

## Knowledge Organiser – The Elizabethans 1580-1603

Topic: Elizabeth and Government, 1580-1603		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Patronage Nobles Gentry Court Courtiers Privy Chamber Privy Council Secretary of State Francis Walsingham William Cecil Earl of Essex Parliament Proclamation Puritan Opposition Censorship Monopolies Lords Lieutenant Justices of the Peace Progresses Pageants Publications Plays Portraits Pennies Prayers Preaching</p>	<ul style="list-style-type: none"> <li>• Power came from a top-down system known as ‘patronage’. This was a system of providing employment and favours based on knowing people personally</li> <li>• The court was a gathering of nobles and higher gentry favoured by the Queen. Elizabeth used it to show her power. There would be dances, plays, music, feasts, jousting, sermons and hunting</li> <li>• Elizabeth liked to be seen in public</li> <li>• The Privy Chamber was the Queen’s personal rooms at court.</li> <li>• The Privy Council was the Queens most trusted courtiers. It met almost every day. It offered her advice.</li> <li>• The official who organised the work of the Privy Council was the Secretary of State</li> <li>• The Rebellion of the Earl of Essex occurred in 1601. Robert Devereaux unsuccessfully went against the Queen and the court faction led by Sir Robert Cecil to gain further influence at court.</li> <li>• Parliament only met when Elizabeth called its members together</li> <li>• The Queen ruled by royal proclamations</li> <li>• The Queen controlled what parliament discussed</li> <li>• Elizabeth faced criticism from Puritans</li> <li>• Elizabeth faced opposition from MPs over religion and money</li> <li>• Lords Lieutenants and Justices of the Peace helped Elizabeth control the different areas of her kingdom</li> <li>• Elizabeth wanted her people to see her as a strong ruler. There were a number of ways she persuaded people: progresses, pageants, publications, plays, portraits, pennies, prayers and preaching</li> </ul>	<ul style="list-style-type: none"> <li>• Elizabeth used patronage to help her rule her kingdom. She gave positions of power to wealthy nobles – and took these positions away if they upset her. These nobles then gave responsibility and official jobs to the gentry. Elizabeth relied on them to keep the peace. It was a balancing act: she tried to keep the support of them all to avoid factions, plots and rebellions</li> <li>• The court met wherever Elizabeth was staying. Courtiers worked to build their power and favour with the Queen. Elizabeth knew her sister had been criticised for isolating herself from her people so made sure when the court met it was quite a spectacle. There would be dances, plays, music, feasts, jousting tournaments, sermons and hunting expeditions</li> <li>• The Privy Chamber was the Queen’s personal rooms at court. She would sometimes conduct royal business from her Privy Chamber</li> <li>• The Privy Council was the Queen’s most trusted courtiers. They offered Elizabeth advice on matters such as finance, law enforcement, trade and defence. Certain topics were off limits including marriage, heirs to the throne and religion</li> <li>• Sir Francis Walsingham and Sir William Cecil worked as Secretary of State. They organised the work of the Privy Council</li> <li>• The Rebellion of the Earl of Essex occurred in 1601. Robert Devereaux was initially one of the Queens ‘favourites’. He unsuccessfully went against the Queen and the court faction led by Sir Robert Cecil to gain further influence at court.</li> <li>• Parliament had less power in Tudor England than today. Parliament only met when Elizabeth called it and for most of its business Elizabeth ruled by proclamations – royal orders. Elizabeth placed strict limits on what it could discuss to maintain control.</li> <li>• Many of Elizabeth’s critics in parliament were Puritans. They wanted Elizabeth to marry a Protestant, change the way the church was organised and insisted the MPs had complete freedom of speech. John Stubbes wrote a pamphlet criticising Elizabeth; Elizabeth ordered he have his hand chopped off and he be imprisoned.</li> <li>• Elizabeth faced opposition in parliament over religion and money. Puritan MPs had many demands. Many MPs were angry with how Elizabeth granted ‘monopolies’ to keep her courtiers happy</li> <li>• Lords Lieutenants and Justices of the Peace helped Elizabeth control the different areas of her kingdom. Elizabeth needed people on her side to help her rule the vast country and avoid any potential rebellions, but this was not always successful...e.g. JPs were often corrupt and failed to enforce the law.</li> <li>• Elizabeth wanted people to see her as a strong ruler which involved two approaches: actively promoting a positive image of herself (propaganda) and controlling the spread of other, conflicting view (censorship). There were a number of ways she persuaded people: progresses, pageants, publications, plays, portraits, pennies, prayers and preaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to Tudor England (Year 7): students will have an understanding of the Tudor monarchs and the concept of monarchy</li> <li>• Opportunity to discuss and analyse second order concepts such as significance and consequence</li> <li>• The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Elizabethan England and how historians have interpreted it.</li> <li>• Students will begin to analyse how successful Elizabeth was as a ruler and can use their previous years’ work (e.g. Tudor England in Y7) to compare and contrast Elizabeth to other rulers and their successes</li> </ul>

