

# HISTORY

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**AQA - British Depth Study: Elizabethan England c1568-1603**

Key Question	Approach	Content covered	Time (approx.)	End Product / Assessment
<b>How was Elizabeth's character and reign shaped by events in her early life?</b>	Overview with graph and statements about Elizabeth's character	Background and character of Elizabeth I	1.5	
<b>What should a BBC web-page tell us about the problems facing Elizabeth in 1558?</b>	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 <b>threat of invasion was Elizabeth's main problem</b> when she became queen in <b>1558.</b> ' <b>How far do you agree?</b> 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)
<b>How did Elizabeth maintain her authority?</b>	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: <b>How convincing is Interpretation A</b> about the <b>way in which Elizabeth maintained her authority?</b> [8]

<b>What kind of Church did Elizabeth choose in 1559?</b>	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.
<b>How serious a challenge did Elizabeth face from the Puritans?</b>	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.
<b>How big a threat was Mary Queen of Scots in 1568?</b>	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	
<b>What made the Northern Earls Revolt in 1569?</b>	Mystery enquiry approach with clues, hypothesising and the use of tentative language.	<ul style="list-style-type: none"> <li>The reasons for, the Revolt of the Northern Earls, 1569–70.</li> </ul>	1.5	Answer the enquiry question.

<b>What threats did Catholic plots pose to Elizabeth?</b>	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.
<b>Can you update Ladybird's explanation for the execution of Mary, Queen of Scots?</b>	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
<b>How much does a sixteenth century Dutch painting reveal about the reasons England and Spain went to war in 1585?</b>	Use new knowledge to unlock the message of an <b>allegorical</b> painting, then prioritise the reasons why England went to war with Spain.	Conflict with Spain: reasons, events.	2	Exam Question: <b>Explain what was important about English involvement in the Netherlands in Elizabethan times? (8)</b>
<b>How accurately does the film 'Drake of England', deal with the Armada and its failure?</b>	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: <b><i>How convincing is Drake of England about the events of the Armada? [8]</i></b>
<b>Was 1568-1603 a 'golden age' of</b>	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

<b>culture for Elizabethans?</b>	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.
<b>Why was there an increase in poverty and vagabondage in Elizabethan England?</b>	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 <i>the Commission for Almshouses report, 1594</i>
<b>Was Elizabethan society really under threat from a 'rascally rabbalage' of vagabonds?</b>	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 16 <sup>th</sup> century pamphlet. The review should include how Elizabethans feared the poor, how they treated the poor and a more accurate description of vagabonds.
<b>Why did so many Elizabethan sailors risk long and dangerous voyages overseas?</b>	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.
<b>Who should survive a 'rehang' in the NPG – Raleigh or Drake?</b>	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 rehang: Raleigh or Drake

	criteria before deciding which deserves to stay in the National Portrait Gallery.			
<b>Why did Essex rebel in 1601?</b>	Mystery style approach	The strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.	2	Critique an historians view.