

HISTORY

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Edexcel - British Depth Study: Early Elizabethan England 1558-88

| Key Question | Approach | Content covered | Time (approx.) | End Product / Assessment |
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| How was Elizabeth's character and reign shaped by events in her early life? | Overview with graph and statements about Elizabeth's character | <ul style="list-style-type: none"> Elizabeth's character and strengths | 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 / knowledge organisers before evaluating the quality of a web page. | <ul style="list-style-type: none"> The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: the French threat, financial weaknesses. | 2 | 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] |
| 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. | <ul style="list-style-type: none"> Religious divisions in England in 1558. Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society. | 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. | <ul style="list-style-type: none"> The nature and extent of the Puritan challenge. | 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. | <ul style="list-style-type: none"> Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. Relations between Elizabeth and Mary, 1568–69. | 1.5 | Exam practice: Describe two features of the threat posed to Elizabeth by Mary in 1568. [4] |
| What made the Northern Earls Revolt in 1569? | Mystery enquiry approach with clues, hypothesising and the use of tentative language. | <ul style="list-style-type: none"> The reasons for, the Revolt of the Northern Earls, 1569–70. | 1.5 | Answer the enquiry question. |

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| 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. | <ul style="list-style-type: none"> The significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. | 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. | <ul style="list-style-type: none"> The reasons for, and significance of, Mary Queen of Scots' execution in 1587. | 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. | <ul style="list-style-type: none"> Political and religious rivalry. Commercial rivalry. The New World, privateering and the significance of the activities of Drake. English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'. | 2 | Exam practice: Explain why war broke out between England and Spain in 1585. (12) You may use the following in your answer: <ul style="list-style-type: none"> Religious differences English involvement in the Netherlands You must also use information of your own. |
| 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. | <ul style="list-style-type: none"> Spanish invasion plans. Reasons why Philip used the Spanish Armada. The reasons for the English victory. | 1 | Establishing and explaining reasons why an interpretation may not be accurate. |
| 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. | <ul style="list-style-type: none"> The reasons for the increase in poverty and vagabondage during these years. | 1 | Improving an answer to the question: _Why was there an increase in poverty and vagabondage in Elizabethan England? |

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| Was Elizabethan society really under threat from a 'rascally rabalage' 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. | <ul style="list-style-type: none"> The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor. | 3 | Write an internet review for an imagined 16 th century pamphlet. The review should include how Elizabethans feared the poor, how they treated the poor and a more accurate description of vagabonds. |
| Was 1558-1588 a 'golden age' of culture for Elizabethans? | Students read the reconstruction of a rich chap's visit to London. They chart what he sees which helps them work out the answer to the big question. | <ul style="list-style-type: none"> Education in the home, schools and universities. Sport, pastimes and the theatre. | 3 | Creating an annotated spectrum. Students explain how four different Elizabethans would rate Elizabethan culture on a spectrum from: Dull and uninteresting. Nothing changed. To: A glittering golden age of improved education and cultural opportunities. |
| 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 | <ul style="list-style-type: none"> Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand 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 criteria before deciding which deserves to stay in the National Portrait Gallery. | <ul style="list-style-type: none"> Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. The significance of Raleigh | 3 | An email to the National Portrait Gallery explaining who should survive the gallery rehang: Raleigh or Drake |
| Why did Virginia fail? | This lesson asks your students to think about the reasons why the first two attempts at colonisation in Virginia failed. They consider the relative importance of the challenges facing the colonists before using their knowledge to answer an Edexcel | <ul style="list-style-type: none"> The significance of Raleigh and the attempted colonisation of Virginia. Reasons for the failure of Virginia. | 2 | An answer to the question ' Relations with the Native Americans were the main reason for the failure of the Virginia colonies. ' How far do you agree? Explain your answer. [16] |

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| | 16-mark judgement question. | | | |
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