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> <li>• Review of Elizabeth in film and on television</li> <li>• Reading and understanding various interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard</li> <li>• Forming arguments and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts.</li> <li>• Students writing clinching arguments</li> <li>• Analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop student’s ability to learn independently and effectively during lessons</li> <li>• To provide constructive feedback for students to improve and develop their written work</li> <li>• Develop students’ ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Communication – group and paired activities</li> <li>• Independent thinking</li> <li>• Working under time pressure.</li> <li>• Historical skills link to employment opportunities as lawyers, journalist researcher and teaching</li> </ul>

**SEND**

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.  
 Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.  
 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.  
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3  
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Elizabethan England  
 Cultural capital – London landmarks, maps

## Knowledge Organiser – The Elizabethans 1580-1603

**Topic: Elizabeth and the Catholics**

**Duration: 10 lessons**

**Composite: Unit test**

**Key vocabulary:**

**Powerful Knowledge Components**

**Core Knowledge Components**

**Links to previous and future topics**

Catholicism  
 Protestantism  
 Act of Uniformity  
 Act of Supremacy  
 Conformers  
 Church papists  
 Plotters  
 Recusants  
 Act of Persuasions  
 Pope  
 Excommunication  
 Priest  
 Propaganda  
 Act Against Priests  
 Recusancy Act  
 Act Restraining Recusants  
 Seminary Priests  
 Jesuit Priests  
 Priest hole  
 Walsingham  
 Spy network  
 Justices of the Peace  
 Torture  
 Bloody question  
 Mary Queen of Scots  
 Throckmorton Plot  
 Babington Plot  
 Spain  
 Spanish Armada  
 Treason

- Elizabethan England was a Protestant country.
- Many English Catholics had completely dropped their faith by the 1570s however millions attended Protestant church services but stayed loyal to the Pope.
- Catholic resistance was building from 1580
- 4 main responses of Catholics: conformers, church papists, plotters, recusants
- To tighten control Elizabeth passed the Act of Persuasions in 1581. In 1585 the Act Against Priests was passed
- In 1570 Pope Pius V excommunicated (expelled) Elizabeth from the Catholic Church
- In the 1570s, deeply committed priests started to arrive in England from France: seminary priests and Jesuit priests
- Secret priests were often hidden in priest holes in houses of the Catholic gentry. There was a network of spies to inform Walsingham.
- Mary Queen of Scots was kept prisoner in England by Elizabeth. This created problems: she was an heir to the throne and she was a figurehead for Catholic revolt in England
- There were a number of Catholic plots against Elizabeth. The Throckmorton Plot and the Babington Plot.
- Mary Queen of Scots was executed on 8<sup>th</sup> February 1587
- Spain was a Catholic country and one of England's rivals
- In 1588 King Philip II of Spain built an armada with the aim to invade England and turn it into a Catholic country.
- The Spanish Armada failed
- Elizabeth died in 1603. Most of England's Catholics had given up their faith or were attending Protestant Church services without complaint.

