Scheme of work:

Elizabethan England, c1586–1603

We have worked with subject experts to review our existing resources and made some changes. These changes will support our customers in delivering our current specifications in a way that maximises opportunities for breadth, diversity and inclusivity in the curriculum as well as improve the accessibility of our resources.

In this scheme of work (SOW) we have:

* removed tables so that it is easier to use with assistive technology.
* tried to keep to a specification point per page to make it easier to navigate and more convenient to use.
* made the contents page into clickable links.

Introduction

This SOW offers a route through the Elizabethan England, c1568–1603 British depth studies topic for the AQA GCSE in History.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

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 2024 can be incorporated into your teaching of this unit. The specified site for 2024 is The Americas and Drake.

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.

Please note that when accessing clips from the Education Recording Agencya licence from the Educational Recording Agency is required in order to view this clip for educational purposes. To check your school’s status, contact ERA [era@era.org.uk](mailto:era@era.org.uk).

When considering primary and secondary evidence, it worth remembering that the assessment covers students’ ability to analyse and evaluate an interpretation (AO4); however, as part of your teaching you may wish to look at contemporary sources (AO3) as well.

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Part one: Elizabeth's court and Parliament

Elizabeth I and her court

Lesson 1

Specification content

* Background and character of Elizabeth I.
* Court life including patronage and key ministers.

Learning outcomes

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).

Students think about **Queen Elizabeth, her background and character** – what sort of person was she? How did Elizabeth come to be Queen of England?

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?

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.

**Possible teaching and learning activities**

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.

Complete diagram of the parts of government, with key word/titles defined, and main purpose/jobs explained.

Students discuss their answers to worksheet issues in pairs and agree institution/plan.

Resources

* A [KS3 summary](http://www.bbc.co.uk/education/guides/zcn4jxs/video) of the whole reign which can be used as an introduction to the unit.
* Family tree (ensure Mary, Queen of Scots is shown).
* Images of young Elizabeth.
* Source describing her [character, education and attainments](https://www.historic-uk.com/HistoryUK/HistoryofEngland/Queen-Elizabeth-I/).
* Diagram showing relevant parts of government structure.
* Worksheet with contemporary issues for students to decide which institution it’s relevant to, based on definitions and description.
* [A clear introduction](https://www.youtube.com/watch?v=ekCa-M72Hwg) to Elizabeth’s reign.

Lesson 2

Specification content

* Background and character of Elizabeth I.
* Court life including patronage and key ministers.

Learning outcomes

* Students should revise role of the Court and government structure.
* This lesson will focus on the Court.
* 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?
* Link to next lesson, note Parliament and relationship to decision-making, Court, and Privy Council.
* Note the Court could move and went on Progresses which relate to a style of monarchy, popularity and, along with portraiture, management of image.

Possible teaching and learning activities

* 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?’

* Research exercise using the internet/textbooks to produce key biographies of important people, for example: Cecil, Dudley, Walsingham, Essex,Hatton, Raleigh, The Knollys, Bess of Hardwick etc.
* Class discussion about the aspects of their lives that are required for the biography, such as: name, rank, wealth, dates etc.
* Students read, identify and discuss six problems associated with Progresses.

Resources

* An [introduction to Elizabeth’s Court](http://www.bbc.co.uk/education/clips/zbh8mp3).
* Textbook/internet relating to key individuals.
* AQA Historic Environment Resource Pack for Kenilworth Castle 2021: Background information on Robert Dudley.
* [Kenilworth Castle](https://www.youtube.com/watch?v=VNanyePafU8) short film.
* AQA Historic Environment Resource Pack 2018 for Hardwick Hall: Resource I and background Information about Bess of Hardwick.

The difficulties of a female ruler

Lessons 3 and 4

Specification content

* Relations with Parliament.
* The problem of marriage and the succession.

