Early Elizabethan England, 1558-1588

20% of your overall mark
Sat with Cold War on paper 2
Friday 8th June 2018 PM 1 hour 45 minutes

You will ONLY be tested your knowledge e.g. no sources or interpretations

Name:
Teacher:
What does the specification require me to know?

**Key topic 1: Queen, government and religion, 1558–69**

| 1 The situation on Elizabeth’s accession | • 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. |
| 2 The ‘settlement’ of religion | • Religious divisions in England in 1558.  
• Elizabeth’s religious settlement (1559): its features and impact.  
• The Church of England: its role in society. |
| 3 Challenge to the religious settlement | • 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. |
| 4 The problem of Mary, Queen of Scots | • Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.  
• Relations between Elizabeth and Mary, 1568–69. |

**Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88**

| 1 Plots and revolts at home | • The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.  
• The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.  
• The reasons for, and significance of, Mary Queen of Scots’ execution in 1587. |
| 2 Relations with Spain | • Political and religious rivalry.  
• Commercial rivalry. The New World, privateering and the significance of the activities of Drake. |
| 3 Outbreak of war with Spain, 1585–88 | • English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.  
• Drake and the raid on Cadiz: ‘Singeing the King of Spain’s beard’. |
| 4 The Armada | • Spanish invasion plans. Reasons why Philip used the Spanish Armada.  
• The reasons for, and consequences of, the English victory. |

**Key topic 3: Elizabethan society in the Age of Exploration, 1558–88**

| 1 Education and leisure | • Education in the home, schools and universities.  
• Sport, pastimes and the theatre. |
| 2 The problem of the poor | • The reasons for the increase in poverty and vagabondage during these years.  
• The changing attitudes and policies towards the poor. |
| 3 Exploration and voyages of discovery | • Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.  
• The reasons for, and significance of, Drake’s circumnavigation of the globe. |
| 4 Raleigh and Virginia | • The significance of Raleigh and the attempted colonisation of Virginia.  
• Reasons for the failure of Virginia. |
How do I revise?

The revision cycle

Phase 1: What should I revise?
Use the grid’s to RAG your knowledge.

Phase 2: How do I revise?
Start by reading through your notes/revision guides/relevant websites.

Phase 3: How do I consolidate my understanding?
It is not enough to just read through your notes. Use the task takeaway menu to complete activities to consolidate your knowledge e.g. make mind maps, flashcards, post it notes or read, cover, write, check.

Phase 4: How do I know if my revision has worked?
Complete a practice exam question, or test your knowledge by doing a knowledge quiz.

Phase 5: Do it all again
Once you’re confident on one topic. Repeat the process for other topics you have coloured in red.
How could I revise?

‘Brain dumps’

Take a big piece of paper or a whiteboard, and write down everything you can remember about the topic you are revising e.g. Problems Elizabeth faced when she became Queen in 1558

You could write down:

- Dates
- Problems she faced
- How she overcome then
- How threatening the problem was

Once you are happy that you cannot remember any more, use different colours to highlight or underline the words in groups.

**Learning walks**

Make use of your space! Write down key facts and place them around your home, where you will see the every day. Make an effort to read the facts whenever you walk past them.

**Distilling**

Memory studies show that we retain information better if we visit it regularly. This means that revising the information once is not necessarily going to help it stay in your brain. Going back over the facts at intervals of less than a week leads to the highest retention of facts.

To make this process streamlined, try distilling your notes. Start by reading over the notes you’ve completed in class, two days later read over them again, and then write down anything you did not remember. If you repeat this process enough you will end up with hardly any facts left to write down, because they will be stored in your brain.

**Using your own downtime**

There are always little pockets of time through the day which are not good for anything – bus journeys, queues, ad breaks in TV programmes, waiting for the shower to heat up etc. If you add all of these minutes up it would amount to quite a lot of time, which could be put to good use for revision. You could photograph your revision notes, or record yourself saying your notes out loud.

**Que cards**

Summarise key events onto que cards/A3 paper, and keep practicing. Practice past exam questions and quick quizzes.

