

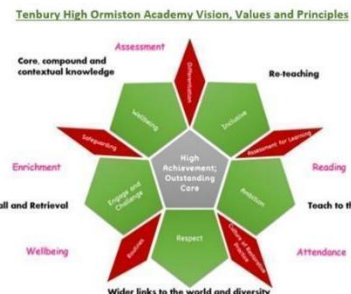


Curriculum Overview for History - Year 11 (Autumn Term)

<p>Half Term 1: Early Elizabethan England 1558-88</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the issues Elizabeth faced upon ascending to the throne • Knowledge of the structure of Elizabethan society • Knowledge of the role of Elizabethan institutions, such as: Parliament, the Privy Council, Lord Lieutenants, the Royal Court and Justices of the Peace • Knowledge of religious issues and Elizabeth's Religious Settlement • Knowledge of the challenges to the Religious Settlement by Catholics and Puritans • Knowledge of the issue posed by Mary Queen of Scots • Knowledge of the catholic plots against Elizabeth and the significance of Walsingham in stopping them 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<ul style="list-style-type: none"> - Elizabeth I - Mary I - Edward VI - Henry VIII - Henry VII - Succession - Marriage - Gentry - Yeomanry - Tenant Farmers - Vagrants - Parliament - Lord Lieutenants - Justices of the Peace - Privy Council - Royal Court - Protestant - Catholic - Puritan - The Religious Settlement 1560 - Act of Supremacy - Act of Uniformity - Royal injunctions - Mary Queen of Scots



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		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>
		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>
<p><u>Half Term 2: Early Elizabethan England 1558-88</u></p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the deteriorating relationships between England and Spain, and the reasons behind this ● Knowledge of the events of the Spanish Armada and the reasons for its defeat ● Knowledge of the education system within Elizabethan England 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these.


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<ul style="list-style-type: none"> • Knowledge of Elizabethan pastimes and leisure activities, including the theatre. • Knowledge of the changing attitudes towards the poor and the measures taken by Elizabeth • Knowledge of exploration in Elizabethan England and the significance of: Hawkins, Drake and Raleigh • Knowledge of Drake's Circumnavigation and privateering exploits • Knowledge of the failure of Raleigh in the Virginia colonies 		<ul style="list-style-type: none"> - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<ul style="list-style-type: none"> - The Sea Beggars - Sir Francis Drake - The Gold Bullion Incident - Robert Dudley/Earl of Leicester - Raid on Cadiz/Singeing of the King of Spain's Beard - The Spanish Armada - Duke of Medina-Sidonia - Duke of Parma - Battle of Gravelines - 'Golden Age' - Dame Schools - Grammar schools - Petty schools - The Globe - The Poor Laws (1601) - Sir Francis Drake - Circumnavigation - Sir Walter Raleigh - John Hawkins - Virginia - Jamestown/Roanoke
		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>

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