Learning outcomes

* If you focus on marriage and succession, this will help to illustrate the relationship with Parliament.
* Elizabeth’s difficulties as a female monarch: succession and marriage. What were the expectations for a female ruler at this time? Who might Elizabeth have married? What with the advantages and disadvantages of her suitors? How did the reasons for not marrying change during the reign? Why didn’t she marry?
* These questions will lead to further understanding of the relationship between, and issues involving, the Queen and her Governments and Parliaments.
* From a consideration of marriage, you can develop your students’ understanding that this was not the only issue that Elizabeth and Parliament clashed over.
* What other problems did Elizabeth face?
* 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.

Possible teaching and learning activities

Enquiry question: Why was it important for Elizabeth to marry?

Students complete a table to show suitors’ dates, pros and cons of their candidature using source material and textbook.

Class discussion about a series of statements to do with Queen Elizabeth and marriage. Students sort into advantages and disadvantages of marriage during discussion.

Students complete an open book essay: why didn’t Queen Elizabeth marry?

Students complete a diagram to identify main issues between Elizabeth and her parliaments, for example:

* religion – Catholicism, Puritanism
* Ireland
* foreign policy especially relations with the Dutch and Spanish
* marriage
* succession
* Mary, Queen of Scots
* taxation (monopolies)
* Parliamentary rights.

Students need to define each problem, and arrange in categories/priorities (perhaps as a Diamond Nine exercise).

Students complete a sequencing exercise and put the problems into chronological order.

Resources

* Textbook.
* Table to show suitors, dates, pros and cons of their candidature.
* AQA Historic Environment Resource pack 2021: Resource M, ‘Why Elizabeth never married’ R. Warnicke.
* Sources describing the suitors.
* Textbooks, primary sources and interpretations relating to the problems faced by Elizabeth.

Lessons 5 and 6: The strength of Elizabeth’s authority at the end of her reign, including Essex’s Rebellion in 1601

Learning outcomes

* 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.
* You might need to establish who Essex was (remind students of brief court biographies above – lesson 2), his achievements and failures.
* 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?’
* We can consider how much blame Essex deserves for his situation.

Possible teaching and learning activities

Enquiry question: what does Essex’s rebellion tell us about government and politics in Elizabeth’s reign?

* Students construct a table showing the pluses and minuses that Essex possessed or accumulated during his career.
* Students do a ‘write an account’ style question relating to Essex’s rebellion.
* 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?

Resources

* Biographies of the Earl of Essex.
* Textbook relating to the rebellion.

Lesson 7: Essex’s Rebellion in 1601

Learning outcomes

* Students should consider the part that court politics and the theatre play in Essex’s downfall.
* 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.

Possible teaching and learning activities

* Students complete a work sheet analysing Resource K, which focuses on actions and intentions of all parties.
* Class discussion about propaganda, censorship, ‘image rights’, and the media.

Resources

* AQA Historic Environment Resource Pack 2019 for The Globe: Resource K, Elizabethan dramatic censorship.
* Image of Queen Elizabeth I on a Royal progress with the courtiers in 1601.
* [Queen Elizabeth portraits](https://www.historic-uk.com/HistoryUK/HistoryofEngland/Elizabeth-I-Life-in-Portrait/).

Lesson 8: Review and assess Part one

Learning outcomes

Test your students’ understanding of Part one and to develop their exam techniques.

Possible teaching and learning activities

Student complete exam style questions on Part one.

Part three: Troubles at home and abroad (i)

Religious matters

Lessons 9 and 10

Specification content

* 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.

Learning outcomes

* 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.
* Begin by ensuring students record main points of religious settlement in 1559. Noting contrast with Catholic and extreme Protestant views.
* Overarching Question/Enquiry point:
  + (i) Why was Catholicism a **threat**?
  + (ii) When was the threat of Catholicism the greatest?
  + (iii) How were **Catholics treated** during her reign?
* 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.
* Note the plots will be important information when considering Mary Queen of Scots in depth in Lessons 13 -18 and specifically in Lesson 18.

Possible teaching and learning activities

Students research the following events for a ‘market place’ exercise. They need to find out the, ‘when, where, who, what, why, and a so what’ to share with fellow students/or take away:

* 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
* the murder of William of Orange
* Bond of Association
* war with Spain
* the Babington Plot
* Mary’s execution
* Spanish Armada.

There should be sufficient events for one to be given to a pair of students. You will need to place simple summaries of the laws and events around the classroom walls.

