



Scheme of work (2020)

Elizabethan England, c1586–1603

This resource gives you one example of a scheme of work for teaching Elizabethan England, c1568–1603 depth studies topic for the AQA GCSE in History. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work covers the last 35 years of Elizabeth's reign, focusing on the major events and developments from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. It also included details of how the specified site for the historic environment in 2020 can be incorporated into your teaching of this unit.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources.

When considering primary and secondary evidence, it worth remembering that the assessment covers students' ability to analyse and evaluate an interpretation (A04); however, as part of your teaching you may wish to look at contemporary sources (A03) as well.

Part one: Elizabeth's court and Parliament

Elizabeth I and her court

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none"> • Background and character of Elizabeth I. • Court life, including patronage; key ministers. 	<p>Students study the situation on Elizabeth's accession, how she came to be Queen. (Note the problems the country faced will be considered in lesson 4.)</p> <p>Students think about Queen Elizabeth, her background and character – what sort of person was she? How did Elizabeth come to be Queen of England?</p> <p>Begin to study the structure and process of central and local government. How did government work in Elizabeth's reign? Which were the most important parts of her government structure?</p> <p>Note the difference between local and national government and in the structure of government, the Court, Privy Council, Lord Lieutenants, JPs. What was the role of the court? What was the role of the Privy Council? These are two key institutions.</p>	<p>Worksheet/textbook research based around Elizabeth through the eyes of her family at different times in her life before she became Queen for example: her father's view, brothers and sisters' view, and how this may have influenced her character.</p> <p>Complete diagram of the parts of government, with key word/titles defined, and main purpose/jobs explained.</p> <p>Students discuss their answers to worksheet issues in pairs and agree institution/plan.</p>	<p>A KS3 summary of the whole reign which can be used as an introduction to the unit. Family tree (ensure Mary Queen of Scots is shown).</p> <p>Images of young Elizabeth.</p> <p>Source describing her education and attainments.</p> <p>Diagram showing relevant parts of government structure.</p> <p>Work sheet with contemporary issues for students to decide which institution it is relevant to, based on definitions and description.</p> <p>A clear detailed introduction to Elizabeth's reign.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
2	<ul style="list-style-type: none"> Background and character of Elizabeth I. Court life, including patronage; key ministers. 	<p>Students should revise role of Court and government structure.</p> <p>This lesson will focus on the Court. It provides an opportunity to utilise resources used in previous Historic Environment packs.</p> <p>Note the Court could move and went on Progresses which relate, to a style of monarchy, popularity and, along with portraiture, management of image.</p> <p>Students consider the roles of William Cecil (Lord Burghley), Robert Dudley (the Earl of Leicester) and Francis Walsingham. What jobs did these people do and how influential were they?</p> <p>Link to next lesson, note Parliament and relationship to decision-making, court, and Privy Council.</p> <p>Note that senior courtiers acted as patrons for companies of actors,</p>	<p>Students watch a short (10 minutes) video and make notes to answer the question on: 'If you wanted to get on in the Elizabethan Court, what should you do and not do?'</p> <p>Research exercise using Internet/textbooks to produce key biographies of important people, for example:</p> <ul style="list-style-type: none"> Cecil Dudley Walsingham Essex Hatton Raleigh The Knollys Bess of Hardwick. <p>Class discussion about the aspects of their lives that are required for the biography, such as: name, rank, wealth, dates etc.</p>	<p>An introduction to Elizabeth's Court, Progresses.</p> <p>Textbook/internet relating to key individuals.</p> <p>AQA Historic Environment Resource pack 2019, n.b. Briefing document, 'Who performed plays? Why was Patronage was important?'</p> <p>AQA Historic Environment Resource pack 2018 – Hardwick Hall: Resource I & background Information about Bess of Hardwick.</p>

