



The Sutton Academy

Knowledge Rich Curriculum Plan

GCSE Elizabeth Curriculum Map

Lesson/Learning Sequence	Intended Knowledge: <i>Students will know that...</i>	Tiered Vocabulary	Assessment / Exam Technique:	Prior Knowledge: <i>In order to know this students, need to already know that...</i>
L1- Elizabeth's Government and the Royal Court	<ul style="list-style-type: none"> - 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 <i>entourage</i> who offered advice and went everywhere she did, even on royal visits (progresses) 	<p><u>Royal Progresses</u>- A journey that Elizabeth would make around the country with her Royal court.</p> <p><u>Patronage</u>- When land, titles or power is given to a person to make sure they support you.</p>	Cold calling MWB	<ul style="list-style-type: none"> - 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.
L2- Elizabeth and her relationship with Parliament	<ul style="list-style-type: none"> - 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’. 	<p><u>Puritan</u>- An extreme Protestant.</p> <p><u>Heir</u>- A person who inherits the crown from their predecessor.</p>	Cold calling MWB Q1- Interp: I do / We do	<ul style="list-style-type: none"> - Parliament's 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.
L3- The problem of Marriage and succession	<ul style="list-style-type: none"> - 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. 	<p><u>Suitor</u>- A potential husband for Elizabeth.</p> <p><u>Alliance</u>- A friendship between different countries.</p>	Cold calling MWB Q1- Interp: We do / You do	<ul style="list-style-type: none"> - 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.
L4- Essex Rebellion and Elizabeth's authority at the end of her reign.	<ul style="list-style-type: none"> - 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) 	<p><u>Authority</u>- The power or right to give orders, make decisions, and enforce obedience.</p> <p><u>Monopoly</u>- A royal licence which gave individuals the sole right</p>	Cold calling MWB Q2- Explain: I do / We do	<ul style="list-style-type: none"> - 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 by monarchs to ensure loyalty of their Privy Councillors. If this patronage

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	<ul style="list-style-type: none"> - 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. 	to manufacture or sell a product.		was taken away, it would leave these men in financial ruin.
L5- Religion - Catholicism & Protestantism	<ul style="list-style-type: none"> - 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 <i>Religious settlement</i>. - 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. 	<p><u>Religious settlement</u>- An agreement that establishes the religious practices in England.</p> <p><u>Excommunicate</u>- When the Christian Church does not allow a person to be involved in the Church.</p>	Cold calling MWB Q3- Write an account: I do / We do	<ul style="list-style-type: none"> - 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.

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L6- Catholic threats from abroad / Mary Queen of Scots.	<ul style="list-style-type: none"> - In 1568, an English Catholic named William Allen established a seminary at Douai in the Spanish Netherlands to train priests. Their mission was to travel to England with the aim of converting the population to Catholicism. - The Society of Jesus (Jesuits) was created in 1540 – part of what was known as the ‘counter- reformation’ around Europe to bring back the Catholic faith to England. - 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. 	<p><u>Missionaries</u>- A person sent on a religious mission.</p> <p><u>Seminary</u>- A college that trains students to be priests, rabbis, or ministers.</p>	Cold calling MWB	<ul style="list-style-type: none"> - Students are aware of the Catholic threats from abroad. They know that Spain and France are two Catholic nations, with close proximity to England, that may pose a potential threat. - Students are aware that England was divided between two rivalling Christian denominations: Catholicism and Protestantism.
L7- Religion – Puritanism	<ul style="list-style-type: none"> - 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 <i>Presbyterians</i> openly questioned her in meetings called <i>prophesying’s</i>. - 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) 	<u>Prophesying’s</u> - Religious meetings held by Puritans.	Cold calling MWB Q2- Explain: We do / You do	<ul style="list-style-type: none"> - 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.

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L8- Elizabethan Society – (Wealthy and theatre)	<ul style="list-style-type: none"> - 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. - 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. 	<u>Gentry-</u> People of a high social class.	Cold calling MWB	<ul style="list-style-type: none"> - 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.
L9- Poverty – (Causes, attitudes and responses to it)	<ul style="list-style-type: none"> - 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. 	<p><u>Vagabond-</u> A person who wanders from place to place without a home or job.</p> <p><u>Poverty-</u> A condition in which an individual lacks the financial resources and essentials for a basic standard of living.</p>	Cold calling MWB	<ul style="list-style-type: none"> - Students are aware of the conditions that poor people lived in during the Tudor times. - Power structure of a nation clearly explains who holds 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)
L10- Golden Age (Age of Exploration)	<ul style="list-style-type: none"> - There were some significant breakthroughs in navigation and astronomy and a growing understanding of how magnetism worked. - Europeans travelled to new lands and England began to become a major power at this time. England was keen to compete with the European 	<p><u>Circumnavigate-</u> To travel all the way around something.</p> <p><u>Privateer-</u> A ship's captain with royal</p>	Cold calling MWB	<ul style="list-style-type: none"> - 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.

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	<p>rivals, especially Spain, as a result they began to seek out new lands and trade opportunities.</p> <ul style="list-style-type: none"> - 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. 	<p>permission to attack foreign ships.</p>		
L11- Causes / events / consequences of the Spanish Armada	<ul style="list-style-type: none"> - Causes: - 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. - Consequences: - England had proved itself to be a major naval power. - Elizabeth continued to build up the navy to ensure that an invasion attempt like the Armada did not come that close to succeeding again. 	<p><u>Armada-</u> A Spanish naval invasion force sent against England in 1588 by Philip II of Spain.</p> <p><u>Fire ship-</u> Ships filled with flammable materials and explosives and sent into lines of enemy ships to attempt to set them on fire.</p>	Cold calling MWB	<ul style="list-style-type: none"> - 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.