

Early Elizabethan England, 1558-88

Term One

Learning Checklist

	RED	AMBER	GREEN	Achieved in Midterm DIRT	Achieved in the formative assessment
<p>Lesson Topic: Elizabethan Society.</p> <p>1. I know how Elizabethan society was structured. 2. I know how Elizabethan society was governed. 3. I have annotated my copy of the Elizabethan social pyramid. 4. I am able to describe two features of Elizabethan society. 5. I am able to explain why Elizabethan society was hierarchical.</p>					
<p>Lesson Topic: Elizabeth I's Early Life.</p> <p>1. I know who Elizabeth's mother and father were. 2. I know that Elizabeth was a Protestant. 3. I know that Elizabeth's sister Queen Mary was a Catholic. 4. I understand why Elizabeth was the focus of opposition to Queen Mary. 5. I am able to explain why Elizabeth was in danger as a young woman.</p>					
<p>Lesson Topic: Problems at the start of Elizabeth's reign.</p> <p>1. I know the religious, political, and financial problems Elizabeth faced at the start of her reign. 2. I know how Elizabeth solved her religious problems. 3. I know how Elizabeth solved her political problems. 4. I know how Elizabeth solved her financial problems. 5. I am able to evaluate which of these problems was the greatest threat to Elizabeth at the start of her reign.</p>					
<p>Lesson Topic: The Role of the Church in England.</p> <p>1. I know why the Church was so important to Elizabethan people. 2. I understand the role of the Church in Elizabethan villages. 3. I understand the role of the Church in Elizabethan towns. 4. I am able to describe two features of the Church in Elizabethan society. 5. I am able to explain why the Church was so important to Elizabethan people.</p>					
<p>Lesson Topic: Religious Divisions in England.</p> <p>1. I know what the Reformation was. 2. I know two differences between Catholic and Protestant beliefs. 3. I understand why England was divided at the start of Elizabeth's reign. 4. I am able to describe two features of religious division in England. 5. I am able to explain why religious division was a threat to Elizabeth.</p>					
<p>Lesson Topic: The Elizabethan Religious Settlement.</p> <p>1. I know what the "Elizabethan Settlement" means. 2. I have completed my table, which shows the impact of the "Elizabethan Settlement." 3. I am able to describe at least two features of the Elizabethan Settlement. 4. I am able to explain why most people accepted the Elizabethan Settlement.</p>					

5. I am able to explain why some people did not accept the Elizabethan Settlement.					
Lesson Topic: Puritans and the Elizabethan Settlement. 1. I am able to define the words "Puritan" and "Puritanism." 2. I have completed my table task, which shows the Puritans' attitude towards the Elizabethan Settlement. 3. I am able to describe at least one feature of Puritanism. 4. I am able to explain why Puritans did not accept the Elizabethan Settlement. 5. I am able to explain why Puritans were unable to change the Elizabethan Settlement.					
Lesson Topic: Catholics and the Elizabethan Settlement. 1. I am able to define the words "Catholic" and "Catholicism." 2. I am able to describe at least one Catholic belief. 3. I have completed my table task, which shows why some Catholics accepted the Elizabethan Settlement, while others rejected the Elizabethan Settlement. 4. I am able to explain why some Catholics accepted the Elizabethan Settlement. 5. I am able to explain why many Catholics rejected the Elizabethan Settlement.					
Lesson Topic: Mary, Queen of Scots. 1. I know who Mary, Queen of Scots, was. 2. I know how Mary was related to Elizabeth. 3. I know that Mary and Elizabeth held different religious beliefs. 4. I have plotted the highs and lows of Mary's life on the graph I have been provided. 5. I am able to explain why Mary was a threat to Elizabeth's position as queen.					
Lesson Topic: Relations between Elizabeth and Mary, Queen of Scots. 1. I know why Elizabeth viewed Mary as a threat. 2. I have completed my table task, which shows the reasons Elizabeth viewed Mary as a threat. 3. I am able to evaluate the choices Elizabeth could have made in relation to Mary. 4. I am able to evaluate the choices Elizabeth did make in relation to Mary. 5. I am able to explain why Elizabeth was reluctant to execute Mary.					
Lesson Topic: The Revolt of the Northern Earls in 1569. 1. I know who the northern earls were. 2. I have completed my Venn diagram, which shows the reasons many northern earls chose to rebel against Elizabeth. 3. I have placed the events of the Northern Revolt in the correct order, using the table I have been provided. 4. I am able to explain why the Northern Revolt failed. 5. I am able to analyse the Northern Revolt, and the reasons for its failure.					
Lesson Topic: Plots against Elizabeth. 1. I know the three main plots against Elizabeth during her reign. 2. I have completed my table task, which shows the aims, features, and consequences of these plots. 3. I am able to describe two features of at least one of these plots. 4. I am able to explain why plots were made against Elizabeth during her reign. 5. I am able to evaluate these plots, and decide which was the most dangerous.					