The difficulties of a female ruler

Lesson number	Specification content	Guidance	Learning activity	Resources
3 and 4	<ul style="list-style-type: none"> Relations with Parliament. The problem of marriage and the Succession. 	<p>Focusing on marriage and succession will help to illustrate the relationship between Elizabeth and Parliament.</p> <p>What were the expectations of a female ruler at this time? Who might Elizabeth have married? What with the advantages and disadvantages of her suitors? How the reasons for not marrying change during the reign? Why didn't she marry?</p> <p>These questions will lead to further understanding of the relationship between, and issues involving, the Queen and her governments and parliaments.</p> <p>From a consideration of marriage you can develop your students' understanding that this was not the only issue that Elizabeth and Parliament clashed over.</p> <p>What other problems did Elizabeth face?</p>	<p>Enquiry question: why was it important for Elizabeth to marry?</p> <p>Students complete a table to show suitors' dates, pros and cons of their candidature using source material and textbook.</p> <p>Class discussion about a series of statements to do with Queen Elizabeth and marriage. Students sort into advantages and disadvantages of marriage during discussion.</p> <p>Students complete an open book essay: why didn't Queen Elizabeth marry?</p> <p>Students complete a diagram to identify main issues between Elizabeth and her parliaments:</p> <ul style="list-style-type: none"> religion – Catholicism, Puritanism, Ireland, foreign policy especially relations with the Dutch and Spanish marriage, succession Mary Queen of Scots taxation (monopolies) 	<p>Textbook</p> <p>Table to show suitors, dates, pros and cons of their candidature.</p> <p>Sources describing the suitors.</p> <p>This video explains how language helps Elizabeth compensate for her gender.</p> <p>Textbooks, primary sources and interpretations relating to the problems faced by Elizabeth.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
3 and 4 Cont'd	<ul style="list-style-type: none"> • Relations with Parliament. • The problem of marriage and the Succession. 	<p>Students should be seeking to understand the relationship between, and issues involving, the Queen and her governments and parliaments. Note Elizabeth's various responses and letters to Parliament, Privy Councillors' management of Parliament.</p>	<ul style="list-style-type: none"> • Parliamentary rights. <p>Students need to define each problem, and arrange in categories/priorities (perhaps as a Diamond Nine exercise).</p> <p>Students complete a sequencing exercise and put the problems into chronological order.</p>	
5 & 6	<p>The strength of Elizabeth's authority at the end of her reign, including Essex's Rebellion in 1601.</p>	<p>The focus of this lesson is the strength of Elizabeth's authority at the end of her reign, using Essex's rebellion. This is a case study, late in the reign, of Court politics and patronage.</p> <p>You might need to establish who Essex was (remind students of brief court biographies above – lesson 2), his achievements and failures. We can consider how much blame Essex deserves for his situation.</p> <p>How does it change our view of the question we asked in lesson 2, 'If you wanted to get on in the Elizabethan Court what should you do and not do?'</p>	<p>Enquiry question: what does Essex's rebellion tell us about government and politics in Elizabeth reign?</p> <p>Students construct a table showing the pluses and minuses that Essex possessed or accumulated during his career.</p> <p>Students do a 'write an account' style question relating to Essex's rebellion.</p> <p>Classroom discussion: how much blame does Essex deserve? What does the rebellion reveal about the strength of Elizabeth's power at the end of her reign?</p>	<p>Biographies of the Earl of Essex</p> <p>Textbook relating to the rebellion.</p>

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7	Essex's Rebellion in 1601	<p>Students should consider the part that court politics and the theatre play in Essex's downfall.</p> <p>Note that in 1596 the Privy Council ordered all unflattering portraits of Queen Elizabeth to be found and destroyed as they cause great offence to the Queen.</p>	<p>Students complete a work sheet analysing Resource K. which focusses on actions and intentions of all parties.</p> <p>Class discussion about propoganda, censorship, and 'image rights', and the media.</p>	<p>Historic Environment Resource pack 2019 – The Globe, see Resource K (Elizabethan dramatic censorship).</p> <p>Image of Queen Elizabeth I on a Royal progress with the courtiers in 1601.</p>
8	Review and assessment		Student complete exam style questions on Part 1.	