**Practice past questions**

Plan out all of the practice questions in the booklet. In your plan, include what factual detail you would include. For the longer answers, plan each paragraph and write your conclusions to the 16 mark questions. You could then time yourself and write the exam question in timed conditions, and hand to your teacher to mark.
Key topic 1: Queen, government and religion, 1558-1569

1.1 The situation on Elizabeth’s accession

- Elizabethan England was often violent and dangerous
- No police force or permanent army
- Clear social structure where everybody knew their place and had a role
- Equality was not important
- Society, government and law and order were based on inequality.
- God was at the top, followed by the monarch

### Elizabeth’s government

<table>
<thead>
<tr>
<th>The court</th>
<th>Made up of noblemen who acted as the monarch’s advisers and friends. They advised the monarch and helped display her wealth and power. Members of the court could also be members of the Privy Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Privy Council</td>
<td>Members of the nobility who helped govern the country. They monitored parliament, Justices of the Peace, and oversaw law and order and the security of the country</td>
</tr>
<tr>
<td>Parliament</td>
<td>Advised Elizabeth’s government, made up of the House of Lords and the House of Commons. The House of Lords was made up of noblemen and bishops. The House of Commons was elected, though very few people could vote. Parliament passed laws and approved taxes (extraordinary taxation – extra taxes required to pay for unexpected expenses)</td>
</tr>
<tr>
<td>Lord Lieutenants</td>
<td>Noblemen, appointed by government, who governed English countries and raised the local militia (army raised in an emergency)</td>
</tr>
<tr>
<td>Justices of the Peace</td>
<td>Large landowners, appointed by the government who kept law and order locally and heard court cases</td>
</tr>
<tr>
<td>The monarch</td>
<td>Government in Elizabethan England centered on the monarch. Monarchs of England believed they had the right to rule by ‘the Grace of God’ – known as the divine right. Elizabeth I made government policy, making all the important decisions with the advice of her Privy Council. She could declare war, make peace, call and dismiss Parliament, rule in some legal cases, grant titles, lands, money and jobs</td>
</tr>
<tr>
<td>The Secretary of State</td>
<td>Most important Privy Councilor - the person in government that she was closest to, and advised the queen on matters important to the Crown. The most important person to hold this position was Sir William Cecil who held the position until 1573</td>
</tr>
</tbody>
</table>
Society

What problems did Elizabeth face when she became Queen in 1558?

It was unnatural and seen as a liability for a woman to be a ruler. Monarchs had to keep their powerful nobles under control, dispense justice, take harsh decisions and lead armies into battles. Mary I had a disastrous reign so Elizabeth had to prove she was a good ruler. She faced a number of problems:

1. **CHOOSING HER PRIVY COUNCILLORS:** Elizabeth had to get this right because the men were responsible for the Crown’s finances and spending. They met frequently and advised on big decisions. If she got it right then she would have a loyal team to help her run the country. As soon as she became Queen she appointed Sir William Cecil (Secretary of State). She appointed the rest of her Council quickly (approx 20) in the first three months. She was cautious and sensitive in her choices – she kept 10 men who had served under Mary including high-ranking and powerful nobles with considerable influence. She chose the rest from her relatives and trusted colleagues. She acted cautiously and decisively – one of the successes of her reign.

2. **FINANCIAL WEAKNESSES:** the Crown was expected to pay for all costs of the running of the country, including her court and royal household courts out of their own sources of revenue. If they needed extra money they had to ask Parliament for extra taxes. In 1558, the royal finances had been severely strained by the war with France, she had inherited a debt of £300,000. To strengthen the finances, Elizabeth severely cut back government spending, exchequer officials ordered to balance the accounts and make sure all debts were called in. Crown lands were sold off for £600,000. By 1585 she had paid off Mary’s debts and built up a reserve of £300,000.
3. **CHALLENGES FROM ABROAD**: Elizabeth faced three threats from abroad

   a. **SCOTLAND**: ruled by Mary, Queen of Scots (Elizabeth’s cousin), who had strong links with France as Mary was living there, French soldiers in Scotland, so could face a double jointed attack

   b. **SPAIN**: most powerful and wealthy country, devoutly Catholic country committed to preventing Protestantism spreading

   c. **FRANCE**: in 1558, France was at war with both England and Spain. France had a direct interest in England as MQS was married to the French King’s son. France was a Catholic country and many Catholics thought Mary should be Queen. France had a motive for invading. Elizabeth had two options:

      i. *Continue with war*: military victory would be popular, Calais would be regained, it would end the danger of invasion from France/Scotland, and making peace would look weak

      ii. *Make peace with France*: Elizabeth and councillors had no interest in continuing the war, and there was nothing to suggest Elizabeth could win. England could not afford to keep spending. Farming communities could not spare men for fighting, and defeat would be a disaster.

