

**Humanities Faculty: Yearly Overview Plan - Year 11**

<u>Unit Topic</u>	<u>Learning Outcomes</u>	<u>Assessment Methods</u>
1. Background and character of Elizabeth I. Court life, including patronage; key ministers.	<p><i>Students will...</i></p> <p>Students study the situation on Elizabeth's accession, how she came to be Queen. (Note, the problems the country faced will be considered in lesson 4.)</p> <p>Students think about Queen Elizabeth, her background and character – what sort of person was she? How did Elizabeth come to be Queen of England?</p> <p>Begin to study the structure and process of central and local government. How did government work in Elizabeth's reign? Which were the most important parts of her government structure?</p> <p>Note the difference between local and national government and in the structure of government, the Court, Privy Council, Lord Lieutenants, JPs. What was the role of the court? What was the role of the Privy Council? These are two key institutions.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
Background and character of Elizabeth I. Court life, including patronage; key ministers.	<p>Students should revise the role of Court and government structure.</p> <p>This lesson will focus on the Court.</p> <p>Students should understand that Elizabeth's Court travelled around the country on 'Progresses'. This was one way in which Elizabeth could control her public image. She used other methods, such as portraiture to control her image.</p> <p>Students consider the roles of William Cecil (Lord Burghley), Robert Dudley (the Earl of Leicester) and Francis Walsingham. What jobs did these people do and how influential were they?</p> <p>Link to next lesson, note Parliament and relationship to decision-making, court, and Privy Council.</p> <p>Students</p>	
<u>Relations with Parliament.</u> <u>The problem of marriage and the succession.</u>	<p>If you focus on marriage and succession. This will help to illustrate the relationship with Parliament.</p> <p>Elizabeth's difficulties as a female monarch: succession and marriage. What were the expectations of a female ruler at this time? Who might Elizabeth have married? What were the advantages and disadvantages of her suitors? How did the reasons for not marrying change during the reign? Why didn't she marry?</p> <p>These questions will lead to further understanding of the relationship between, and issues involving, the Queen and her governments and parliaments.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<u>Relations with Parliament. The problem of marriage and the Succession.</u>	<p>From a consideration of marriage you can develop your students' understanding that this was not the only issue that Elizabeth and Parliament clashed over.</p> <p>What other problems did Elizabeth face?</p> <p>Students should be seeking to understand the relationship between, and issues involving, the Queen and her governments and parliaments. Note Elizabeth's various responses and letters to Parliament, Privy Councillors' management of Parliament.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs

