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| Year 11 | **Topic:** Elizabethan England, c1568–1603**Period:** Autumn 1 |
| **Overview of topic:**This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I’s reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. |
| **Key** **knowledge:**Part one: Elizabeth's court and ParliamentPart two: Life in Elizabethan timesPart three: Troubles at home and abroad **Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| MonarchyGovernmentLawParliamentReligion  | CatholicCircumnavigationExtremistGentryMiddle WayNoblesPatronagePaupersPiratesPlot Privateers ProtestantPuritanRebellionRecusantTheatreVagabonds |

 | **Key skills:** Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.Source skills include inference and utility. ***Know how to…***Answer exam questions based on the AQA assessment objectives: * AO1: demonstrate knowledge and understanding of the key features and characteristics of the period 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. Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference. The exam boards and Ofqual are working together to determine the marking expect
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| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)*** | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:****Skimming** **Scanning** **Reading for gist** **Highlighting** **Reading aloud** Please see Historical Association reading list.  |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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