

Subject :	History		Year Group :		11
Scheme title	Part one: Elizabeth's court and Parliament	Part two: Life in Elizabethan times	Part three: Troubles at home and abroad	Part Four: Historic Environment Study	Power and the People - from September 2024
Knowledge in sequence	<p>We will teach about Elizabeth's early life, including:</p> <ul style="list-style-type: none"> •the relationship she had with her family •her treatment under Mary I's reign and how this impacted her character •how her character made her suited to rule England <p>We will teach about how Elizabeth ran the country, including:</p> <ul style="list-style-type: none"> •importance of the Royal Court •the political system of England in the 16th Century – the roles of different groups like parliament and JPs •how she used patronage to keep control of people around her •the role of the Privy Council •key ministers on the Privy Council (Cecil, Walsingham, Dudley and Hatton) <p>We will teach about the difficulties Elizabeth faced as a female ruler, including:</p> <ul style="list-style-type: none"> •the problem of marriage and the succession •her relationship with Parliament 	<p>We will teach about society and cultural changes in Elizabethan England:</p> <ul style="list-style-type: none"> •The Renaissance and new intellectual movements like humanism •The structure of society, the belief in the Great Chain of Being •Reasons for the increasing wealth and the impact of it including the rise of the gentry as a class •Cultural changes like the growth of theatre and how it links to the social structure of England •Opposition to the theatre <p>We will teach about the problem of poverty in Elizabethan England including:</p> <ul style="list-style-type: none"> •Long term reasons for the increase in poverty •Societal attitudes towards the poor •What measures Elizabeth and her government took to solve the problem of poverty including: changing opinions of the poor, poor laws •The effectiveness of government action 	<p>We will teach about reactions to Elizabeth's religious policy including:</p> <ul style="list-style-type: none"> •What Elizabeth's religious policy was – the Middle Way •What Puritans were and why they disagreed with the Middle Way •How Puritans were a threat to Elizabeth's rule •Key Catholic plots against Elizabeth: Northern Rebellion, Ridolfi Plot, Throckmorton Plot, Babington Plot •Actions of the Pope – excommunicating Elizabeth, missionaries and Jesuits <p>We will teach about the problem of Mary Queen of Scots including:</p> <ul style="list-style-type: none"> •Who Mary Queen of Scots was and why she was a problem for Elizabeth •How Elizabeth dealt with Mary – execution and the impact of this <p>We will teach about conflict between England and Spain including:</p> <ul style="list-style-type: none"> •Long term reasons for conflict: rejection of proposal, competition in exploration, piracy, religion 	<ul style="list-style-type: none"> •We will teach about the chosen Historic Environment for the Elizabeth course: Drake's Circumnavigation of the Globe (2024 Exams). Hardwick Hall (2025 Exams). 	<p>Part one: Challenging authority and feudalism</p> <p>Constraints on kingship: the barons' dissatisfaction with King John's rule and its resolution; Magna Carta, its terms and its short and long-term impact. The origins of parliament: issues between King Henry III and his barons; the role of Simon de Montfort; the Provisions of Oxford and the Parliament of 1265 and their short and long-term impact.</p> <p>Medieval revolt and royal authority: the social, economic and political causes of the Peasants Revolt; actions by rebels and government; impact of the Peasants' Revolt.</p> <p>Part two: Challenging royal authority</p> <p>Popular uprisings against the Crown: the social, economic, religious and political causes of the Pilgrimage of Grace; the implications for royal authority; Henry VIII and his government's reaction and the impact of the uprising. Divine Right and parliamentary authority: the causes of the English Civil War.</p>