Students construct/record a three 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.

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?

Resources

* Textbook and internet research.
* A simple summary on four separate sheets of the laws in 1571, 1581, 1585 and 1593 against Roman Catholics.
* [A useful summary](https://www.rmg.co.uk/discover/explore/elizabeth-religious-settlement) of Queen Elizabeth I’s religious settlement and introduction to the Royal Museums at Greenwich.
* [A brief revision guide summary.](https://www.bbc.com/bitesize/guides/zrpcwmn/revision/6)

Lessons 11 and 12

Specification content

* Elizabethan settlement.
* The nature and ideas of the Puritans and Puritanism.
* Elizabeth and her Government’s responses and policies towards religious matters.

Learning outcomes

* Remind your students of Lessons 3, 4, 9 and 10 regarding the religious settlement in 1559. Note contrast with Catholic and extreme Protestant views.
* 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.
* Why were the Puritans a threat to Queen Elizabeth’s Government?
* The ideas of the Puritans threatened the hierarchy of church and state.
* The contribution of Archbishop Parker, Puritan response and reaction in Parliament, the press and in preaching.
* 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).
* Students should understand the reasons why Puritanism became less of a threat towards the end of Elizabeth’s reign.

Possible teaching and learning activities

Enquiry question: why were the Puritans a threat to Queen Elizabeth’s Government?

Students complete a table of beliefs for Catholics, moderate Protestants and Puritans.

Students split into groups and are given/choose a research topic to report back to the group as a six slide PowerPoint. More than one group may tackle a topic. The topics/titles could be:

* Elizabeth and her Archbishops
* Puritan ideas about church, state, theatre, poor
* Puritan actions in Parliament, publishing, and preaching (Prophesyings)
* Elizabeth’s crackdown on the Puritans – actions and success
* the origins of Puritanism\*
* Puritanism and the end of Queen Elizabeth’s reign\*.

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.

Resources

* Textbook.
* Work sheet resource on settlement and Elizabethan religious beliefs.
* Use of textbooks and internet.
* Students should know that the review in Lesson 15 may contain a question on the Puritans.
* AQA Historic Environment Resource Pack 2019 for The Globe: Resource F, Puritans and the Theatre.

Mary Queen of Scots

Lesson 13

Specification content

* Background.
* Elizabeth and Parliament’s treatment of Mary.

Learning outcomes

* Remind your students of what they learned about Mary, Queen of Scots in previous Lessons 9 and 10.
* The lessons here concentrate on the story of, and role played by, **Mary, Queen of Scots**. Although the depth study begins the year she arrives in England, students will need to know about her past history as a young French Queen, then widow and her time in Scotland. Ensure students know why she was a threat.
* 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 with people, even if high born, when they crossed her**.**
* Perhaps this is a point to remind students (Lessons 3 and 4) about women and marriage in the early modern period? There is an interesting contrast between Mary, Queen of Scots who married three times, Bess of Hardwick who married four times, and Queen Elizabeth I.

Possible teaching and learning activities

* Students research and make notes on Mary’s background and life in England in order to add detail to a timeline of her life before and during her time in England – from her arrival to her execution (ref: Lessons 9 and 10).
* Discussion of Mary, Queen of Scot’s attitude to her cousin and vice versa on arrival.
* Compile a SWOT analysis of the options open to Elizabeth of how to proceed with Mary in the light of the threat she represented.

Resources

* The background to Mary, Queen of Scots as a Queen in Scotland and the difficulties she had are efficiently covered in [these clips.](https://www.bbc.co.uk/bitesize/guides/zcnqsg8/revision/1)
* Timeline sheet with key dates and other relevant events dated in separate column (ref: Lessons 9 and 10).
* The [problem for Elizabeth of what to do with Mary Queen of Scots explained](https://www.bbc.co.uk/bitesize/guides/zcnqsg8/revision/1).
* AQA Historic Environment Resource Pack 2023 for Sheffield Manor Lodge: Background information.
* The [nature of the threat Mary posed](https://www.youtube.com/watch?v=OO_Oi1ltygs) is discussed here.