Part 3: Troubles abroad and at home

Religious matters

Lesson number	Specification content	Guidance	Learning activity	Resources
9 and 10	<ul style="list-style-type: none"> the question of religion, English Catholicism and Protestantism the Northern Rebellion Elizabeth's excommunication the missionaries Catholic plots and the threat to the Elizabethan settlement Elizabeth and her government's responses and policies towards religious matters. 	<p>This is a key pair of lessons focussing on English Catholicism during Elizabeth's reign. It has been placed earlier on in the scheme of work to help explain actions and events later on in the study.</p> <p>Begin by ensuring students record main points of religious settlement in 1559. Noting contrast with Catholic and extreme Protestant views.</p> <p>Overarching Question/Enquiry point: (i) Why was Catholicism a threat? (ii) When the Catholic was threat greatest? (iii) How were Catholics treated during her reign?</p> <p>Consider concept of two historical 'turning points' in policy to English Catholics: (a) 1570 – the excommunication and (b) 1580 the arrival of Campion's Mission, in order to debate and answer to Question (ii) above.</p> <p>Note the plots will be important</p>	<p>Students research the following events for a 'market place' exercise. They need to find out the, '<i>when, where, who, what, why, and a so what</i>' to share with fellow students/or take away:</p> <ul style="list-style-type: none"> arrival of Mary Queen of Scots in England Northern Rebellion Excommunication Ridolfi Plot St Bartholomew's Day Massacre seminary priests Campion's mission Throckmorton plot Murder of the William of Orange Bond of Association war with Spain the Babington Plot Mary's execution Spanish Armada. <p>There should be sufficient events for one to be given to a pair of students. You will need</p>	<p>Textbook and Internet research.</p> <p>A simple summary on four separate sheets of the laws in 1571, 1581, 1585, and 1593 against Roman Catholics.</p> <p>A useful summary of Queen Elizabeth I's religious settlement and introduction to the Royal Museums at Greenwich.</p> <p>A brief revision guide summary.</p> <p>Selected extracts from this authoritative series may be helpful.</p>

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		<p>information when considering Mary Queen of Scots in depth in lessons 13 and 14.</p>	<p>to place simple summaries of the laws and events around the classroom walls.</p> <p>Students construct/record a 3 column 'timeline' of 'Laws and punishments against Roman Catholics' (1571, 1581, 1585, and 1593) set against Catholic actions - plots against Elizabeth, and foreign events/involvement. Encourage your students to write thoughts and links across the columns to make connections.</p> <p>Complete the lesson with interpretations from different periods to identify changing attitudes to how Elizabeth tackled religious matters. Alternatively, students can complete an essay, such as: when did Elizabeth's policy to Catholics change most?</p>	
11 and 12	<ul style="list-style-type: none"> • Elizabethan settlement • the nature and ideas of the Puritans and Puritanism • Elizabeth and her Government's 	<p>Remind your students of lessons 9 and 10 regarding the religious settlement in 1559. Noting contrast with Catholic and extreme Protestant views.</p>	<p>Enquiry question: why were the Puritans a threat to Queen Elizabeth's government?</p>	<p>Textbook.</p> <p>Work sheet resource on settlement, and Elizabethan religious beliefs.</p>

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	<p>responses and policies towards religious matters.</p>	<p>Consider Elizabeth's settlement of religion in 1559 in relation to Puritans and Puritanism. The nature and ideas of Puritans and Puritanism - students need to know about the range of opinion that was classified as Puritan from the moderate through to the extreme like Stubbs and Cartwright.</p> <p>Why were the Puritans a threat to Queen Elizabeth's government?</p> <p>The ideas of the Puritans threatened the hierarchy of church and state.</p> <p>The contribution of Archbishop Parker, Puritan response and reaction in Parliament, the press and in preaching.</p> <p>The attitudes and actions of Elizabeth and her government and bishops towards the Puritans. The role of Archbishop Whitgift (and the attitudes of Parker and Grindal).</p> <p>Students should understand the reasons why Puritanism became less of a threat towards the end of Elizabeth's reign.</p>	<p>Students complete a table of beliefs of Catholics, and moderate Protestants, Puritans.</p> <p>Students divide into groups and are given/choose a research topic to report back to the group as a 6 slide PowerPoint. More than one group may tackle a topic. The topics/titles could be:</p> <ul style="list-style-type: none"> • Elizabeth and her Archbishops. • Puritan ideas about church, state, theatre, poor. • Puritan actions in Parliament, publishing, and preaching (Prophecyings) • Elizabeth's crackdown on the Puritans – actions and success. • the origins of Puritanism* • Puritanism and the end of Queen Elizabeth's reign*. <p>The * topics are more demanding as they may stretch the learning a little outside the specified dates. Overlap between topics is to be accepted, even encouraged.</p>	<p>Use of textbooks and internet.</p> <p>Students should know that the review in lesson 15 may contain a question on the Puritans.</p> <p>AQA Historic Environment Resource pack 2019 – The Globe, see Resource F (Puritans and the Theatre).</p>