<p>The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.</p>	<p>The focus of this lesson is the strength of Elizabeth's authority at the end of her reign, using Essex's rebellion. This is a case study, late in the reign, of Court politics and patronage.</p> <p>You might need to establish who Essex was (remind students of brief court biographies above – lesson 2), his achievements and failures.</p> <p>How does it change our view of the question we asked in lesson 2, 'If you wanted to get on in the Elizabethan Court what should you do and not do?'</p> <p>We can consider how much blame Essex deserves for his situation.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<p>The question of religion, English Catholicism and Protestantism. The Northern Rebellion Elizabeth's excommunication. The missionaries Catholic plots and the threat to the Elizabethan settlement. Elizabeth and her government's responses and policies towards religious matters.</p>	<p>This is a key pair of lessons focussing on English Catholicism during Elizabeth's reign. It has been placed earlier on in the scheme of work to help explain actions and events later on in the study.</p> <p>Begin by ensuring students record main points of religious settlement in 1559. Noting contrast with Catholic and extreme Protestant views.</p> <p>Overarching question/enquiry point: (i) Why was Catholicism a threat? (ii) When was the Catholic threat greatest? (iii) How were Catholics treated during her reign?</p> <p>Consider the concept of two historical 'turning points' in policy to English Catholics: (a) 1570 – the excommunication and (b) 1580 the arrival of Campion's Mission, in order to debate and answer to question (ii) above.</p> <p>Note, the plots will be important information when considering Mary Queen of Scots in depth in lessons 12 and 13 towards religious matters.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<p>Elizabethan settlement . The nature and ideas of the Puritans and Puritanism. Elizabeth and her Government's responses and policies towards religious matters.</p>	<p>Remind your students of lessons 8 and 9 regarding the religious settlement in 1559. Note contrast with Catholic and extreme Protestant views.</p> <p>Consider Elizabeth's settlement of religion in 1559 in relation to Puritans and Puritanism. The nature and ideas of Puritans and Puritanism - students need to know about the range of opinion that was classified as Puritan from the moderate through to the extreme like Stubbs and Cartwright.</p> <p>Why were the Puritans a threat to Queen Elizabeth's government?</p> <p>The ideas of the Puritans threatened the hierarchy of church and state.</p> <p>The contribution of Archbishop Parker, Puritan response and reaction in Parliament, the press and in preaching.</p> <p>The attitudes and actions of Elizabeth and her government and bishops towards the Puritans. The role of Archbishop Whitgift (and the attitudes of Parker and Grindal).</p> <p>Students should understand the reasons why Puritanism became less of a threat towards the end of Elizabeth's reign.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<p>Background. Elizabeth and Parliament's treatment of Mary. The challenge posed by Mary; plots; execution and its impact</p>	<p>Remind your students of what they learned about Mary, Queen of Scots in lessons 8 and 9.</p> <p>The lessons here concentrate on the story of, and role played by, Mary Queen of Scots. Although the Depth study begins in the year she arrives in England, students will need to know about her past history as a young French Queen, then widow and her time in Scotland. Ensure students know why she was a threat.</p> <p>A case study of the Northern Rebellion/Norfolk Rebellion reveals how quickly Mary caused problems, contrasts with Essex's later behaviour, and shows how Queen Elizabeth would deal people, even if high born, when they crossed her.</p> <p>It is an interesting contrast between Mary Queen of Scots who married three times and Bess of Hardwick who married four times and what we might learn about marriage in the early modern period.</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs

<p>Living standards and fashions. Growing prosperity and the rise of the gentry.</p>	<p>Students should be aware of the structure of Elizabethan society. They should think about the different ranks of society in the 16th century. You could use the 'Great Chain of Being' to demonstrate ideas about how society was structured. Establish with your students Elizabethan population figures and some comparator statistics.</p> <p>There is also opportunity to return to Bess of Hardwick from lesson 2 and remind students of her successful 'career' and the men she married to lead to lesson 16. Students</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<p>The Elizabethan theatre and its achievements. Attitudes to the theatre.</p>	<p>These lessons are an examination of Elizabethan theatres: their design and use; actors and playwrights including William Shakespeare and Richard Burbage. What were theatres like in Elizabethan times? Students should consider the response of different sections of society towards the plays and theatre-going and the reasons for these responses. Why were they so popular? Why were they not popular with some people? Students should assess the achievements of the Elizabethan theatre. In what ways were the plays of the period a mirror of their time?</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs
<p>Reasons for the increase in poverty. Attitudes and responses to poverty. The reasons for government action and the seriousness of the problem.</p>	<p>Develop your students' understanding of how the problem of poverty changed at this time, the reasons why it changed, and how the solutions adopted by the authorities changed. Consider the increase of poverty (and vagabondage) in the 16th century. Why did poverty increase in the 16th century? Develop your students' understanding of the nature and seriousness of poverty in the 16th century. What were government and contemporary attitudes to poverty and punishment? Refer students back to lessons 10 and 11 on Puritanism for a Puritan view of the poor. Discuss the reasons for government concern and the seriousness of the problem. Why was the government concerned about the increasing numbers of poor people? The effectiveness of the response of government and individual towns to the problems of poverty. How was poverty dealt with in the 16th century? How did Elizabeth's government deal with the poor? How did the example of major towns help deal with the poor? Were the measures to help the poor successful?</p>	<ul style="list-style-type: none"> • Bookwork is marked and feedback provided using WWW/EBI/PPP • Extended writing activity: students to undertake an '8 mark' GCSE exam question in preparation for GCSEs