- Elizabeth thought Catholicism would fade out during her reign but instead it became increasingly threatening. The Act of Uniformity (1559) said all worship should be the same and follow the Book of Common Prayer. The Act of Supremacy said that Elizabeth was the Supreme Governor of the Church of England. These acts tried to curb the Catholic threat
- The four main responses of Catholics to Elizabeth's rule were: conformers (dropped Catholic faith and conformed); Church papists (attended Protestant services but kept Catholic beliefs); recusants (refused to attend Protestant services and kept Catholic beliefs); plotters (refused to attend Protestant church, fiercely loyal to Pope and plotted against Elizabeth).
- Elizabeth had to tighten controls against the Catholics. She passed the Act of Persuasions in 1581. This raised the fine for recusancy and only the wealthiest Catholics could afford to pay therefore pushing many Catholics into Protestant church services
- Elizabeth increasingly began to arrest and imprison more Catholics to try and lesson their threat
- In the mid-1570s, priests started to arrive in England from France. Seminary priests were trained to support Catholics in England, Jesuit priests were trained to persuade people to become Catholics or to deepen their faith. Their presence was a danger to both Elizabeth and themselves and many were hidden in the country houses of wealthy gentry families. Their presence also promoted Walsingham to develop a vast network of spies and informers to learn about the plans and movements of Catholic priests.
- Propaganda was used to raise support for both Catholics and Elizabeth and the Protestants
- Mary Queen of Scots was kept prisoner in England by Elizabeth. This created problems: she was an heir to the throne (and thus a Catholic alternative to Elizabeth) and she was a figurehead for Catholic revolt in England
- There were numerous Catholic plots against Elizabeth. The Throckmorton Plot of 1583 and the Babington Plot of 1586 were significant threats. Mary's involvement in the Throckmorton Plot led to her trial and execution in 1586/7.
- The Spanish Armada was caused by religious and economic differences. Elizabeth had refused to marry Philip II of Spain at the start of her reign; English sailors such as Drake and Hawkins acted like pirates, plundering Spanish ships; Elizabeth aided Dutch Protestant rebels; Philip II was a deeply religious Catholic
- England's victory in the Spanish Armada led to a new level of respect and loyalty to Elizabeth
- Elizabeth died in 1603. Most of England's Catholics had given up their faith or were attending Protestant Church services without complaint. Since the death of Mary Queen of Scots in 1587, there was no obvious Catholic leader to replace Elizabeth

- This topic links with the previous: Elizabeth and government. It allows students to assess significance, causation and change/continuity over time.
- Links to Tudor England (Year 7): students will have an understanding of religion and religious changes. They will have studied the Reformation and understand the change from Catholicism to Protestantism.
- The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Elizabethan England and how historians have interpreted it.
- This topic links to Crime and Punishment in Early Modern England. Students will be able to make links between religion and crime.

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> <li>• Case study about the Forty Martyrs of England and Wales</li> <li>• Case study about Edmund Campion</li> <li>• Case study about Thomas Tresham</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard</li> <li>• Forming arguments and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts.</li> <li>• Students writing clinching arguments</li> <li>• Analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop student’s ability to learn independently and effectively during lessons</li> <li>• To provide constructive feedback for students to improve and develop their written work</li> <li>• Develop students’ ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Communication – group and paired activities</li> <li>• Independent thinking</li> <li>• Working under time pressure.</li> <li>• Historical skills link to employment opportunities as lawyers, journalist researcher and teaching</li> </ul>

**SEND**

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.  
 Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.  
 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.  
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3  
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Elizabethan England  
 Cultural capital – London landmarks, maps