	<p>Historical Concepts:</p> <p>Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate</p> <p>Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, Evaluating historical interpretations</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Historical Concepts:</p> <p>Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate</p> <p>Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, Evaluating historical interpretations</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Historical Concepts:</p> <p>Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate</p> <p>Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, Evaluating historical interpretations</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Historical Concepts:</p> <p>Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate</p> <p>Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, Evaluating historical interpretations</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>	<p>Historical Concepts:</p> <p>Change & continuity, Similarity & difference, Cause & consequence, Significance, Historical Debate</p> <p>Students will utilise the following skills: Using a chain of reason to explain the link between events and consequences to form a historical account. Engaging in historical debate and coming to a balanced judgement. Historical significance, Evaluating historical interpretations</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> •PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills. <p>PEKL: Designed to help students analyse sources and evaluate interpretations (historical debates)</p>
Skills					
	<p>Catholic</p> <p>Clergy</p> <p>Court</p> <p>Courtier</p> <p>Gentry</p> <p>Heir</p> <p>Illegitimate</p> <p>Justices of the Peace (JPs)</p> <p>Legislation</p> <p>Monopolies</p> <p>Patriarchy</p> <p>Patronage</p> <p>Privy Council</p> <p>Progress</p> <p>Suitor</p>	<p>Almshouse</p> <p>Astrolabe</p> <p>Censorship</p> <p>Circumnavigation</p> <p>Colony</p> <p>Court</p> <p>Deserving Poor</p> <p>Enclosure</p> <p>Galleon</p> <p>Gentry</p> <p>Great Chain of Being</p> <p>Humanism</p> <p>Inflation</p> <p>Patronage</p> <p>Poor Rate</p> <p>Privateers</p> <p>Rack-Renting</p> <p>Recoinage</p> <p>Renaissance</p> <p>Undeserving Poor</p> <p>Vagrant</p> <p>Workhouse</p>	<p>Armada</p> <p>Astrolabe</p> <p>Broadside</p> <p>Bull</p> <p>Calvinist</p> <p>Catholic</p> <p>Clergy</p> <p>Conspiracy</p> <p>Culverins</p> <p>Excommunicated</p> <p>Galleon</p> <p>Galley</p> <p>Heretic</p> <p>House Arrest</p> <p>Jesuit</p> <p>Marty</p> <p>Mass</p> <p>Privateers</p> <p>Privy Council</p> <p>Prophesying</p> <p>Puritan</p> <p>Recusant/Recusancy fines</p> <p>Regicide</p> <p>Seminary</p> <p>Transubstantiation</p> <p>Vestment</p>	<p>Relevant key words from the section that the Historic Environment best fits. 2024 exams: Circumnavigation, Astrolabe, Galleon, Colony, Rutter, Privateer. 2025 exams: Gentry, Courtier, Great Chain of Being, Long Gallery,</p>	<p>Feudalism</p> <p>Authority</p> <p>Monarch</p> <p>War</p> <p>Religion</p> <p>Government</p> <p>Chance</p> <p>Communication</p> <p>Economy</p> <p>Equality</p> <p>Democracy</p> <p>Representation</p> <p>Strikes</p> <p>Suffrage</p> <p>Protest</p>
Key Words					
	<p>Students will have knowledge of Paper 2B - Part 1. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper</p>	<p>Students will have knowledge of Paper 2B - Part 1-2. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper</p>	<p>Students will have knowledge of Paper 2B - Part 1-3. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper</p>	<p>Students will have knowledge of Paper 2B - Part 1-2. Students will be able to evaluate interpretations, explain significance, explain consequences. Students can complete questions 1-3 of a full Elizabeth paper</p>	<p>Students will have the opportunity to see how ideas, events or developments in the wider world affected the course of Britain's political development and will promote the idea that ideas of authority, challenge and rights did not develop in isolation, but these developments should be seen in terms of how they affected Britain and British people.</p>
End Point Assessment method	<p>Progress points:</p> <p>Exam Questions covered in lessons. End of Part 1 progress point focuses on 2 out of the 4 exam questions.</p>	<p>Progress points:</p> <p>Exam Questions covered in lessons. End of Part 2 progress point focuses on 2 out of the 4 exam questions - that were not covered in the Part 1 progress point.</p>	<p>Progress points:</p> <p>Exam questions covered in each lesson</p> <p>Final Assessment:</p> <p>Full Elizabeth exam to be completed after Historic Environment study is completed</p>	<p>Progress points:</p> <p>16 mark workshop and practice exam questions</p> <p>Final Assessment:</p> <p>Full Elizabeth exam to be completed after Historic Environment study is completed</p>	<p>Progress points:</p> <p>Exam questions covered in each lesson.</p> <p>Final Assessment:</p> <p>End of Unit assessment after Parts 1&2 completed and Parts 3&4 completed</p>