AQA - British Depth Study: Elizabethan England c1568-1603

Key Question	Approach	Content covered	Time (approx.)	End Product / Assessment
How was Elizabeth's character and reign shaped by events in her early life?	Overview with graph and statements about Elizabeth's character	Background and character of Elizabeth I	1.5	
What should a BBC web-page tell us about about the problems facing Elizabeth in 1558?	Assessing the problems Elizabeth faced by using sorting frames before evaluating the quality of a web page.	The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; Religious matters: the question of religion, English Catholicism and Protestantism	3	Improve a web page or exam practice: answer a judgement question: 'The **threat of invasion was Elizabeth's main problem** when she became queen in **1558**.' **How far do you agree?** Explain your answer. **[16]** **(Note this type of question is not on the examination in this form, but is the style of question used to examine the historical environment section)**
How did Elizabeth maintain her authority?	Focusing on the 5Ps of Elizabethan power – progresses, portraits, patronage, privy council and Parliament, students gather information in a carousel or a home / expert set up. More challenging classes or those requiring more support can do just as well in small groups or pairs. Students end by attempting an 8 mark interpretations question about how convincing a source is on a given topic.	Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers.	3	Exam practice: **How convincing** is **Interpretation A** about the **way in which Elizabeth maintained her authority**? **[8]**

What kind of Church did Elizabeth choose in 1559?	Outlining the religious differences in Elizabethan England, the enquiry also highlights the febrile atmosphere in which Elizabeth had to arrive at a Religious Settlement. Students recommend a course of action before discovering what Elizabeth actually settled on.	Religious matters: the question of religion, English Catholicism and Protestantism Elizabeth and her government's responses and policies towards religious matters.	1.5	Evaluating an educational diagram and improving it for accuracy.
How serious a challenge did Elizabeth face from the Puritans?	Students select evidence and create their own cards to show how if the Puritan challenge was weak or strong.	The nature and ideas of the Puritans and Puritanism	1.5	Using a scales diagram to evaluate both sides and draw a considered conclusion to the big question.
How big a threat was Mary Queen of Scots in 1568?	Plotting the early life of MQoS graphically then advising Elizabeth on the best way to deal with her cousin.	Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary	1.5	
What made the Northern Earls Revolt in 1569?	Mystery enquiry approach with clues, hypothesising and the use of tentative language.	• The reasons for, the Revolt of the Northern Earls, 1569–70.	1.5	Answer the enquiry question.

What threats did Catholic plots pose to Elizabeth?	Help a TV documentary maker decide how long to spend on the different Catholic plots for an upcoming TV programme.	Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion	2	Annotate a timing schedule explaining why certain times are given to different plots for a TV documentary.
Can you update Ladybird's explanation for the execution of Mary, Queen of Scots?	Your class sort and classify reasons for MQoS execution. They make links then use this knowledge to critique the Ladybird explanation.	Mary Queen of Scots: plots; execution and its impact.	1.5	Improve / update Ladybird's explanation for the execution of Mary Queen of Scots
How much does a sixteenth century Dutch painting reveal about the reasons England and Spain went to war in 1585?	Use new knowledge to unlock the message of an **allegorical** painting, then prioritise the reasons why England went to war with Spain.	Conflict with Spain: reasons, events.	2	Exam Question: **Explain what was important about English involvement in the Netherlands in Elizabethan times? (8)**
How accurately does the film 'Drake of England', deal with the Armada and its failure?	Using evidence to work out how accurate a 1930s British movie about the Spanish Armada is. Then can they establish reasons why this interpretation may not be 100% accurate.	Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada.	2	Establishing and explaining reasons why an interpretation may not be accurate. Exam practice: **How convincing** is **Drake of England** about the **events of the Armada**? **[8]**
Was 1568-1603 a 'golden age' of	Students read the reconstruction of a rich chap's visit to London. They chart	A 'Golden Age': living standards and fashions; growing prosperity and the	3	Creating an annotated spectrum. Students explain how four different Elizabethans would rate Elizabethan culture on a spectrum

culture for Elizabethans?	what he sees which helps them work out the answer to the big question.	rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre.		from: Dull and uninteresting. Nothing changed. To: A glittering golden age of improved education and cultural opportunities.
Why was there an increase in poverty and vagabondage in Elizabethan England?	Speculate on reasons why poverty increased before adding explanation, linking and prioritising reasons to answer the big question.	The poor: reasons for the increase in poverty	1	Improving *the Commission for Almshouses report, 1594*
Was Elizabethan society really under threat from a 'rascally rabbalage' of vagabonds?	Students will use extracts from contemporary pamphleteers to establish Elizabethan attitudes towards the poor. They investigate the reality of the vagabonds and assess their threat in reality.	The poor: attitudes and responses to poverty; the reasons for government action and the seriousness of the problem.	3	Write an internet review for an imagined 16th century pamphlet. The review should including how Elizabethans feared the poor, how they treated the poor and a more accurate description of vagabonds.
Why did so many Elizabethan sailors risk long and dangerous voyages overseas?	Your students will look at the work of a Tudor travel / exploration advocate and work why sailors were prepared to risk their lives	English sailors: Drake; circumnavigation 1577–1580, voyages and trade.	2/3	Improve on Hakluyt's writing and create a persuasive argument encouraging Elizabethan sailors to risk more overseas voyages.
Who should survive a 'rehang' in the NPG – Raleigh or Drake?	You class will decide which explorer was the more significant. They will evaluate the impact of both using	Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh.	3	An email to the National Portrait Gallery explaining who should survive the gallery re-hang: Raleigh or Drake

	criteria before deciding which deserves to stay in the National Portrait Gallery.			
Who was most to blame for the Essex rebellion?	The students decide which interpretation they most think explains the reasons behind the rebellion. They then go on and look at how much England changed under Elizabeth	The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.	2	Creating a radar graph to analyse and explain how much changed in England between 1558 and 1603.