## Knowledge Organiser – The Elizabethans 1580-1603

Topic: Daily Lives		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Gentry Wealth Status Windows Chimneys Feast Land Middling Sort Yeomen Hall Parlour Chambers Service rooms Bread Labouring Poor Cottage Thatch Pottage Kinship Poverty Settled poor Vagrant poor Population Plague Harvest Impotent poor Able-bodied poor Vagabonds Elizabethan Poor Law</p>	<ul style="list-style-type: none"> <li>• The gentry had a luxurious life. They lived in manor houses, had a rich and varied diet and owned large areas of land.</li> <li>• The ‘middling sort’ were mostly those who owned their own businesses. They lived comfortably in a house that had 5-10 rooms and ate well – meat and a variety of fruit and vegetables</li> <li>• The labouring poor lived in small, dark, one room cottages. Bread was their main diet.</li> <li>• There are similarities between family life in Elizabethan England and family life today.</li> <li>• Elizabethans tended to marry in their late twenties</li> <li>• Sex outside marriage was forbidden</li> <li>• There was little chance of divorce</li> <li>• Wives were expected to obey their husbands</li> <li>• Most Elizabethan families were small and they did not tend to live with wider family</li> <li>• The late 16<sup>th</sup> century saw a growth in poverty</li> <li>• The settled poor made up 30% of the urban population. Many of them were children and women.</li> <li>• The vagrant poor wandered from place to place looking for work</li> <li>• There was a huge growth in population from 1580</li> <li>• In the 1580s and 90s harvests failed, there was a downturn in demand for woollen cloth and there were more frequent outbreaks of plague</li> <li>• The unemployed poor were divided into 3 categories: impotent poor, able bodied poor, vagabonds</li> <li>• The Elizabethan Poor Law was passed in 1601 to tackle the problem of poverty. The acts made provisions for the impotent and unemployed poor as well as punishing vagabonds</li> </ul>	<ul style="list-style-type: none"> <li>• Gentry houses had many rooms and were designed to reflect the wealth and status of their owners. They would have glazed windows, tall, decorated chimneys and large gardens. The gentry had a rich and varied diet comprising of exotic meats, fish and fine wine to impress guests. The wealth of the gentry came from their ownership of land which they rented out. This gave the gentry great political power which they could use to gain patronage.</li> <li>• The middling sort also lived in houses with multiple rooms (although not as big). In the towns the middling sort were the independent tradesmen and craftsmen who owned businesses. In the countryside they were yeomen and husbandmen who farmed land of their own. They weren’t as wealthy as the gentry but led comfortable lives. Their houses had 5-10 rooms, an upstairs and downstairs, chimneys and windows. They ate well but could not afford luxuries like grapes or exotic meat or vegetables</li> <li>• The labouring poor made up about half of the population in Elizabethan England. Compared with the houses of the middling sort, the labourer’s cottages were small and poorly built, on one floor, no glass in the windows and no chimneys. Bread was the main food of the labouring poor. They also ate pottage, a thick vegetable soup.</li> <li>• Historians have found there are many similarities between family life today and in Elizabethan England. Elizabethans married late, in their mid-late 20s, like today. Also, Elizabethans did not tend to live with their wider family. A key difference was that women were expected to obey their husbands and there was little chance of being able to get a divorce. Physical punishment was much more widespread in Elizabethan England than today.</li> <li>• Poverty was not new in Elizabethan England and the huge growth in population in the 1580s meant there was a shortage of food, land, houses and jobs. There were also failed harvests (1586, 1595, 1596 and 1597) which meant that the price of bread increased significantly. There was also a lower demand for British cloth abroad (1580s) and outbreaks of the plague which put society under severe pressure.</li> <li>• The late Elizabethans divided the unemployed poor into 3 categories: the impotent poor, the able-bodied poor and vagabonds. The government ensured that vagabonds were harshly punished (whipped and branded). The government was slower to make provisions for the impotent and able-bodied poor but by the 1590s the problem of poverty was so great the government had to take action and introduced a series of acts to tackle the problem of poverty. Some historians have argued that the Elizabethan Poor Laws were too harsh, whereas some have argued that they were a more humane way of treated the poor compared to past methods. The Elizabethan Poor Law did not solve the problem of poverty, but it did ensure that large numbers of people would no longer die if harvests failed. It also firmly established that the poor were to be looked after by the state, which is still the case today.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic links with the previous: Elizabeth and government and Elizabeth and Catholics. It allows students to assess significance, causation, and similarities and differences over time.</li> <li>• Links to Tudor England (Year 7): students will have an understanding of daily lives and different groups of people and cultures.</li> <li>• The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Elizabethan England and how historians have interpreted it.</li> <li>• This topic links to Crime and Punishment in Early Modern England. Students will be able to identify causes of poverty and crime – e.g. failed harvests</li> </ul>

