



YEAR 10 AUTUMN

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Early Elizabethan England 1558-1588

Curriculum Intent	Why do we study this?
Skills/Assessment Objective Links	<p>Elizabethan England This option allows students to study in depth a specified period, the first 30 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> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. • AO2: Explain and analyse historical events and periods studied using secondorder1 historical concepts. • AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. • AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Spiritual, moral, social, and cultural development	<p>SMSC: Students will consider the history of religion and its impact on society. They will consider hierarchies in Elizabethan society and use comparisons with the modern day. Through their exploration of historical sources, they will also consider how the provenance of information can affect its</p> <p>PSHE/British Values: Students will consider the history of Britain and how this has informed the modern day.</p> <p>Skills Builder: asking open questions, how to take notes, using questions to identify bias</p>
Numeracy	Students will need to have a chronological understanding, particularly with the thematic topic of Medicine Stands Still. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.
Literacy	<ul style="list-style-type: none"> • Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference. • Vocabulary Tier 3: legitimacy, parliament, Great Chain of Being, patronage, privy council, Divine Right • Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian's interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces. • Writing: students will be expected to write extended answers ranging from 2 to 16 mark essays. • Oracy: discussion and debate regularly used in lesson to analyse topics.
Becoming future ready	Careers/Employability: transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and lesson plans provide different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	AUT 1 - Elizabethan England in 1558: Society and Government

<p>Learning Outcomes (Knowledge)</p>	<ul style="list-style-type: none"> • The Virgin Queen, the problems of her legitimacy, gender and marriage. Her character and strengths • Challenges at home and from abroad: the French threat and financial weaknesses • Religious divisions in England in 1558 • Elizabeth’s religious settlement (1559): its features and impact • The Church of England: its role in society • The nature and extent of the Puritan challenge • The nature and extent of the Catholic Challenge: the role of the nobility, papacy and foreign powers • Mary Queen of Scots: her claim to the English throne and her arrival in England in 1568 • Relations between Elizabeth and Mary QOS 1568-69 <p>AUT 2 - Challenges to Elizabeth at Home and Abroad 1569- 88</p> <ul style="list-style-type: none"> • The reasons for and significance of the Revolt of the Northern Earls 1569-70 • The features and significance of the Ridolfi, Throckmorton and Babington Plots. Walsingham and the use of spies • The reasons for and significance of the execution of Mary Queen of Scots in 1587 • Political and Religious Rivalry with Spain • Commercial Rivalry with Spain. The New World, privateering and the significance of the rivalry with Drake • English direct involvement in the Netherlands 1585-88. The role of Robert Dudley • Drake and the raid on Cadiz: ‘Singeing of the King’s beard’ • Spanish invasion plans. Reasons why Philip used the Spanish Armada • The reasons for and consequences of the English victory
<p>Current learning to be developed in the future within:</p>	<p>Homework tasks and retrieval starters will frequently ask students to reflect this key knowledge.</p>
<p>Assessment</p>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>