

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 11	Unit: AQA 8145 BA Paper 2 Elizabethan England 1568-1603 Part One: Political problems, Elizabethan Court and Parliament
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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: part 1 of this unit for Paper 2. The Elizabethan Court and Parliament. Who were her key ministers, what problems did she face as a new single Queen, how did she keep law and order and who were her key ministers. This unit refers back to Year 7 studies on the Tudors and joins all the way with KS5 studies on Tudor rebellion and disorder.

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**)*

<b>Paper 2: Elizabethan England 1568-1603</b>
<b>Part one:</b> Elizabethan Court and Parliament:
<b>Background of Elizabeth:</b> upbringing, character, family history.
<b>Elizabethan Court:</b> structure, roles, progresses, privy council etc.
<b>Key Ministers:</b> William Cecil, Robert Dudley, Walsingham, Essex, Hatton, Raleigh.
<b>Problems at start of her reign:</b> marriage, Mary Queen of Scots, religion, taxation, parliamentary rights.
<b>Issue of Marriage:</b> suitors, arguments for and against, impact.

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.

Ensure knowledge is sound before moving on during the lesson or in the next lesson.

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*

Literacy and Oracy development opportunities:

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

Glossary of new terms.

Match the definition

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

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