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> <li>Case study about Montacute House</li> </ul>	<ul style="list-style-type: none"> <li>Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard</li> <li>Forming arguments and debates</li> </ul>	<ul style="list-style-type: none"> <li>Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts.</li> <li>Students writing clinching arguments</li> <li>Analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Develop student’s ability to learn independently and effectively during lessons</li> <li>To provide constructive feedback for students to improve and develop their written work</li> <li>Develop students’ ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements</li> </ul>	<ul style="list-style-type: none"> <li>Communication – group and paired activities</li> <li>Independent thinking</li> <li>Working under time pressure.</li> <li>Historical skills link to employment opportunities as lawyers, journalist researcher and teaching</li> </ul>

**SEND**

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.  
 Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.  
 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.  
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3  
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Elizabethan England  
 Cultural capital – what is a Manor house? Certain foods – e.g. venison

## Knowledge Organiser – The Elizabethans 1580-1603

Topic: Merry England?		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Golden Age Art Music Literature Printing Press Popular culture Pastimes Festivities Parish feasts Calendar customs Sports Alehouse Witchcraft Familiars Wise Women Superstition Magic Playhouses Theatres Shakespeare Bankside Globe Theatre Miracle plays Puritans Persecution Paganism Sinful</p>	<ul style="list-style-type: none"> <li>• Some historians have suggested that Elizabethan England was a 'golden age'</li> <li>• Some historians have placed emphasis on the cultural achievements of the Elizabethans (art work, music and literature)</li> <li>• There were a wide range of festivities in Elizabethan England including parish feasts, calendar customs, sports and the alehouse.</li> <li>• By 1603 many popular festivities had disappeared from villages and towns across the country.</li> <li>• The Puritans were extreme Protestants who wanted everyone to obey the bible and live pure, holy lives.</li> <li>• Puritan ministers began a campaign to improve peoples' behaviour. They gained local support.</li> <li>• There was a huge increase in the number of witchcraft accusations in the late 16<sup>th</sup> and early 17<sup>th</sup> centuries</li> <li>• Magic was an important part of the culture of Elizabethan England</li> <li>• In the late 16<sup>th</sup> century, playhouses and theatre became a popular form of entertainment</li> <li>• Theatres had a 'yard' where the poor people stood to watch, a stage, galleries – covered seats people paid to occupy, a roof and a trumpeter.</li> <li>• New theatres were bustling, rowdy places. Eating, drinking, swearing, cheering and flirting were all part of an afternoon at the theatre</li> <li>• Some people saw the theatres as a threat to society and argued that they should be closed</li> </ul>	<ul style="list-style-type: none"> <li>• Historians have placed emphasis on the cultural achievements of the Elizabethans. For example, some wonderful works of art were produced, there were developments in music and due to the printing press and the growth of education, literature improved and spread. This all contributed to the idea that Elizabethan England was a 'golden age'</li> <li>• Historians generally agree that there were big changes in popular culture in the late 16<sup>th</sup> and early 17<sup>th</sup> centuries, but they have different views about what caused these changes</li> <li>• Ordinary people in Elizabethan England enjoyed a wide range of festivities and recreations. Parish feasts (or parish ales) celebrated the saint of the local parish church and often lasted for several days. There was lots of eating, drinking, dancing and sports. Calendar customs were seasonal festivities and included Christmas, Shrove Tuesday, May Day and Harvest Home. Various sports included: bare-knuckle boxing, wrestling, football (which was very different to today – no pitches) and bear and bullbaiting. The most common aspect of popular culture was the alehouse (pub). The decline of these popular pastimes and festivities was caused by the Puritans according to many historians. They wanted to live pure, simple and holy lives and had various concerns. They wanted to protect the Sabbath (Sunday holy days), they wanted to stop Catholic and pagan practices, they wanted to prevent disorder (often caused by drunkenness) and they wanted to prevent unwanted pregnancies (again caused by dancing and drunkenness in their opinion)</li> <li>• Puritans gained the support of their local Justices of the Peace and some members of the gentry. They could use these people who had significant influence in the localities to help enforce their ideas.</li> <li>• Magic was an important part of the culture of Elizabethan England. People were heavily superstitious and used magic and superstition to explain challenges in life as opposed to the heavily scientific world we live in today. Elizabethans believed witchcraft could cause harm to people or property, however. Prosecutions for witchcraft rose dramatically in the late Elizabethan period. The rise in population and poor harvests could have been a cause. Village tensions, attacks on women and Puritan concerns were also causes of these increased prosecutions.</li> <li>• Playhouses and theatres became a popular form of entertainment. London authorities were concerned that theatres encouraged theft and prostitution. The large crowds also allowed disease to spread quickly (although the Elizabethans did not have the scientific knowledge we have today). The Puritans associated theatres with paganism and thought they were like miracle plays which were popular in Catholic England. Puritans were also concerned that it led people to commit sinful behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic links with the previous: Daily Lives in Elizabethan England. It allows students to assess significance, causation, and similarities and differences over time.</li> <li>• Links to Tudor England (Year 7): students will have an understanding of daily lives and different groups of people and cultures.</li> <li>• The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Elizabethan England and how historians have interpreted it.</li> <li>• This topic links to Crime and Punishment in Early Modern England. Students will be able to identify causes of crime – e.g. alcohol</li> <li>• Links to science and its evolution throughout time: magic and superstition was used to explain many phenomena in earlier decades</li> </ul>

