**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  England under Elizabeth | **Unit Code:**  **OCR F961/01 British History Period Studies  (Option A Medieval and Early Modern 1035 – 1642)** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Identifying points/themes/ideas and planning answers based on these |  |  |  |
| * Supporting ideas with evidence |  |  |  |
| * Explaining ideas |  |  |  |
| * Reaching judgements/conclusions/your opinion |  |  |  |
| * Making links between reasons/factors |  |  |  |
| * Comparing the importance of different reasons/factors |  |  |  |
| * Communicating your ideas clearly and with confidence (RWC) |  |  |  |

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| **Study/Independent Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The ability to read and note effectively |  |  |  |  |
| The confidence to **ask** as well as to answer questions |  |  |  |  |

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| **Exam Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **Selecting** and **using** specific, detailed and relevant evidence to support your points |  |  |  |  |
| **Explaining** ideas – interacting with the evidence you have deployed – what does it show in relation to your point? |  |  |  |  |
| Make **links** between factors |  |  |  |  |
| Weigh up the **relative importance** of different factors |  |  |  |  |
| **USE** links to argue about relative importance |  |  |  |  |
| **Evaluate** arguments |  |  |  |  |
| Reach supported **judgements** |  |  |  |  |
| Be able to work out what questions are actually asking of you |  |  |  |  |
| Communicate effectively with accurate spelling and grammar and show confidence in using subject specific terminology |  |  |  |  |

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| **Knowledge KQ1: What problems faced Elizabeth I in 1558?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The Mid-Tudor Crisis and the problems inherited by Elizabeth |  |  |  |  |
| Religion at the start of the reign (including the 1558 Religious Settlement) |  |  |  |  |
| Foreign affairs at the start of the reign (including France, Spain and Scotland) |  |  |  |  |
| Finance at the start of the reign |  |  |  |  |
| Gender and Elizabeth’s personality as monarch |  |  |  |  |
| Government at the start of the reign (including the composition of the Privy Council) |  |  |  |  |

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| **Knowledge KQ2: What was the importance of the Court and minister in government?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The role of the Court |  |  |  |  |
| The role of the Privy Council |  |  |  |  |
| The role of ministers |  |  |  |  |
| Faction and patronage |  |  |  |  |
| The role of the monarch in government |  |  |  |  |
| The decline of government from 1588 |  |  |  |  |

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| **Knowledge KQ3: How far did the nature and role of Parliament change?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The role of the House of Commons and the House of Lords |  |  |  |  |
| Conflict and cooperation over religion |  |  |  |  |
| Conflict and cooperation over finance |  |  |  |  |
| Conflict and cooperation over parliamentary privilege |  |  |  |  |
| Conflict and cooperation over succession |  |  |  |  |
| Methods used by Elizabeth to control Parliament |  |  |  |  |

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| **Knowledge KQ4: How successfully did Elizabeth I deal with the issue of succession?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| Marriage as a domestic issue/impact on relations with the Privy Council and Parliament |  |  |  |  |
| The impact of marriage on foreign affairs |  |  |  |  |
| Mary Queen of Scots as a domestic issue/impact on relations with the Privy Council and Parliament |  |  |  |  |
| The impact of Mary Queen of Scots on foreign affairs |  |  |  |  |
| The successor as a domestic and a foreign issue |  |  |  |  |
| The Cult of Gloriana – Elizabeth as Virgin Queen |  |  |  |  |

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| **Knowledge KQ5: How successfully did Elizabeth I handle financial and economic affairs?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| Inflation |  |  |  |  |
| Sources of crown income |  |  |  |  |
| Crown expenditure |  |  |  |  |
| Parliamentary subsidies |  |  |  |  |
| Financial administration |  |  |  |  |
| The Monopolies Crisis |  |  |  |  |
| The urban economy |  |  |  |  |
| The rural economy |  |  |  |  |
| Overseas trade |  |  |  |  |

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| **Knowledge KQ6: How far did the popularity and effectiveness of Elizabeth I’s government decline after 1588?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| War with Spain |  |  |  |  |
| Rebellion in Ireland |  |  |  |  |
| The Monopolies Crisis/problems with Parliament at the end of the reign/the defence of the royal prerogative |  |  |  |  |
| Social and economic problems at the end of the reign |  |  |  |  |
| Problems in the Privy Council at the end of the reign (including Essex’s rebellion) |  |  |  |  |
| Elizabeth’s image and popularity at the end of the reign |  |  |  |  |

**Grade tracking:**

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*Note: You should discuss this checklist regularly with your subject teacher/mentor*