<p>Lesson Topic: The Execution of Mary, Queen of Scots.</p> <ol style="list-style-type: none"> 1. I know who Francis Walsingham was. 2. I am able to describe two features of Walsingham's intelligence-gathering network. 3. I have placed the causes for Mary's execution into long and short term categories. 4. I am able to evaluate the causes for Mary's execution, and decide which was the most important. 5. I am able to explain how and why Mary was executed in 1587. 					
<p>Lesson Topic: Political and Religious Rivalry with Spain.</p> <ol style="list-style-type: none"> 1. I know the religious differences between England and Spain. 2. I know the political differences between England and Spain. 3. I have completed the source analysis task. 4. I am able to describe two features of the religious rivalry between England and Spain. 5. I am able to explain why England and Spain became rivals during Elizabeth's reign. 					
<p>Lesson Topic: Commercial Rivalry with Spain.</p> <ol style="list-style-type: none"> 1. I am able to define "commerce" and "commercial" in relation to money and trade. 2. I understand why England and Spain became commercial rivals during Elizabeth's reign. 3. I have completed the knowledge check sheet that I have been provided. 4. I am able to describe two features of England's commercial rivalry with Spain. 5. I am able to evaluate the reasons for England's commercial rivalry with Spain, and decide which was the most important. 					
<p>Lesson Topic: The Spanish Armada – Aims.</p> <ol style="list-style-type: none"> 1. I know what the Spanish Armada was. 2. I am able to describe the Spanish plan to invade England. 3. I have completed the table task, which shows the different military tactics used by the English and the Spanish. 4. I am able to describe two features of the English navy. 5. I am able to describe two features of the Spanish navy. 					
<p>Lesson Topic: The Spanish Armada – English Victory and its Consequences.</p> <ol style="list-style-type: none"> 1. I know how the English defeated the Spanish Armada in 1588. 2. I have completed my table task, which shows the reasons for the English victory and their impact on the battle. 3. I have used the information handout to complete a mind map of the consequences of the English victory over Spain. 4. I am able to describe two consequences of the English victory over Spain. 5. I am able to evaluate the reasons for England's victory, and decide which was the most important. 					
<p>Lesson Topic: Education in Elizabethan England.</p> <ol style="list-style-type: none"> 1. I know the different types of education which were available in Elizabethan England. 2. I understand which social groups could access education in Elizabethan England. 3. I am able to describe two features of the school system in Elizabethan England. 4. I have completed the table task, which shows how opportunities for education in Elizabethan England changed. 5. Using my completed table, I am able to evaluate how far opportunities for education were improved during 					

Elizabeth's reign.					
<p>Lesson Topic: Leisure Time in Elizabethan England.</p> <ol style="list-style-type: none"> 1. I am able to define "leisure" and "leisure time." 2. Having watched the video, I am able to describe the main features of the Elizabethan theatre and its audience. 3. I have completed my Venn diagram, which shows the leisure activities different social groups preferred. 4. I am able to describe two features of Elizabethan sport. 5. I am able to explain why certain leisure activities appealed to certain social groups in Elizabethan England. 					
<p>Lesson Topic: Poverty in Elizabethan England.</p> <ol style="list-style-type: none"> 1. I know that poverty was common in Elizabethan England. 2. I have completed my table task, which shows the main reasons for poverty in Elizabethan England. 3. I am able to describe two features of poverty in Elizabethan England. 4. I am able to explain why some people fell into poverty in Elizabethan England. 5. Using my completed table, I am able to evaluate the reasons for poverty in Elizabethan England, and decide which was the most important. 					
<p>Lesson Topic: Changing Attitudes towards the Poor.</p> <ol style="list-style-type: none"> 1. I know how Elizabethan people distinguished between the "deserving" and the "undeserving" poor. 2. I have completed my table task, which shows how Elizabeth's government attempted to help the poor, and how they did not attempt to help the poor. 3. I am able to explain why many people became concerned about poverty in Elizabethan England. 4. I have completed my knowledge check sheet on vagabonds and vagabondage. 5. I am able to describe two features of vagabondage in Elizabethan England. 					
<p>Lesson Topic: English Voyages and Exploration.</p> <ol style="list-style-type: none"> 1. I am able to define "voyage," "exploration," and "colony." 2. I know the parts of the world which English explorers visited. 3. I have completed my table task, which shows the different reasons English sailors wished to explore the world. 4. I am able to describe two features of English exploration during this period. 5. Using my completed table, I am able to evaluate the different reasons English sailors wished to explore the world, and decide which was the most important. 					
<p>Lesson Topic: Drake's Circumnavigation of the Globe (1577-80).</p> <ol style="list-style-type: none"> 1. I am able to define "globe," "navigation" and "circumnavigation." 2. I know who Francis Drake was. 3. I am able to describe Drake's route around the globe. 4. I have completed my table task, which shows the positive and negative things Drake experienced during his journey. 5. I am able to explain why Drake wished to circumnavigate the globe. 					
<p>Lesson Topic: Raleigh and Virginia (1585).</p> <ol style="list-style-type: none"> 1. I know who Walter Raleigh was. 2. I know where Virginia is located, and why Raleigh gave it this name. 3. I am able to explain why Raleigh wished to found a colony in North America. 4. I am able to describe two features of the Virginia colony. 					

5. I am able to explain why the first Virginia colonists found life difficult.					
<p>Lesson Topic: The Failure of Virginia.</p> <p>1. I know why Raleigh decided to send a second expedition to Virginia.</p> <p>2. I am able to describe two features of Raleigh's second expedition.</p> <p>3. I am able to explain why the colonists again encountered problems on Roanoke Island.</p> <p>4. I know what happened to the English settlers on Roanoke Island.</p> <p>5. I am able to evaluate the reasons for the failure of the Virginia colonies, and decide which was the most important.</p>					