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> <li>• May Day and the 'Merry England Myth' reading</li> <li>• Case study about the Globe Theatre and Bankside</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard</li> <li>• Forming arguments and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts.</li> <li>• Students writing clinching arguments</li> <li>• Analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop student's ability to learn independently and effectively during lessons</li> <li>• To provide constructive feedback for students to improve and develop their written work</li> <li>• Develop students' ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Communication – group and paired activities</li> <li>• Independent thinking</li> <li>• Working under time pressure.</li> <li>• Historical skills link to employment opportunities as lawyers, journalist researcher and teaching</li> </ul>

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 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.  
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3  
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Elizabethan England  
 Cultural capital – London landmarks – the Thames, maps, religious holidays and holy days  
 Cross curricular (English) – Shakespeare and the historical context of the plays

## Knowledge Organiser – The Elizabethans 1580-1603

Topic: Elizabethan Adventurers		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>John Dee Nation Empire The East North America Colonisation Voyage Circumnavigate Navigation Explorer Francis Drake Expedition Plunder Pillage Spices Settlement Humphrey Gilbert China Charter Territory Walter Raleigh Roanoke Algonquian people Ralph Fitch James Lancaster East India Company Monopoly Trade</p>	<ul style="list-style-type: none"> <li>• For the first two decades of Elizabeth’s reign, England had been a small and isolated nation with limited wealth and power.</li> <li>• John Dee argued to the Queen that Englishmen should search for new northern routes to the rich markets of China and the East Indies. He presented the vision of a great empire. He argued the Queen should claim the right to North America</li> <li>• John Dee’s knowledge of navigation helped many seafarers.</li> <li>• Francis Drake was the first Englishman to sail around the world. He made several expeditions to the Caribbean where he plundered Spanish ships. He was knighted by the Queen</li> <li>• In 1578 Elizabeth granted Humphrey Gilbert permission to claim territory in North America. In 1583 he took possession of Newfoundland but failed to establish a settlement there.</li> <li>• None of Walter Raleigh’s 3 expeditions to establish England’s first colony in Virginia succeeded but they produced useful knowledge of North America.</li> <li>• Ralph Fitch attempted to establish trading links between England and the Mughal Empire. The Portuguese were already established in India and the English merchants made little progress, but Fitch gained useful knowledge</li> <li>• James Lancaster led a fleet of ships to the East Indies seeking opportunities for trade. He returned home in 1594 without establishing trade links. In 1600 Elizabeth gave a charter to the East India Company to develop trade in the East. Lancaster was given command of the first fleet. The expedition established England’s first successful trading factory in the East.</li> <li>• Elizabeth died in 1603</li> </ul>	<ul style="list-style-type: none"> <li>• For the first two decades of Elizabeth’s reign, England had been a small and isolated nation with limited wealth and power. John Dee presented the vision of a great Empire. In contrast to England at the start of Elizabeth’s reign, Spain had built up a huge empire in Central and South America, while Portugal claimed territories in Brazil.</li> <li>• John Dee produced maps and books to justify the colonisation of North America. He also offered practical help and knowledge of navigation to Elizabethan adventurers which gave seafarers the skills they needed for years to come and could help England’s empire grow.</li> <li>• Francis Drake was the first Englishman to sail around the world. He made several expeditions to the Caribbean where he plundered Spanish ships and attacked their settlements. As a result, the King of Spain saw Drake as a pirate. Drake was knighted by the Queen: he returned to England with his ship packed with vast quantities of pillaged treasure. This boosted the Queen’s treasury.