Year 3 – Exciting Explorations  Enquiry question: How did Elizabeth 1 <sup>st</sup> bring peace to England and expand her power in the rest of the world?						
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How did Elizabeth bring a period of settlement to England after the reign of Mary 1st?  • to explain who Elizabeth 1st was and the religion she practised • to investigate how Elizabeth brought peace and settlement to England after religious conflict.  How did Sir Francis Drake circumnavigate the globe? • explain that Drake was an explorer and that he was the first person					
Prior Learning	<ul> <li>to travel around the world.</li> <li>know that Drake plundered treasure from the Spanish.</li> <li>understand that some people would call him a pirate, particularly in Spain, whilst Elizabeth I thought he was an explorer.</li> <li>Was Sir Francis Drake an explorer or a pirate?</li> <li>explain that a pirate was someone who robbed ships of their</li> </ul>	Elizabeth 1 Phillip of Spain Sir Francis Drake Mary Queen of Scots Sir Walter Raleigh	Horrible Histories: Terrible Tudors			
History - builds on children's chronological understanding of the development of the monarchy in Britain	treasure for himself.  • know that Drake stole treasure for Spanish ships on the orders of the Queen  • explain why Drake was a privateer however the Spanish saw him as a pirate.  Why did Phillip of Spain send an Armada to attack England?  • understand that Phillip as a catholic thought that Mary Queen of Scots was the rightful heir to the English throne but Elizabeth had her executed.  • Know that Phillip was angry at the treasure being plundered from his ships by Drake.  • Understand that as Britain increased its naval power so Spain's decreased.  Why did Sir Walter Raleigh set out to discover the legendary city of El Dorado, the golden city?  • Understand that Elizabeth encouraged exploration to new lands by offering to give the explorers a share in the plundered treasure.  • Know that Raleigh wished to gain favour with the Queen after he had married her maid and was imprisoned in the tower.  • Understand that he was unsuccessful in establishing a colony on the east coast of America and in finding El Dorado.	Future Learning  In Year 4 they will learn about the union of the crown under James 1 and the beginning of the Stewarts.				

Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity
When did the dominance of the Tudor monarchs begin? What was happening in the world at that time? When did the Tudor monarchs end?	What is the same after Elizabeth 1 <sup>st</sup> 's reign and what is different?	What things from the Tudor times that are still relevant today? Church of England is the state Church. England increased its power through naval dominance England became involved in the slave trade and gained great wealth through it.	What were the consequences of Elizabeth having no heir? What were the consequences of the development of the trade in slaves from Africa to the Americas?	Why was the time of religious peace in England during Elizabeth's reign so important? How did the theatre and play writing flourish during Elizabeth's reign?	How did Elizabeth bring stability and prosperity to England during her reign?

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul> <li>Elizabeth becomes Queen 1559</li> <li>Raleigh sailed to America 1578</li> <li>Sir Francis Drake became the first Englishman to circumnavigate the globe between 1577-1580</li> <li>Elizabeth orders Mary Queen of Scots execution 1586</li> <li>The Armada sets sail for England from Spain 1588</li> <li>Raleigh sets of to find El Dorado but fails 1595</li> <li>Queen Elizabeth I, aged 69, died 1603</li> <li>James 1<sup>st</sup> becomes king of England and Scotland</li> <li>Raleigh was released from the Tower of London to lead a second expedition to search for El Dorado 1616</li> </ul>	<ul> <li>Settlement</li> <li>Monarchy</li> <li>heir</li> <li>Protestant</li> <li>Catholic</li> <li>Explorer</li> <li>expedition</li> <li>plunder</li> <li>Armada</li> <li>Naval power</li> <li>Pirate</li> <li>Execution</li> <li>Imprison</li> <li>Circumnavigate</li> <li>Globe</li> <li>Colony</li> <li>Slave</li> <li>Trade</li> <li>Play write</li> <li>Theatre</li> <li>Portrait</li> </ul>	<ul> <li>I can use dates and chronological terms related to the historical period I am studying.</li> <li>I can name the date of significant events from the past that I have studied and place it in approximately the right place on a timeline.</li> <li>I can understand that a timeline can be split into periods, (e.g. recent history, early 20th century, Victorians, Tudors, Romans, Ancient civilisations (building on periods studied in previous year groups).</li> <li>I can ask a variety of questions about the time period I am studying.</li> <li>I can use a variety of sources to find out about the past.</li> <li>I can compare the lives of people in a particular time period with our life today.</li> <li>I can identify reasons for particular actions or events, and what happened as a result of this (e.g. the events and impact of the reformation, or the dissolution of the monasteries)</li> <li>I can understand the reasons why people may have wanted to do something.</li> </ul>