Mary Queen of Scots

Lesson number	Specification content	Guidance	Learning activity	Resources
13 and 14	<ul style="list-style-type: none"> Background. Elizabeth and Parliament's treatment of Mary. The challenge posed by Mary; plots; execution and its impact. 	<p>Remind your students of what they learned about Mary, Queen of Scots in lessons 9 and 10.</p> <p>The lessons here concentrate on the story of, and role played by, Mary Queen of Scots. Although the Depth study begins in the year she arrives in England, students will need to know about her past history as a young French Queen, then a widow, and her time in Scotland. Ensure students know why she was a threat.</p> <p>A case study of the Northern Rebellion/Norfolk Rebellion reveals how quickly Mary caused problems, contrasts with Essex's later behaviour, and shows how Queen Elizabeth would deal people, even if high born, when they crossed her.</p> <p>If you would like to incorporate resources from previous a Historic Environment, the connection and contrast between Mary Queen of Scots who married three times and Bess of Hardwick who married four times is instructive. It contrasts with</p>	<p>Discussion of Mary Queen of Scot's attitude to her cousin and vice versa on arrival.</p> <p>Students research and make notes on Mary's background and life in England in order to write an account of her life of and her time in England - from her arrival to her execution.</p> <p>For all abilities of students, you can set a word limit for the exercise to increase the level of difficulty and stimulate valuable discussion about what to include and thus lead to greater understanding. A broad guide of 200-300 words works well.</p> <p>Students complete a timeline of the events of the Northern Rebellion.</p> <p>Students complete a table of plots, conspirators and extent of Mary's involvement and consider how and why this may have changed over time.</p>	<p>Source work exercise to introduce problem.</p> <p>The problem for Elizabeth of what to do with Mary Queen of Scots explained.</p> <p>The background to Mary Queen of Scots as a Queen in Scotland and the difficulties she had are efficiently covered in these clips.</p> <p>The Babington plot, Walsingham and Mary clip.</p> <p>James VI of Scotland's perspective on his mother's English 'treason'.</p> <p>The execution of Mary Queen of Scots.</p> <p>Newspaper templates are useful.</p>

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		Queen Elizabeth and informs us about marriage in the early modern period.		
15	Review and Assessment		Students complete exam style questions relating to religious matters and Mary Queen of Scots.	

Part two: Life in Elizabethan Times

A 'Golden Age'

Lesson number	Specification content	Guidance	Learning activity	Resources
16	<ul style="list-style-type: none">• Living standards and fashions.• Growing prosperity and the rise of the gentry.	<p>Students should be aware of the structure of Elizabethan society. They should think about the different ranks of society in the 16th century. You could use the 'Great Chain of Being' to demonstrate ideas how about how society was structured.</p> <p>Establish with your students Elizabethan population figures and some comparator statistics.</p> <p>There is also opportunity to utilise resources used in previous Historic Environment packs and return to Bess of Hardwick from lesson 2, reminding students of her successful 'career' and the men she married.</p>	<p>Students model the idea of 'Great Chain' by comparison with another hierarchical organisation, such as a school.</p> <p>Students identify where the wealth came from to explain the growth in prosperity amongst the gentry.</p>	<p>An introduction to the signs of and routes to prosperity and advancement in Elizabethan England. The 1st half is applicable here, 2nd half in lesson 23.</p> <p>The 1st half of the following clip is useful for a description of the gentry, the 2nd half for plots against Elizabeth.</p> <p>2018_AQA Historic Environment Resource pack – Hardwick Hall Background Information & Resource I.</p>

The poor

Lesson number	Specification content	Guidance	Learning activity	Resources
17 and 18	<ul style="list-style-type: none"> • Reasons for the increase in poverty. • Attitudes and responses to poverty. • The reasons for government action and the seriousness of the problem. 	<p>Develop your students' understanding of how the problem of poverty changed at this time, the reasons why it changed, and how the solutions adopted by the authorities changed.</p> <p>Consider the increase of poverty (and vagabondage) in the 16th century. Why did poverty increase in the 16th century?</p> <p>Develop your students' understanding of the nature and seriousness of poverty in the 16th century. What were government and contemporary attitudes to poverty and punishment? Refer students back to lessons 10 and 11 on Puritanism for a Puritan view of the poor. Discuss the reasons for government concern and the seriousness of the problem. Why was the government concerned about the increasing numbers of poor people?</p> <p>The effectiveness of the response of government and individual towns to the problems of poverty. How was</p>	<p>Students investigate the long-term causes of poverty and vagabondage.</p> <p>Students identify reasons for traditional attitudes to poverty and reasons why those were changing in the Elizabethan period.</p> <p>Students analyse sources relating to different types of vagabond and extracts from Harman's book on the poor, 'A warning against vagabonds' 1567.</p> <p>Students research how Norwich, Ipswich and London dealt with the problem of the poor and use their research to illustrate changing attitudes of the Elizabethan period.</p>	<p>An insight into the lives of the rural poor and majority of Elizabethans at this time.</p> <p>An insight into the urban poor, crime, disease, and the Great Elizabethan Poor Law.</p> <p>Textbooks relating to the poor in Elizabethan times.</p> <p>Sources relating to different types of vagabonds.</p> <p>Access to textbooks and the internet.</p>

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		poverty dealt with in the 16 th century? How did Elizabeth's government to deal with poor? How did the example of major towns help deal with the poor? Were the measures to help the poor successful?		

