

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 11	Unit: AQA 8145 BA Paper 2 Elizabethan England 1568-1603 Religious problems. Part Three: Trouble at home and abroad.
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Unit objectives: (NC Statements)

Unit objectives: **Assessment objectives**

AO1- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.

AO2- Students need to 'explain and analyse historical events and periods using **second-order** 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.



Context for study:

Paper 2 unit reflects on Elizabeth's problems as monarch at home and abroad, due to religion, succession, and expectations at the time for a single Queen. The focus is change, impact, consequence.

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**)*

Part three: Trouble at home and abroad:
Essex Rebellion: background <u>on</u> Essex and Elizabeth, causes of rebellion, events, impacts on society, Essex's fate.
Religions: Catholicism, Protestantism, Puritans, explanation of each beliefs, history in Tudor England, impact on society.
Religious Plots: key understanding of Northern Rebellion, Babington Plot, Throckmorton Rebellion, Campion's Mission.
Puritans: beliefs, response to Elizabeth's religious settlement, threat to Elizabeth and her solutions.
Religious Settlement: understanding of the religious settlement, Elizabeth's actions to create a religious 'middle way', perspectives on success or failure.
Mary Queen of Scots: background, challenges posed to Elizabeth, impact, Elizabeth and Parliament's treatment of Mary, impact/consequences.
Spanish Armada: causes, events, outcomes and consequences on Elizabeth's power and reign in England and internationally.
Naval Warfare: describe the tactics and technology used by the British fleet.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Glossary of new terms.

Match the definition

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<p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Sentence starters for correct PEEL paragraphing PACC for source analysis- Provenance, Audience, Content, Context. Text printed into booklets for the whole unit. Resources also scanned in department share to be available on Go or Teams</p>
<p><i>Assessment/Final outcomes: How will students apply their deep learning in a meaningful way that respects the subject's discipline? In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	