b) Explain why the attempt to colonise Virginia in 1585-1586 was a failure.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>New World- America</li> <li>Avoid confusing Drake's actions. He circumnavigates the globe before the Raid on Cadiz. Chronology is lost.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>Be mindful of chronology. This is before the Armada.</li> <li>Students may confuse Drake and Raleigh. Be clear.</li> </ul>

	<u>Lesson 1</u>	<u>Lesson 2</u>
<b>Lesson Focus</b> Big Picture – success criteria.	<b>What were education and leisure like in Elizabethan England?</b>	<b>How did attitudes towards the poor change in Elizabethan England?</b>
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Protestantism led to the loss of influence of the Catholic church.</li> <li>Society was divided into different classes.</li> <li>Poverty increased.</li> </ul>	<ul style="list-style-type: none"> <li>81.6% exports were wool</li> <li>Bad harvests 1554, 1555, 1556.</li> <li>No government help.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Dame Schools for girls and Petty Schools for boys, grammar schools for intelligent boys and new universities at Oxford and Cambridge. Between 1560 and 1580, 72 new grammar schools opened in England.</li> <li>Theatre had traditionally been based around religious stories. As a Protestant, Elizabeth allowed secular (non- religious) plays.</li> <li>Shakespeare wrote 28 plays and 156 poems.</li> <li>There were also many new theatres built including the Red Lion (1567), the Rose (1587) and the Globe (1597), where Shakespeare and his company played.</li> </ul>	<ul style="list-style-type: none"> <li>Causes of poverty- population grew by 35%. Price rises. Sheep farming increased- less workers needed. Enclosure meant more efficient farming so less workers.</li> <li>Deserving and undeserving poor.</li> <li>1563 Statute of artificers- collected poor relief.</li> <li>1572 Vagabond act- deter vagrancy and set up local poor relief.</li> <li>1576 Poor relief act- provided work and set up houses of correction.</li> <li>Government intervention due to fear of rebellion.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Education table modelled</li> <li>Leisure activities modelled</li> <li>4 mark questions- Point, SFD x2.</li> </ul>	<ul style="list-style-type: none"> <li>Causes table modelled.</li> <li>Government actions table modelled.</li> <li>4 mark question structure- feature, SFD x2.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Education table</li> <li>Theatre SFD list</li> <li>Leisure time table.</li> </ul>	<ul style="list-style-type: none"> <li>SFD sentences.</li> <li>Causes table.</li> <li>Government action table.</li> <li>4 mark question.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Describe two features of education in Elizabethan England.</li> <li>Describe two features of the theatre in Elizabethan England.</li> <li>Describe two features of leisure for the poor in Elizabethan England.</li> <li>Describe two features of leisure for the wealthy in Elizabethan England.</li> </ul>	<ul style="list-style-type: none"> <li>Do Now – general medicine terminology.</li> <li>Circulation during knowledge tasks.</li> <li>Describe two features of the Elizabethan system of poor relief.</li> </ul>
<b>Resources</b> (Hyperlink)	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a></li> </ul>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> </ul>	<ul style="list-style-type: none"> <li>Visible key term definitions</li> <li>Writing frame / sentence starts for independent practice.</li> <li>Targeted one to one support for known students.</li> <li>May confuse acts. Together they are known as the poor laws but have separate names and do different things.</li> </ul>