|  |  |
| --- | --- |
| **GCSE History – Year 11 Medium Term Plan/SOW****The Elizabethan Age 1558 – 1603: The Problem of Religion** | **The Academy of St Francis of Assisi** |
| **UNIT 3** | How successfully did Elizabeth deal with the problem of religion?Why were the Catholics such a serious threat to Elizabeth?How much of a threat was the Spanish Armada?Why did the Puritans become an increasing threat during Elizabeth’s reign? | **Number of lessons in sequence** |  **17** |
| **Overarching Curricular Goals**  | **By the end of this unit students will:** This option focuses in depth on selected themes and issues relating to the history of England during the Elizabethan Age, from 1558 to 1603. Candidates will be required to consider the major influences on political and social life during the period as well as the issue of religious controversy. Candidates should develop an awareness of how aspects of life in this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources.**Knowledge Learners will study:** Religious problems in 1559; aims of the Religious Settlement; the ‘Middle Way’, Acts of Supremacy and Uniformity; reactions to the Settlement; early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots; reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain; results of the Armada; Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge**Skills: Learners will:**AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second-order historical concepts. AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | GCSE Eduqas GCSE British Study in DepthLearners have previously studied the Reformation and the English Civil War, which laid the groundwork for an understanding of key religious groups in England. This unit is a continuation of the Elizabeth I unit studied in Y10.All resources on snared area HERE |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary**See Knowledge Organiser | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** |
| see knowledge organiser | **Knowledge Support –** Use frequent testing and quizzing to ensure students are familiar with key dates and turning points in religion in Elizabeth’s reign as well as the differences between the different religious groups.**Reading support –** Support students in reading Elizabethan sources by encouraging them to make inferences and to work out the overall meaning and purpose of the source even if there are unfamiliar words.**Skills support –** See writing frames and support for interpretations questions. | More able students should use a wider range of Elizabethan sources and be introduced to more reading through scholarship.**Scholarship:** Anne Somerset, ‘Elizabeth I’, 2002John Guy ‘Elizabeth I’, 2016 Stephen Alford, ‘The Watchers, A Secret History of the Reign of Elizabeth I’, 2013 | BBC Bitesize: Catholic Plots <https://www.bbc.co.uk/bitesize/guides/zpy9fcw/revision/4Lizabeth> BBC TV programme: Elizabeth I’s Secret Agents |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Content:** The Problem of Religion | **Skills and Key Concepts Q4** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
|  1 | Religious Problems in 1559 and the Aims of the Elizabethan Settlement | S&L Debatemate to discuss Elizabeth's aims |   |   |   | Recap of Y8 Reformation and Y8 Civil War: Problem of Religion in Tudor times. |
|  2-3 | How was the religious settlement enforced? The Acts of Supremacy and Uniformity | Knowledge and explanation; causes and consequences | Explain the connections between two factors connected to the Religious Settlement [10] **TEACHER MARKED AND STUDENTS SELF-IMPROVE** | Connections Question [10] | Link to Coronavirus policies: How are changes enforced |   |
| Elizabeth I | **Content:** The Catholic Threat | **Skills and Key Concepts Q3, Q5** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
|  4-5 | The Catholic Plots: Rebellion of the Northern Earls | Causes and Consequences |   | Knowledge Checker on Catholic Plots |   | Recap of Y8 Civil War/Reformation and religious differences |
|  6-7 | Mary, Queen of Scots and the Babington Plots | Interpretations | Interpretation Qu on Mary, Queen of Scots **STUDENTS SELF-IMPROVE** |   | Draw parallels with modern day terrorism and the actual scale of the threat v.s public perseption |   |
| Elizabeth I | **Content:** The Spanish Armada | **Skills and Key Concepts Q2** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
|  8 | The Spanish Armada: Reasons for the Armada; the events of the Armada | Causation |   | KnowledgeChecker | Geographical Knowledge | Recall of prior knowledge of Mary I and relationship to Philip of Spain |
|  9-10 | Why did the Spanish Armada fail? | Source Analysis | Accuracy of Sources 8 mark qu **STUDENTS SELF-IMPROVE** |   |   |   |
| Elizabeth I | **Content:** The Puritan Threat | **Skills and Key Concepts Q5** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
|  11-12 | Why were the Puritans unhappy with the Religious Settlement? | Source Analysis |   | Knowledge Checker | Comparisons with Brexit and the range of views across parliament today | Year 8: Civil War and Puritanism  |
|  13-14 | How serious was the Puritan challenge to Elizabeth's Religious Settlement? | Interpretations | 20 mark interpretation question **TEACHER MARK AND STUDENTS SELF-IMPROVE** |   |   |   |
| 15-17 | Revision and Full Mock Exam | All | Full Elizabeth Mock **TEACHER MARK AND STUDENTS SELF-IMPROVE** |  |  |  |

