

<p>Year 10</p> <p>Term 2</p> <p>Weeks: 8</p> <p>Lessons: 4/week</p>	
<p>Key topics:</p> <p>1) Queen, government and religion, 1558-69</p> <p>2) Challenges to Elizabeth at home and abroad, 1569 – 88</p>	
<p>Key Topic 1 overview:</p> <p>1.4 The problem of Mary, Queen of Scots</p> <p>Key Topic 2 overview:</p> <p>2.1 Plots and revolts at home</p> <p>2.2 Relations with Spain</p> <p>2.3 Outbreak of war with Spain, 1585-88</p> <p>2.4 The Armada</p>	<p>Content breakdown:</p> <ul style="list-style-type: none"> • Mary, Queen of Scots: her claim to the English throne and her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69. • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. • Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard.’ • Spanish invasion plans. Reasons why Philip II used the Spanish Armada.
<p>Learning outcomes overview:</p> <p>Know and understand why Mary, Queen of Scots, was a threat.</p> <p>Understand the plots against Elizabeth I and how the government was able to monitor threats to the Queen.</p> <p>Know and understand the key events in the decline in Anglo-Spanish relations, 1569 – 1588.</p> <p>Understand why Mary was finally executed in 1587.</p> <p>Understand why events in the Netherlands were so important to the security of England.</p>	<p>Learning outcomes breakdown:</p> <p>1.4 Understand why Mary, Queen of Scots, had a claim to the English throne.</p> <p>Understand the relationship between Mary, Queen of Scots, and Elizabeth I between 1568-1569.</p> <p>2.1 Understand the key points of the Revolt of the Northern Earls, including why they rebelled, the key players, and role of religion and politics.</p> <p>Understand the significance of the Ridolfi, Throckmorton and Babington plots.</p> <p>Understand the significance of Mary, Queen of Scots’ execution.</p> <p>Know how Walsingham used spies.</p> <p>2.2 Understand Elizabeth I’s foreign policy aims, and how that affected relations with Spain.</p>

<p>Understand why Philip II sent the Armada against England in 1588 and why it failed.</p>	<p>2.3 Understand how England’s involvement in the Netherlands encouraged war with Spain.</p> <p>2.4 Understand why Philip II launched the Armada.</p> <p>Understand the reasons why the Armada was defeated and consequences of the English victory.</p>
<p>Assessment Objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p>	<p>Concepts:</p> <p>Knowledge and understanding. Cause and consequence Significance</p>
<p>SMSC & British Values:</p> <p>Spiritual: Consider and discuss how the student would react if in the same situation, promoting empathy and understanding.</p> <p>Moral: Pupils are asked to consider and comment on moral questions and dilemmas. Notions of right and wrong are explored in connection with events from the past.</p> <p>Social: Students will work in teams and enhance their own social development through collaboration. Continued discussions on social issues will run through each lesson. Emphasis on the Monarch’s desire to resolve conflict reasonably and without violence. Confidence and ability to express own personal beliefs and feelings in a safe environment. Respect for each other’s viewpoint. An appreciation of ‘otherness’ and acceptance of difference.</p> <p>Cultural: Examine how other cultures have had an impact on the development of ‘British’ culture and values. How historians have influenced and shaped today’s society through research and interpretation.</p>	<p>Reference to National Curriculum:</p> <ul style="list-style-type: none"> - Inspire curiosity and interest in understanding historical events - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed - Using interpretations of history to generate their own ideas of historical events. - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

<p>To understand and appreciate the impact of historical events on social classes and cultural development.</p>	
<p>Cross curricular links:</p> <p>English Art Geography Drama: Re-enactment of historical events. Literacy: Reading information. Understanding new words, with emphasis on spelling and meaning. Writing and proof-reading own work. Numeracy: Tables / consensus circles / data / date order / counting</p>	<p>Key terms:</p> <p>Anointed, Abdicate, Civil war, Conspiracy, Papal bull, Council of the North, Hanged, drawn and quartered, Cipher, Agents provocateurs, Foreign policy, New World, Privateer, Circumnavigate, Autonomy, Sacking, Expeditionary force, Mercenary, Fireships, Propaganda.</p>
<p>Differentiation strategies:</p> <p>Group work Work in pairs Help sheets Word banks LA, MA & HA worksheets Differentiated activity options for example, draw to represent versus words. Note taking sheets provided for LA. Extension activities in each lesson for HA. Teach the class opportunities through group and individual presentations. Differentiated learning objectives for each lesson.</p>	<p>Resources:</p> <p>GCSE Elizabethan England textbooks. PowerPoint presentations. Dynamic learning website. Podcasts. YT videos. Worksheets Mind maps Homework tasks Past exam papers. Mark schemes. Revision booklets. Peer assessment sheets. Self-assessment sheets. Teacher assessment sheets.</p>
<p>Learning activities</p> <p>Mind maps, creating comic strips, writing activities as presented in workbooks, completing tables, debate, producing timelines, write a script or dialogue, value continuums, strengthen and challenge questions, group presentations to present evidence,</p>	<p>Assessments:</p> <p>Peer assessment on learning tasks set within the classroom. Self-assessment on exam style questions. Formative assessment: Verbal quizzes, recap starters and plenaries, glossary and key term questions, group presentations, individual presentations.</p>

	Summative assessment: Strengthen and challenge questions to review each topic. Exam style questions.
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