

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: How Golden was the 'Golden Age' of Elizabeth?
Unit objectives: (NC Statements)		
Students will gain an overview of the issues Elizabeth I faced during her reign, and how she tried to overcome them.		
Context for study:		
<p>During year 7, students will have encountered the beginning of the Tudor period and the turbulent years that followed the War of the Roses. Here, they have explored conflicting religions (Protestantism and Catholicism), tensions between family and conflict which will form the basis of many issues faced by Elizabeth when she takes the throne.</p> <p>The learning from this unit of work facilitates engagement for study at the beginning of year 8, how Elizabeth's actions sent ripples into the next 100 years, influencing future monarchs, law and even later, regicide. This also lays the foundation for Key Stage 4 study of Elizabeth within the AQA GCSE in history and KS5 Tudor rebellions and Disorder.</p>		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)*

- Know who Queen Elizabeth I was and the problems she faced when she became Queen and throughout her reign as **Monarch**.
 - know some of the differences between **Protestant** and **Catholic** beliefs.
 - know the middle way, Elizabeth's religious settlement, know that at the start of Elizabeth rule Catholics could worship privately, and this was not an act of heresy or treason.
 - know what Elizabethan **propaganda** was and explain how Queen Elizabeth I used this to her advantage through her **portraits**.
 - know the pros and cons of Elizabeth marrying and Elizabeth's 4 options for **marriage**.
 - know 2-3 reasons why Elizabeth ended up marrying no one.
 - know why the number of poor people increased during Elizabeth's reign and to identify the difference between the **deserving** and **undeserving** poor.
 - know some different ways that poor people were treated during this reign.
 - To judge whether Elizabeth dealt with the problem of **poverty** fairly.
 - know who **Mary Queen of Scots** was and why she was a problem to Elizabeth. Know that Mary Queen of Scots was Elizabeth's closet family relative but by being family this also made her Elizabeth's greatest threat. Know what happened to Mary Queen of Scots and the different choices Elizabeth had over what to do with Mary Queen of Scots.
 - know the connection between the **Babington Plot** and the of execution of Mary Queen of Scots.
 - To judge whether Mary Queen of Scots deserved to be executed.
- Tier 2 words- Monarch, Catholic, Protestant, Plot, rebellion, Compromise, poverty, propaganda.**
- Tier 3 words- Armada, fireships, alms-houses, recusant, secretary of state, Ladies in waiting, Treason, Galleon.**

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Confusion between Protestantism and Catholicism. Confusion between Mary Tudor and Mary Queen of Scots. (see previous map) Confusion between the different contenders for Elizabeth's hand in marriage.</p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses. Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2/3 vocabulary throughout lessons. Regular knowledge and recall checks through recap starters. Explicit focus on answering questions in full sentences. Coming to sustained judgements using the PEEL paragraph structure. Making inferences from historical sources.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Summative assessment of key knowledge – short answer questions.</p>	