   Decided to make peace with France which was signed in January 1559 - Treaty of Cateau-Cambresis and Calais would be lost forever. Elizabeth spent £100,000 at the start of her reign on military arms and munitions, which required taking out massive loans. This was the clearest example that Elizabeth saw invasion as one of her biggest problems that she faced.

4. **RELIGIOUS DIVISIONS**: the Tudor period had been a religious rollercoaster - Henry VIII had changed from Catholicism to Protestantism, and then it had switched back to Catholicism during Mary I’s reign. Mary had burnt 300 martyrs who refused to change their beliefs.

   Elizabeth had to consider threats from abroad, the Pope (head of the Catholic Church) could excommunicate Elizabeth. This could mean that Catholic powers could lead a religious crusade to overthrow her. The majority of the people in the country were Catholic especially in the North. Elizabeth was a Protestant, majority of advisers who were mainly Protestant. For the first few months she made a few public pronouncements but worshipped privately. She then drew up her Religious Settlement - a compromise.

5. **GENDER**: it was widely believed that women should not be rulers, they should be silent, obedient and domestic. Women were seen as too weak to keep their powerful nobles under control. Nothing Elizabeth could do unless she married immediately and handed power over to her husband so that England had a male ruler. This would take time to prove she was a good ruler.

6. **LEGITIMACY**: some people questioned Elizabeth’s legitimacy due to Henry’s father divorcing prior to marrying Elizabeth’s mother. Elizabeth’s father, Henry VIII had divorced Catherine of Aragon and married Anne Boleyn, Elizabeth’s mother. The Pope refused to recognise this divorce. When Anne Boleyn was executed in 1536, Henry excluded Elizabeth from the
succession, although he did reverse this decision. Even marriage and children would not change this view of her legitimacy. She had to hope people loved her.

7. **MARRIAGE AND SUCCESSION:** people expected Elizabeth to marry quickly to provide stability. If she married an English nobleman it could cause anger and jealousy among other nobles. Marrying a foreigner was at least as big as problem. She decided to remain loyal to her country and not marry.

8. **CREATING PEACE AND PROSPERITY:** the quality of harvests and epidemics of diseases affected people's prosperity. This could not be controlled by the monarch. Elizabeth was anxious about food riots and other social unrest after bad harvests in the 1550s, the harvest of 1558 was good which gave Elizabeth breathing space. Bad weather was not something Elizabeth could control.
1.2 The settlement of religion

Religion was key in Elizabethan England in the 16th century. Religion guided people’s morals and behaviour as well as their understanding of the world. The English Reformation began in 1532 when Henry VIII created the Church of England. Europe was divided between Catholics and Protestants who believed that their belief was the only way to be a true Christian.

The Reformation: comparing Roman Catholicism and Protestantism

<table>
<thead>
<tr>
<th>Roman Catholicism</th>
<th>Protestantism</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pope is the head of the Church</td>
<td>• Should be no pope</td>
</tr>
<tr>
<td>• Underneath the pope are cardinals, archbishops, bishops and priests</td>
<td>• Not necessary to have cardinals, or even archbishops or bishops</td>
</tr>
<tr>
<td>• The Bible and church services should be in Latin</td>
<td>• Bible and church services should be in your own language</td>
</tr>
<tr>
<td>• Church acts as an intermediary between God and the people</td>
<td>• People have their own, direct relationship with God through prayer and Bible study</td>
</tr>
<tr>
<td>• Church can forgive sins</td>
<td>• Sins can only be forgiven by God</td>
</tr>
<tr>
<td>• During mass a miracle occurs when the bread and the wine become the body and blood of Christ</td>
<td>• Bread and wine simply represent the Last Supper in the Bible – no miracle</td>
</tr>
<tr>
<td>• Priests are special and should wear special clothing (vestments)</td>
<td>• Priests are not special and should not wear special clothing</td>
</tr>
<tr>
<td>• Churches should be highly decorated in honour and glory of God</td>
<td>• Churches should be plain and simple so as not to distract from worshipping God</td>
</tr>
<tr>
<td>• Seven sacraments (special church ceremonies)</td>
<td>• Only two sacraments – Holy Communion and baptism</td>
</tr>
<tr>
<td>• Priests are forbidden to marry</td>
<td>• Priests are permitted to get married if they wish</td>
</tr>
</tbody>
</table>

