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**Knowledge Rich Curriculum Plan**

**GCSE Elizabeth Curriculum Map**



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* |
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| 1. Background and character of Elizabeth | * Daughter of Henry VIII, her mother, Anne Boleyn was executed. * Her sister, ‘Bloody Mary’ was Catholic and executed Protestants. * Elizabeth was highly educated and could speak and read in at least 5 languages. | Royal Court- advisors who follow the Monarch. | * Students will know that monarchs are extremely wealthy and powerful. One very famous monarch, studied in Y7, King Henry VIII had lots of power; with this power he changed the church in England, had 6 wives and killed 70,000 people. * Women were viewed as inferior in Tudor times, male monarchs were taken much more seriously. This is one problem the Elizabeth faced a queen. * Female monarchs were expected to marry as soon as they were crowned queen. A married with a foreign noble would aid the foreign policies of Britain- securing an alliance. |
| 1. Elizabeth’s Government and the Royal Court | * Elizabeth was the monarch but ruled England with help. * Privy council – chamber of leading nobles who gave advice such as (William Cecil – Burghley, Francis Walsingham – ‘Eyes and ears’ and Robert Dudley – Leicester) * Elizabeth was helped to govern in local areas by the Lord Lieutenants and justices of the peace. * The Royal Court was Elizabeth’s *entourage* who offered advice and went everywhere she did, even on royal visits (progresses) | Royal Progresses- A journey that Elizabeth would make around the country with her Royal court.  Patronage- when land, titles or power is given to a person to make sure they support you. | * Students will know that because Elizabeth was a female, she was not taken seriously, therefore she was expected to rule the country with help from her Privy Council, a group of wealthy men. * Monarchs were extremely wealthy and could afford to employ a large amount of people. |
| 1. Elizabeth and her relationship with Parliament | * Elizabeth had a difficult relationship with Parliament, she called it a ‘necessary evil’. * Parliament’s role was to advise the Queen and discuss issues. Also passing laws and collecting taxes. * Elizabeth disagreed with Parliament over religion (some were Puritans), they disagreed with her granting monopolies, keeping Mary, Queen of Scots alive and most notably over marriage. Elizabeth was angered at the ‘interference’. | Puritan- An extreme Protestant. | * Parliaments role was to create new laws and extend taxes. The authority of Parliament changed after the Bill of Rights was created after the English Civil War (Y8) * Parliament consisted over very wealthy men, they would try to control Elizabeth’s decisions. |
| 1. The problem of Marriage and succession | * As a ruler, and a female ruler at that, Elizabeth was expected to marry to produce and heir and secure her succession. * Reasons for marriage were to create alliances and prevent her Catholic cousin, Mary of succeeding her. * Reasons against were loss of Elizabeth’s authority, to a foreign power or even husband. Also, she had bad experiences of marriages due to her father. | Suitor- A potential husband for Elizabeth.  Alliance- A friendship between different countries. | * Female monarchs would be expected to marry as soon as they became queen, in order to secure their reign and produce an heir to the throne. * From Y7, students will understand that providing an heir to the throne allows the future of England to be much more secure. Students have studied the Norman Conquest, whereby Edward the Confessor did not produce an heir to the throne, resulting in uncertainty and two battles. |
| 1. Essex Rebellion and Elizabeth’s authority at the end of her reign. | * Elizabeth faced rebellions throughout her reign, mostly over religion. Essex’s rebellion in her later years was about power and influence. * Lord Essex was a favourite of Elizabeth and given a monopoly. He was a rival in the Royal Court of Robert Cecil (William’s son) * Essex lost favour with the queen when he turned his back on her and she hit him! He was later sent to Ireland to deal with rebels but made a truce. * On his return, he stormed in to Elizabeth’s room and she removed his privileges. He saw no choice but to start a rebellion in 1601. This failed and he and some of his followers were executed. Showing Elizabeth’s authority in her ‘old’ age. | Authority- The power or right to give orders, make decisions, and enforce obedience.  Monopoly- A royal licence which gave individuals the sole right to manufacture or sell a product. | * Despite monarchs having so much power in England, there have been many instances where a monarch’s power has been threatened by the people. For example, the Peasants Revolt of 1381. * Patronage was used be monarchs to ensure loyalty of their Privy Councillors. If this patronage was taken away, it would leave these men in financial ruin. |