'A Golden Age' continued

Lesson number	Specification content	Guidance	Learning activity	Resources
19, 20 and 21	<ul style="list-style-type: none"> The Elizabethan theatre and its achievements. Attitudes to the theatre. 	<p>The focus of these lessons is to develop your students' knowledge and understanding of a performance in the Elizabethan theatre.</p> <p>The lessons provide an opportunity to incorporate resources from a previous Historic Environment, using the Globe theatre as a case study of the Elizabethan theatre. Students should consider what they can learn from a study of The Globe about the Elizabethan period?</p> <p>These lessons are an examination of Elizabethan theatres: their design and use; actors and playwrights</p>	<p>Enquiry question: what were theatres like in Elizabethan times?</p> <p>Students read the background information relating to The Globe and its creator. Students could write the introduction to a visitor's guide in their own words.</p> <p>Students annotate some basic diagrams of the Elizabethan theatre, identifying key features.</p> <p>Students look at a range of resources relating to The Globe</p>	<p>Textbook</p> <p>Brief notes on The Globe from the 2019 AQA Historic Environment Resource pack – briefing document, diagrams and images.</p> <p>A good short introduction to the Globe. is provide by timelines:</p> <p>A cut-away of an Elizabethan theatre.</p> <p>AQA Historic Environment Resource 2019 pack -</p>

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		<p>including William Shakespeare and Richard Burbage.</p> <p>Students should consider the design and use of theatres; actors and playwrights including William Shakespeare and Richard Burbage.</p> <p>Students should also consider the response of different sections of society towards the plays and theatre-going and the reasons for these responses. Why were they so popular? Why were they not popular with some people?</p> <p>Students should assess the achievements of the Elizabethan theatre. In what ways were the plays of the period a mirror of their time?</p>	<p>and document what they tell us about people's enjoyment of or attitudes towards the Elizabethan theatre.</p> <p>Students consider a series of statements about The Globe and the audiences for/attitudes to the plays. They have to find information from the sources and select which sources support the statements.</p> <p>Students complete a spider diagram of the interests, ideas and discoveries of the time that are linked to specific plays.</p> <p>Class discussion: what does The Globe tell us about the Elizabethan period?</p>	<p>Images, photographs, floorplans and diagrams of The Globe etc. Textbook Work sheet with statements</p> <p>Film: part of a performance of a Shakespearean play in contemporary costume and style. [Reference: GCSE English Literature course]</p> <p>Longer helpful background to the building of the recreated Globe.</p> <p>A clip showing London as the centre of the Elizabethan 'Golden Age'. A short summary of Elizabethan theatre perhaps for revision purposes.</p>

English sailors

Lesson number	Specification content	Guidance	Learning activity	Resources
22	<ul style="list-style-type: none"> Hawkins and Drake; circumnavigation 1577–1580, voyages and trade. the role of Raleigh. 	<p>Develop your students' understanding of the motives of English seamen in making overseas voyages.</p> <p>What voyages were made by English sailors at this time? Why did they make them? What benefits did they bring?</p> <p>Develop their knowledge of overseas voyages and trade and expansion, including the early slave trade - John Hawkins.</p> <p>Discuss the role of Sir Walter Raleigh.</p>	<p>Divide the class into groups. In their groups, ask your students to research different voyages and then present their findings to their class. Students could consider the voyages of:</p> <ul style="list-style-type: none"> Hawkins Frobisher Drake Gilbert Raleigh Davis Lancaster Raleigh. <p>Students produce a tabular record of the aims, places visited and achievements of each voyage.</p> <p>The class watch and video about Sir Walter Raleigh and discuss his career.</p>	<p>A clip about Drake and Raleigh:</p> <p>A clip about Sir Walter Raleigh's 1595 South American Eldorado expedition, and the technical problems of sailing at the time.</p>