</li> <li>• In 1578 Elizabeth granted Humphrey Gilbert permission to claim territory in North America. One reason the Queen granted this was because in 1577 he had presented Elizabeth I with his <i>Discourse How Her Majesty May Annoy the King of Spain</i>. In 1583 he took possession of Newfoundland but failed to establish a settlement there because it was barren, cold, food was scarce and some of Gilbert’s men became ill.</li> <li>• Walter Raleigh was driven by the possibility of discovering a northern sea route from the Atlantic to the Pacific. In 1584 Elizabeth granted him a charter. Raleigh reached Roanoke in July 1584. A base in North America would also allow the English to attack Spanish treasure ships which financed Catholic aggression in Europe. None of Raleigh’s expeditions to North America succeeded however they were significant because they produced useful knowledge of North America, including knowledge of the landscape, plants, animals and people. The knowledge learned then enabled England’s first successful colony to be established in Jamestown, Virginia in 1607.</li> <li>• In the 1580s the increasing wealth of the Elizabethan gentry and middling sort led to a growing demand for luxury products from the East such as silk, cotton, jewels and spices.</li> <li>• Ralph Fitch attempted to establish trading links between England and the Mughal Empire. The Portuguese were already established in India and the English merchants made little progress, but Fitch gained useful knowledge. Because of what he had seen, London merchants were very interested in the markets of India which spurred on further voyages.</li> <li>• James Lancaster led a fleet of ships to the East Indies seeking opportunities for trade. He returned home in 1594 without establishing trade links. The East India Company was established to transform trade in the East as they knew what was available. In 1600 Elizabeth gave a charter to the East India Company, granting it a monopoly on trade in the East. Lancaster was given command of the first fleet. The expedition established England’s first successful trading factory in the East. The ‘British Empire’ had begun.</li> </ul>	<ul style="list-style-type: none"> <li>• This topic links with the previous: Daily Lives in Elizabethan England. Students can analyse the gradual increase in wealth amongst the gentry. It allows students to assess significance, causation and consequence</li> <li>• Links to Tudor England (Year 7): students will have an understanding of daily lives and different groups of people and cultures.</li> <li>• The topic is a depth study and provides students with the opportunity to use primary and secondary sources to gain a deeper insight into Elizabethan England and how historians have interpreted it.</li> <li>• This topic links to Crime and Punishment in Early Modern England. Students will be able to identify in-demand products that were smuggled into England</li> <li>• New foreign relations (both positive and negative)</li> </ul>

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> <li>• Case study about 'The Boyhood of Raleigh': a painting by John Everitt Millais, 1870</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard</li> <li>• Forming arguments and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Use of WTM and modelling to encourage students to create and complete pieces of extended writing regularly using second order concepts.</li> <li>• Students writing clinching arguments</li> <li>• Analysis of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Develop student's ability to learn independently and effectively during lessons</li> <li>• To provide constructive feedback for students to improve and develop their written work</li> <li>• Develop students' ability to respond to different interpretations with the resilience to justify their own conclusions and historical judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Communication – group and paired activities</li> <li>• Independent thinking</li> <li>• Working under time pressure.</li> <li>• Historical skills link to employment opportunities as lawyers, journalist researcher and teaching</li> </ul>

**SEND**

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Elizabethan England

Cultural capital – maps, spices

Cross curricular (Geography) – maps and understanding of the East and West