| 1. Religion -Catholicism & Protestantism | * Elizabeth was a protestant but was wary of acting like her harsh, catholic sister. She would follow a ‘middle way’ between Catholics and Protestants. This was known as the *Religious settlement.* * Church services were in English and priests could marry (Protestants) Catholics could still believe the Pope was head of the Church and Elizabeth ‘only’ the governor. Catholics not fined heavily (at first) for not attending church. * The Papal bull and rebellions changed things – Northern Rebellion (1569) and Ridolfi plot (1571) showed to Elizabeth that catholics threatened her from within England and replace her with Mary, Q o S. The Papal Bull of 1570 said that Elizabeth was not the true queen and should be ‘removed’. * Elizabeth faced threats from Jesuits and missionaries (people who wanted to spread Catholicism) this to undermine Elizabeth’s Catholic England. * As a result, Elizabeth became much harsher towards Catholics in England. They were called recusants for not going to church and fined from 1571, increasing to £20 in 1581. The statute of confinement made it illegal for Catholics to go more than 5 miles from their home. | Act of Uniformity- Enforced the use of the English Prayer Book but kept many of the familiar practices of both churches.  ‘Middle way’- This brought Protestant and Catholic practices to the Church of England. | * Students are aware of the importance that religion has played throughout History. For example, the Crusades, the Reformation and, the English Civil War * One of Elizabeth’s major problems was the religious divide between Protestantism and Catholicism. |
| 1. Religion – Puritanism | * Puritans are strict Protestants. They believed that Elizabeth’s church was ‘Too popish’ meaning Catholic. * Puritans wanted plain church services and a total devotion to God. They felt Elizabeth’s England did not reflect this. A group known as the *Presbyterians* openly questioned her in meetings called *prophesying’s.* * From 1580, Elizabeth began responding to Puritanism such as banning preachers such as John Field, removing Archbishop Grindal and hanging leaders of a separatist Church in London in 1593 (Barrow and Greenwood) | Presbyterian- Belonging or relating to a Protestant church.  Prophesying’s- Religious meetings held by Puritans. | * Puritans were deeply religious Protestants. In Y8 students have studied the impact of a strict Puritan, Oliver Cromwell. Students know that Puritans dislike celebrations; they are devoted to the worship of God. |
| 1. Mary, Queen of Scots | * In 1567, Mary came to England and Elizabeth put her in her palace for 19 years. Mary was deemed a threat, by many including Privy Council and Parliament as she was Catholic and the heir to the throne. She would be the inspiration behind several catholic plots to remove Elizabeth. * The Throckmorton plot was designed to replace Elizabeth with Mary. The Babington plot was designed for the same reason in 1586. Mary was involved in this plan as Walsingham’s spies read messages which gave her agreement to kill the queen. * Mary was put on trial in October 1586. She was found guilty but Elizabeth was hesitant to kill her. In February 1587 she was executed, but Elizabeth feared the response of her son and Catholic France and Spain. | Heir- The next in line to the throne. | * Students are aware that any threats to a monarch’s reign will cause paranoia amongst the Royal Court. Elizabeth’s treatment of her cousin Mary highlights the paranoia Elizabeth was feeling during her reign. * Foreign threats, especially from Catholics, would be dealt with ruthlessly, in order to prevent nationwide protests. |
| 1. Golden Age – Fashions and the wealthy | * Before Elizabeth, nearly all of the wealth was in the hands of the Nobility. The gentry emerged as a powerful group under Elizabeth, they were landowners and traders. * The nobility and wealthy in society made extravagant homes in the countryside showcasing their wealth, such as Hardwick Hall * The wealthy wore expensive imported clothing from abroad. It was important to remain at the height of fashion in Elizabeth’s court for e.g. the right sized Ruff! | Gentry- People of a high social class. | * Throughout KS3 students have studied a wide variety of Golden Ages. The understand that a golden age is a time of advancement. They have studied this theme when looking as: medieval Baghdad, Mansa Musa and the Mali Empire, the Industrial Revolution and 1920s USA. |
| 1. Poverty – (Causes, attitudes and responses to it) | * Causes of poverty stemmed from the early days of the Tudors when Henry VII banned private armies, Henry VIII debased currency and closed monasteries which led to the desperate having nowhere to go. * Unemployment due to changes in farming and high rents/ inflation led to people being worse off. * Elizabeth used local methods to deal with this initially ‘3 strikes’ (whipping, burning ears and hanging) – Some places would later encourage apprenticeships and make hospitals such as ‘Bedlam’ to help the unfortunate. * The Poor Law of 1601 eventually made dealing with poverty a national issue and the wealthy were taxed to help the poor. | Great Chain of Being- A hierarchical structure of all matter and life  Prodigy House- Large and impressive English country houses built by wealthy families in Tudor England.  Rent-racking- When Landlords increase rents unfairly. | * Students are aware of the conditions that poor people lived in during the Tudor times. * Power structure of a nation clearly explains who hols the power and who are the individuals who live to work for the wealthy. This has been studied when looking at the feudal system (Y7) and the class divide in the 19th century (Y8) |