Lessons 14 and 15

Specification content

* Background.
* Elizabeth and Parliament’s treatment of Mary.
* The challenge posed by Mary, plots, her execution and its impact.

Learning outcomes

* A case study of the Northern Rebellion/Norfolk Rebellion reveals how quickly Mary caused problems**.**
* This lesson should provide students with an understanding of all of the plots that involved Mary, Queen of Scots. In particular focusing on the Babington Plot, her involvement, and subsequent trial/execution.

Possible teaching and learning activities

* Students should write a brief account of what the Northern Rebellion tells us about the key actors:
  + Queen Elizabeth I
  + Mary, Queen of Scots
  + the Duke of Norfolk
  + English Catholics.
* For all abilities of students, 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.
* Students complete a table of plots, conspirators and extent of Mary’s involvement and consider how and why this may have changed over time.
* Annotated worksheet on the key points in the Babington Plot.

Resources

* A timeline of the events of the Northern Rebellion.
* Textbook and account of the Rebellion.
* AQA Historic Environment Resource Pack 2023 for Sheffield Manor Lodge: Background information, Resources A, I and J.
* [Sheffield Manor Lodge](https://sheffieldmanorlodge.org/) website.

Lesson 16: Review and assess Part two

Possible teaching and learning activities

Students complete exam-style questions relating to religious matters and Mary, Queen of Scots.

Part two: Life in Elizabethan Times

A ‘Golden Age’

Lesson 17

Specification content

* Living standards and fashions.
* Growing prosperity and the rise of the gentry.

Learning outcomes

* 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 about how society was structured. Establish with your students Elizabethan population figures and some comparator statistics.
* There is also opportunity to consider the life and success of Bess of Hardwick.

Possible teaching and learning activities

* Students model the idea of ‘Great Chain’ by comparison with another hierarchical organisation, such as a school.
* Students identify where the wealth came from to explain the growth in prosperity amongst the gentry.

Resources

* An [introduction](http://www.bbc.co.uk/education/clips/z9y7pv4) to the signs of and routes to prosperity and advancement in Elizabethan England. The first half is applicable here, second half in Lesson 23.
* The [lives of the wealthy](https://www.bbc.co.uk/programmes/p01d43sk) in Elizabethan England.
* [How lives changed in Elizabethan England.](https://www.bbc.co.uk/programmes/p01d441y)
* Many insights into Tudor society from a [film about Shakespeare’s mother.](https://www.youtube.com/watch?v=kmpiY5kssU4)
* The first half of [this clip](http://www.bbc.co.uk/education/clips/zrnw6sg) is useful for a description of the gentry, the second half for Plots against Elizabeth.
* AQA Historic Environment Resource Pack 2018 for Hardwick Hall: Background information and Resource I.

The Poor

Lessons 18 and 19

Specification content

* Reasons for the increase in poverty.
* Attitudes and responses to poverty.
* The reasons for government action and the seriousness of the problem.

Learning outcomes

* 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.
* Consider the increase of poverty (and vagabondage) in the 16th century. Why did poverty increase in the 16th century?
* 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 the lessons 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?
* The effectiveness of the response of government and individual towns to the problems of poverty. How was poverty dealt with in the 16th 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?

Possible teaching and learning activities

Students investigate the long-term causes of poverty and vagabondage.

Students identify reasons for traditional attitudes to poverty and reasons why those were changing in the Elizabethan period. This might be achieved by using the 2022 Stamford Resource Pack as a basis for a class discussion, and then teacher led construction of a diagram relating to societal and individual motives for helping the poor. Either distribute parts or all of Background, Resource I & J2 to class or ask for evidence to support the following propositions –

Lord Burghley founded his almshouses because:

(a) he wanted to look good

(b) he was expected to

(c) he was afraid of the poor

(d) he wanted to be remembered

(e) another reason.

Note: Burghley as an individual and as important member of the Elizabethan Government.

Students analyse sources relating to different types of vagabond and extracts from Harman’s book on the poor, ‘A warning against vagabonds’ 1567.

Students research and record how Norwich, Ipswich and London dealt with the problem of the poor and use their research to illustrate changing attitudes of the Elizabethan period. Class discussion of ‘How ‘Great’ was the Great Elizabethan Poor Law, 1601?’