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23	<ul style="list-style-type: none"> Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh 	<p>The focus of this lesson is developing your students' understanding of Drake's circumnavigation. They should consider: why was Drake's circumnavigation an achievement?</p> <p>Students look at the nature of the difficulties and dangers faced on the voyage as they are representative of the challenges faced by all seamen at this time.</p>	<p>Recap from previous lesson: students complete a summary spider diagram of motives and rewards for voyages of discovery.</p> <p>Case study of specific voyage for example: Drake.</p> <p>On a large A3 map of world students plot Drake's route, the dangers and difficulties he faced from source material at different points (add Drake to table above).</p>	<p>Blank spider diagram. Textbooks, sources and interpretations relating to voyages of discovery</p> <p>Textbooks, sources and interpretations relating to Drake's voyage.</p> <p>An A3 map of the world.</p>

Historic environment

Part three: Troubles at home and abroad

Conflict with Spain

Lesson number	Specification content	Guidance	Learning activity	Resources
24 + 25	<ul style="list-style-type: none">Reasons for, and the events of, conflict with Spain	<p>Using selected resources from the 2020 Historic Environment pack, develop your students' understanding of the reasons for conflict with Spain. Students should understand the role of key individuals and the timeline of events.</p> <p>Introduce Philip II; his attitude to Elizabeth and England throughout his reign.</p> <p>Examine the reasons through the enquiry question: 'Why were England and Spain at war?'</p> <p>Remind students of Philip's marriage proposal at the start of Elizabeth reign. Revisit lessons 9-12 to reacquaint your students with Catholicism and Protestantism and early brief details of the Spanish Armada. Students need to be aware of the religious history of Elizabeth</p>	<p>Enquiry question: Why were England and Spain at war?</p> <p>Students read the background Information from the AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Amada)</p> <p>Students use selected resources and complete a diagram of reasons for conflict, colour coding reasons – economic, political, religious, personal etc.</p> <p>Students create or annotate a timeline of events and discuss (concept of) and suggest turning points in a chronology of the conflict with Spain.</p>	<p>Textbook relating to conflict with Spain.</p> <p>Timeline of events.</p> <p>Summary for overview and revision (BBC Bitesize)</p> <p>AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Armada – Background Information, Resource G & K</p>

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		<p>reign (notably excommunication, seminaries etc.). Students should also be aware of the following factors:</p> <ul style="list-style-type: none"> • Hawkins and San Juan de Ulua 1568 • Privateers • Drake's circumnavigation • Dutch War • Cadiz. 		
26 & 27	<ul style="list-style-type: none"> • Naval warfare, including tactics and technology. 	<p>The Armada can be used to showcase Elizabethan naval tactics and technology.</p>	<p>Students identify the resources available to the English and Spanish using a range of resources. Students compare the leadership and planning.</p> <p>Students highlight aspects of biographies that would help or impair the likelihood of success</p> <p>Students draw up a table under several headings to compare the resources on each side, e.g. ships, armaments, leaders, tactics, location, luck, planning, supplies, communications et cetera</p>	<p>AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Amada N.b. Resource L & M</p> <p>Biography sheets for key individuals</p>
28 and 29	<ul style="list-style-type: none"> • The defeat of the Spanish Armada. 	<p>The focus of these lessons is to examine how and why the Spanish Armada was defeated. Students</p>	<p>Enquiry Question: Why was the Spanish Armada defeated?</p>	<p>AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Amada</p>

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		<p>should understand the sequence of events and the factors that contributed to the outcome.</p> <p>It is a useful question to help students to reflect upon responsibility for the outcome by considering whether the English defeated the Spanish Armada or the Spanish failed.</p>	<p>Students study a timeline of events and complete of sequencing exercise and annotating the key events onto a map.</p> <p>Students consider in pairs a series of hypothetical, counter-historical statements that alter the aspects of the Spanish /English sides. This will help them understand the relative importance/impact of each element in the story. This can be prepared between the lessons and then developed in lesson 29 for final discussion.</p> <p>Class discussion: why were the Spanish defeated?</p>	<p>Spanish Armada video clips.</p> <p>AQA Historic Environment Resource Pack 2020 –The Defeat of the Spanish Amada N.b. Resource A & I</p> <p>Worksheets – blank timeline, blank map, Counter historical propositions</p>
30	Review and assessment		Assessment point: students complete exam style questions relating to the theatre, the poor, English sailors and conflict with Spain.	Revision notes