|  |  |
| --- | --- |
| **Year 11 Medium Term Plan/SOW****Crime and Punishment: Historic Site** | **The Academy of St Francis of Assisi** |
| **UNIT 5&6** | A study of the historic environment connected with Changes in Crime and Punishment in Britain, c.500 to the present day | **Number of lessons in sequence** |  **15** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** In studying the named historic site, learners should consider the key historic features of the historic site, the significance of the historic site on a local, regional and national level, and how the historic site contributes to a wider understanding of changes in crime and punishment in Britain, c.500 to the present day.**Knowledge Learners will study:**  For 2021, the nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is Botany Bay: the settlement of criminals in New South Wales in the late eighteenth and nineteenth centuries. Required Content • the historical context: the need to find new destinations for the transportation of criminals after 1780; overcrowding in gaols; the creation of a colonising labour force in Botany Bay; varying terms of sentences; • the main features of the historic environment of Botany Bay; the treatment of convicts on arrival in Botany Bay; living and working conditions; categorisation on arrival into supply labour force, craftsmen and educated; allocation of appropriate work; the use of convict labour, working for free-settlers and land holders; female factories and the treatment of single women; punishment of offenders; treatment of 'bolters'; • the significance of the penal colony as a form of punishment; experiments with the separate and silent systems; changes in the treatment of convicts; the differing experiences of convicts in Botany Bay including opportunities for self-improvement; reasons for its decline as a penal colonyFor 2022-23, the nominated historic site connected to changes in Crime and Punishment in Britain, c.500 to the present day is Pentonville Prison, 1842 to the present day. Required Content • the historical context: the state of prisons in the early 19th century and pressures from reformers to improve conditions; the need for prisons to accommodate the increase in prison numbers as a result of the reform of the “Bloody” Code together with the decline in the use of transportation; • the main features of the historic environment of Pentonville Prison: the building of Pentonville as a model prison, design and construction; conditions for prisoners; the use of the Separate and Silent Systems; moves to introduce harsher measures for prisoners; methods of punishment; executions at Pentonville; • the significance of the prison as a form of punishment: changing attitudes to the treatment of prisoners; how Pentonville changed and adapted as a result of parliamentary legislation; changes in the second half of the 19th century; improvements made in the 20th and early 21st centuries; recent criticisms about conditions and management of the prison**Skills: Learners will:**AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second-order historical concepts.  | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.This unit builds upon the previous Crime and Punishment unit. Students will draw on previous knowledge to show how the historic site contribute to a wider understanding of changes in crime and punishment.  |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/listening/watching.** |
| See knowledge organiser | **Knowledge Support-** The examiner’s report indicates that students must explicitly relate the historic site to wider changes in society.**Reading support –** Regular testing of key words on KO and repetition of these in the lesson will familiarise students with more difficult concepts.**Skills support –** Writing frames and stepped support for reliability questions and essay questions over time. | Opportunities for more able students to study wider source material. **Scholarship/Pedagogy:** Botany Bay: Sian Rees ‘The Floating Brother’, 2002 |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Content**  | **Skills**  | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |
| 1-4 | Background to the Historical Site | Knowledge |  Knowledge Checker | Knowledge Checker |  |  |
|  4-5 | Source Investigation | Source Analysis |  |   |   |   |
| 6-7 | Why is the historical site significant to the wider study? | Significance | 12 mark question |  |  |  |
| 8-9 | Exam Practise | KnowledgeSignificance  | Exam Questions **TEACHER MARK AND STUDENTS SELF-IMPROVE** |  |  |  |

***The remainder of Y11 lessons are to be used to revisit content from Y9 and 10 with an emphasis on historical skills and revision skills. This could vary depending on the cohort of students and their individual needs.***

|  |  |
| --- | --- |
| **Revision: Crime and Punishment** | **Topic** |
| Timelines | Nature and Causes of Crime |
| Source Questions | Nature and Causes of Crime |
| Reliability | Nature and Causes of Crime |
| Essay Questions | Nature and Causes of Crime |
| Dual Coding | Enforcing Law and Order |
| Revision Skills | Enforcing Law and Order |
| Effective Time Management | Enforcing Law and Order |
| Essay Questions | Enforcing Law and Order |
| Effective use of Flashcards | Attitudes to Punishment |
| Timed Essay Questions | Attitudes to Punishment |
| Walk Through Mock |   |
| Study of A Historical Site | Content changes yearly |

|  |  |
| --- | --- |
| **Revision: Germany** |  |
| Timeline Review |   |
| Key People, Key Concepts |   |
| Essay Questions | Weimar Germany |
| How Far? - Making a Judgement | Hitler's Rise to Power |
| Significance | Hitler's Consolidation of Power |
| Explanations | Life Under the Nazis |
| Historical Arguments: Importance and the 12 marks Essay Questions | WWII |
| Independent Essay Planning | 1945-1991 |
| Full Mock Exam |   |

|  |  |
| --- | --- |
| **Revision: USA** | **Content** |
| USA Overview and Knowledge Recap |   |
| Usefulness of Sources | Immigration/ Religious Intolerance |
| Interpretations (10 mks) | Racial Problems |
| Purpose | Prohibition |
| Historical Interpretations | Crime and Corruption |
| Effective Memory Techniques | The Economic Boom |
| Mind-mapping | Popular Entertainment |
| Oracy and Debate | Lifestyle and Status of Women |

|  |  |
| --- | --- |
| **Revision: Elizabeth** | **Revision** |
| Key Events: Elizabeth Timeline |   |
| Causes and Consequences: Connections | Elizabeth's Government |
| Interpretations | Rich and Poor |
| Accuracy of Sources | Popular Entertainment |
| Significance | Religion |
| Walk Through Mock |   |
| Full Mock Exam |   |