Resources

* Textbook relating to the poor in Elizabethan times.
* Worksheet with statements.
* AQA Historic Environment Resource Pack 2022 for Stamford Almshouses: Background information and Resources I and J2.
* An [insight](http://www.bbc.co.uk/education/clips/zf2rwmn) into the lives of the rural poor and majority of Elizabethans at this time.

A ‘Golden Age’ continued

Lessons 20 and 21

Specification content

* The Elizabethan theatre and its achievements.
* Attitudes to the theatre.

Learning outcomes

* The focus of these lessons is to develop your students’ knowledge and understanding of a performance in the Elizabethan theatre.
* 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 in the Elizabethan period?
* These lessons are an examination of Elizabethantheatres: their design and use; actors and playwrights including William Shakespeare and Richard Burbage.
* 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?
* Students should assess the achievements of the Elizabethan theatre. In what ways were the plays of the period a mirror of their time?

Possible teaching and learning activities

Enquiry question: what were theatres like in Elizabethan times?

* 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.
* Students annotate some basic diagrams of the Elizabethan theatre, identifying key features.
* Students look at a range of resources relating to The Globe and document what they tell us about people’s enjoyment of or attitudes towards the Elizabethan theatre.
* 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.
* Students complete a spider diagram of the interests, ideas and discoveries of the time that are linked to specific plays.
* Class discussion: what does The Globe tell us about the Elizabethan period?

Resources

* Textbook.
* Brief notes on The Globe from the 2019 AQA Historic Environment Resource pack – briefing document, diagrams and images.
* A good short [introduction](https://www.youtube.com/watch?v=9P1IJqNDYjQ) to the Globe.
* A cut-away of an Elizabethan theatre.
* AQA Historic Environment Resource Pack 2019 for images, photographs, floorplans and diagrams of The Globe etc.
* Work sheet with statements.

English sailors

Lesson 22

Specification content

* Hawkins and Drake; circumnavigation 1577–1580, voyages and trade.
* The role of Raleigh.

Learning outcomes

* Develop your students’ understanding of the motives of English seamen in making overseas voyages.
* What voyages were made by English sailors at this time? Why did they make them? What benefits did they bring?
* Develop their knowledge of overseas voyages and trade and expansion, including the early slave trade – John Hawkins.
* Discuss the role of Sir Walter Raleigh.

Possible teaching and learning activities

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:

* Hawkins
* Frobisher
* Drake
* Gilbert
* Raleigh
* Davis
* Lancaster
* Raleigh.

Students produce a tabular record of the aims, places visited and achievements of each voyage.

The class watch and video about Sir Walter Raleigh and discuss his career.

Resources

* Internet and Textbooks, sources and interpretations relating to voyages of discovery.
* A [clip](http://www.bbc.co.uk/education/clips/z9y7pv4) about Drake and Raleigh.
* A [clip](http://www.bbc.co.uk/education/clips/z88yb9q) about Sir Walter Raleigh’s 1595 South American Eldorado expedition, and the technical problems of sailing at the time.

Lessons 23 and 24: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh

Specification content

Hawkins and Drake circumnavigation 1577–1580, voyages and trade.

Learning outcomes

* The focus of this lesson is developing your students’ understanding of the details of Drake’s circumnavigation. They should aim to develop some understanding of the dangers he faced at different points and the decisions he made on the voyage.
* 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.

Possible teaching and learning activities

* Recap from previous lesson: Students complete quick summary class diagram of the dangers and challenges faced by seamen at this time based on work done in Lesson 22.
* Case study of Drake’s circumnavigation.
* On a large A3 map of world students plot Drake’s route, the dangers and difficulties he faced at different points from the source material and Resource Pack.

Resources

* Blank spider diagram.
* Textbooks, sources and interpretations relating to Drake’s voyage.
* An A3 map of the world.
* AQA Historic Environment Resource Pack 2024 for The Americas and Drake’s Circumnavigation 1577-1580: Images, diagrams, maps of the voyages etc.
* A good introduction is at [Drake](https://www.rmg.co.uk/stories/topics/sir-francis-drake-facts) at the Royal Museums Greenwich.
* There are many short video clips available about Drake and the Circumnavigation.

