



Year 11- Early Elizabethan England, 1558–88	
<p>Topics covered:</p> <ul style="list-style-type: none"> • Elizabethan England in 1558: society and government. • The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. • Challenges at home and from abroad: the French threat, financial weaknesses. • Religious divisions in England in 1558. • Elizabeth’s religious settlement (1559): its features and impact. • The Church of England: its role in society. • The nature and extent of the Puritan challenge. • The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers. • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568. • Relations between Elizabeth and Mary, 1568–69 	<p>How it links to what you have studied before: The unit builds on students' evaluative skills that they have learnt in the Germany and Medicine unit.</p> <p>It develops and extends their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience</p> <ul style="list-style-type: none"> • engages further in historical enquiry to develop as independent learners and as critical and reflective thinkers • develop further the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context • develop further an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them • organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
<p>Key words: Accession, legitimacy, gender, marriage, Puritan challenge, religious settlement</p>	<p>How it links to what you will study:</p> <p>The unit builds on the analysis skills which will enable students to be successful in the Cold War unit.</p> <p>Key skills: Knowledge, sources, interpretations</p>
<p>Assessment focus British depth study students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two</p>	<p>Revision tips Use our website for the latest revision techniques and resources: https://sites.google.com/worthinghigh.net/history/gcse</p>

Why we study it:

Options have been selected that will meet the DfE criteria and, at the same time, allow conceptual, geographical, period and thematic links to be made between across a course of study. Each thematic study is linked to a specific historic environment. This linked structure has been chosen because it will make for a more coherent qualification than would be the case if the historic environment were completely free standing. This linkage allows the issues studied in the historic environment to be seen within a broader thematic context. Since the thematic studies cover both medieval and early modern British history, this provides geographical and period context for the British depth studies. In addition, the fact that the historic environments focus in depth on modern British history provides balance to the overall coverage of British history. The modern depth studies are non-British and link conceptually to the early British depth studies: together they allow students to explore the nature of societies, the operation of power and the forces for change in power-relationships in Britain and a non-British society. Students will study in detail the issues, individuals and events that impacted on each. Finally, the period studies have been chosen for their suitability to show unfolding narratives of substantial developments which have shaped the world we live in today. Links can be made between the period studies and modern depth studies in terms of chronology, place or issues covered. There are many ways in which the defined content gives teachers opportunities to make the course of study coherent. Some examples are given below, showing links that exist between different parts of the course. Similar links could equally be made by replacing or moving topics in these tables, and also by redesigning it, for example to show links between the British depth and modern depth studies, or between the thematic studies and modern depth studies.