| 1. Lord Burghley’s Almshouse\* | * Burghley (William Cecil, Elizabeth’s main advisor) built his Almshouse in 1597. At a time when poverty was a major concern in England and almost at the end of Elizabeth’s reign. * The Almshouse were built near to where Burghley was brought up and nearby where he had his land and property. His Almshouse was built on the site of a former Medieval Almshouse. * There were many possible reasons when Burghley built his Almshouse such as to preserve his legacy and build a memorial to his name, religious motivations and a fear of the poor (due to potential unrest). Other reasons include that it was expected of the nobility to contribute before there was a national policy (Poor Law of 1601) | Almshouse- Buildings that provided a place to stay and food for those in need.  Vagabond- A person who wanders from place to place without a home or job.  House of Correction- An unpleasant place were beggars would spend the night/ time as punishment. | * Poverty was a huge concern during Elizabeth’ reign. She undertook a series of different measures to try to reduce poverty in England. * William Cecil, one of Elizabeth’s main advisors and a member of her privy council, wanted to be in favour with the queen and would try to impress her wherever possible. |
| 1. Golden Age – theatre and entertainment | * Entertainment in Elizabethan England varied on wealth – the wealthy liked to read, which was more available due to printing presses, music, poetry and Hawking. The Poor liked to frequent inns (Pubs), gamble and ‘sports’ such as wrestling. * Theatre was immensely popular with all sections of society. A theatre could easily show the ‘Great chain of Being’ with the nobles in more expensive seats and the ‘groundlings’ in the pit in the 1p seats. * Despite the popularity of the Shakespearian plays, theatre was criticised by the puritans as impure and immoral. Despite having support from the Queen and Nobility. | Patron- Someone who funds the work of an artist or performing group. | * The poor would enjoy any cheap forms of entertainment; where they could rink alcohol and be merry- they did this to forget the realities of their everyday lives. * Some forms of entertainment may have been criticised from those with extreme beliefs. For example, the Nazis criticised the Weimar golden age as being immoral and obsessed with vice. |
| 1. English Sailors – (Hawkins, Drake and Raleigh) | * John Hawkins was known as the ‘Father of the English Slave trade’ – he and Drake, his cousin ‘stole’ Enslaved Africans from the Spanish. * Sir Francis Drake was famous for his circumnavigation and his ‘privateering’ (piracy) of Spanish possessions. * Raleigh was an explorer and founded a colony in America, the New World, called ‘Virginia’ after the Virgin Queen, Elizabeth. | Circumnavigate- To travel all the way around something  Privateer- A ship’s captain with royal permission to attack foreign ships. | * Students are aware that the British travelled around the world colonising new lands and trading goods and humans (Y8), this brought them lots of wealth and power. |
| 1. Reasons for the conflict with Spain | * Long-term reasons for the war with Spain were Elizabeth’s religion, Protestantism. The Pope’s papal bull of 1570 made her a Catholic ‘enemy’ another was her reluctance to marry, Phillip II of Spain. * More short-term causes were Piracy/ privateer tactics of the English ‘sea dogs’ such as Drake and Hawkins, Elizabeth’s support of the protestant Netherlands (Holland) against the Spanish. Drake’s ‘singeing of the King’s beard’ was also an important moment. | Iconoclasm- Refers to a breaking or destroying images for religious or political reasons. | * Students will know that Spain was a strictly Catholic country, therefore they would try to impose their religious authority on Protestant nations. * King Philip II of Spain married Elizabeth’s older sister Mary, this meant that Philip did, at one time, have close relations with Spain. * English privateers would raid and plunder riches from Spanish ships, this worsened relations between both nations. |
| 1. Naval Warfare, tactics and technology used. | * Warfare had developed in Naval terms with new technology such as astrolabes/ navigation and smaller, more effective cannons which the English used. * The ‘Hit and Run’ tactics that the English sailors used were effective and developed by years of ‘privateering’. * The English tactic of ‘fireships’ was important in that it could scatter the numerically superior Spanish Armada and ‘break them up’. | Armada- A Spanish naval invasion force sent against England in 1588 by Philip II of Spain.  Tactics- Action or plan to achieve a specific goal. | * Students will know that over time warfare and technology develops, this helps nations to adapt and strengthen their armies. * From Y7, students will have learnt that after the Crusades, the English warfare developed, meaning that England’s army strengthened to make their nation much stronger and powerful. |
| 1. Reasons for the defeat of the Spanish Armada | Reasons were -   * The Spanish had a sea sick captain, the Duke of Medina Sidonia (lacked experience in the Navy but a good organiser) * England had early warning due to beacons and used the fire ship tactic to harass and engage the enemy from a distance. This prevented them from docking at Calais * The Spanish land forces were delayed in Europe so the Spanish ships could not wait to pick them up. * The Spanish had poor supplies and different sized cannons, so they were not as organised as the English * The English weather helped to scatter the Spanish ships around the coast and led to the ships being damaged/ sinking. | Fire ship- Ships filled with flammable materials and explosives and sent into lines of enemy ships to attempt to set them on fire. | * Students will know, from their studies of GCSE Germany, that England had a very strong Navy. One of Elizabeth’s priorities was to strengthen the English Navy; this proved to be one large reason why the English won against the Spanish armada. * The rivalry between the catholic Spanish and Protestant English grew after Elizabeth failed to respond to King Philip II’s proposal request and privateers raided Spanish ports. |