Lessons 25 and 26

Specification content

Hawkins and Drake circumnavigation 1577–1580.

Learning outcomes

The focus in this lesson should be on the results of the voyage. They should consider:In what ways can Drake’s circumnavigation be seen as an achievement?

Possible teaching and learning activities

* Using the Historic Environment Resource pack construct a spider diagram that explains what Drake (and his backers) hoped the voyage would achieve.
* Identify all the people for whom the voyage had an impact. Assess and explain the ways in which Drake’s voyage may have had damaging or beneficial effects on the people involved.
* Consider two questions, ‘What was the main achievement of Drake’s voyage?’ **or** ‘Why was Drake’s voyage successful?’ Students may choose which of these questions to prepare, plan and write an answer to of no more than 300 words. During revision there will be opportunities to consider/discuss both questions.

Resources

* AQA Historic Environment Resource Pack 2024 for The Americas and Drake’s Circumnavigation 1577-1580: Images, diagrams, maps of the voyages etc.
* Textbook.

Part three~~:~~ Troubles at home and abroad (ii)

Conflict with Spain

Lesson 27: Reasons for, and the events of, conflict with Spain

Learning outcomes

* Develop your students’ understanding of the reasons for conflict with Spain. Students should understand the role of key individuals and the timeline of events.
* Introduce Philip II, his attitude to Elizabeth and England throughout his reign.
* Examine the reasons through the enquiry question: Why were England and Spain at war?’
* Remind students of Philip’s marriage proposal at the start of Elizabeth’s reign. Revisit previous lessons 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 reign (notably excommunication, seminaries etc.).
* Students should also be aware of the following factors:
  + Hawkins and San Juan de Ulua 1568
  + Privateers
  + Drake’s circumnavigation
  + Dutch War
  + Cadiz.

Possible teaching and learning activities

* Enquiry question: Why were England and Spain at war?
* Students do a diagram of reasons for conflict, colour coding reasons – economic, political, religious, personal etc.
* Students discuss (concept of) and suggest turning points in a chronology of the conflict with Spain.

Resources

* Textbook relating to conflict with Spain.
* AQA Historic Environment Resource Pack 2020 for The Defeat of the Spanish Armada: Background information, Resource G and K.
* Timeline of events.
* [Summary](https://www.bbc.com/bitesize/guides/z4s9q6f/revision/1) for overview and revision (BBC Bitesize).
* [The First battle of the Armada](https://www.bbc.co.uk/programmes/p02ptd8z).
* See AQA Historic Environment Resource Pack 2020 forThe Defeat of the Spanish Amada.

Lessons 28 and 29

Specification content

* Naval warfare, including tactics and technology.
* The defeat of the Spanish Armada.

Learning outcomes

* The Armada can be used to showcase Elizabethan naval tactics and technology.
* The focus of this lesson is to examine how and why the Spanish Armada was defeated. Students should understand the sequence of events and the factors that contributed to the outcome.
* Considering whether the English defeated the Spanish Armada or the Spanish failed is useful to help students to reflect upon responsibility for the outcome.

Possible teaching and learning activities

* Enquiry question: Why was the Spanish Armada defeated?
* Students study a timeline of events and complete of sequencing exercise and annotating the key events onto a map.
* Students draw up a table under several headings to compare the resources on each side, eg, ships, armaments, leaders, tactics, location, luck, planning, supplies, communications etc.
* 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.
* Class discussion: Why were the Spanish defeated?

Resources

* AQA Historic Environment Resource Pack 2020 for The Defeat of the Spanish Armada: Resource A, I, L and M.
* [Spanish Armada](https://www.youtube.com/watch?v=26_I0wwsWOY) video.
* Worksheets – blank timeline, blank map.
* Counter historical propositions.

Lesson 30: Review and assess Part three (i and ii)

Possible teaching and learning activities

Students complete exam-style questions relating to the theatre, the poor, English sailors and conflict with Spain.

Resources

Revision notes.