Different divisions in England (1558)

Elizabeth feared that the conflict spreading through Europe would end up spreading to England. She had good reason to be fearful – Catholics had not accepted Henry VIII’s divorce from Catherine of Aragon believed Elizabeth was illegitimate – should not be Queen. The Catholic alternative was Mary, Queen of Scots.

- Clergy (religious leaders – bishops/priests): most of England’s bishops were Catholic, changing the religion needed an Act of Parliament. The HOC were likely to agree with Elizabeth, but not the Catholic bishops in the HOL. Some would agree to change, others were committed Catholics and would not work in a Protestant church.
- Geographical divisions: parts of England were more Catholic than others, people there less likely to accept Protestantism. These areas tended to be further away from London (e.g. Lancashire, Durham). The more remote a community, the more likely it was to be Catholic. East Anglia and the South-East tended to be more Protestant as they had closer link with the Netherlands and the German states.
- Puritans (extreme Protestants): Mary I was Queen, 300 Protestants burnt alive for their religious beliefs. Many more escaped into exile in more tolerant Protestant states, such as the Netherlands. They returned to England when Elizabeth came to the throne, as much more
committed Protestants with more extreme Protestant beliefs. They were called Puritains. They wanted to purify the Christian religion, manage their own Church, and in their ideal world, there was no role for the monarch. Churches would be basic with no altars or special clothes for priests.

Elizabeth's religious settlement, 1559

Aimed to establish a form of religion that would be acceptable to both Protestants and Catholics. It was designed to be accepted by as many subjects as possible

1. **ACT OF SUPREMACY**: This made Elizabeth Supreme Governor of the Church of England - all clergy and royal officials had to swear an oath of allegiance to her as head of the Church. The Ecclesiastical High Commission was established - maintained discipline within the Church and enforced the Religious Settlement. Members of the clergy whose loyalty was in doubt could be punished.

2. **ACT OF UNIFORMITY**: Established the appearance of the Church and the form of services they held. Introduced a set form of Church services in the Book of Common Prayer. The clergy had to use the working of the Prayer Book when conducting services. Anyone who refused it was punished. Wording deliberately unclear so that Catholics could take it as meaning bread/wine becoming body and blood of Christ, while Protestants could do it as an act of remembrance. Made clear that Priests wore special clothes. Everybody had to attend Church on a Sunday and other Holy Days, else they were fined.

3. **ROYAL INJUNCTIONS**: This was a set of instructions issued by Cecil on behalf of the Queen to the clergy, which reinforced the acts of Supremacy and Uniformity. It included instructions on how people should worship God and the structure of services. All clergy were to teach the Royal Supremacy (Monarch head of Church), refusing to attend Church - reported to the Privy Council, each parish was to have an English Bible, had to have a license to preach, and pilgrimages were banned. The clergy wore special vestments.

By introducing the Religious Settlement, Elizabeth aimed to be inclusive and designed to be accepted by as many of her subjects as possible. The wording of the new Prayer Book could be understood to mean different things by Catholics and Protestants:

- The Communion Sacrament referred to in the Book of Common Prayer could be interpreted as the body and blood of Jesus, appealed to Catholic, while Protestants could view it as an act of remembrance.
- Protestants would have approved of the ban on pilgrimages to 'fake' miracles, whilst Catholics would have approved of the possibility of 'real' miracles
- Catholics would have approved of the use of candles, crosses and vestments in church services

**What was the impact of the Religious Settlement?**

- 8000 clergy out of about 10,000 accepted the Religious Settlement
- Many Bishops who had served under Mary I opposed the settlement and had to be replaced
• The majority of ordinary people accepted Elizabeth's religious settlement and attended the church services, even though many of them held onto Catholic beliefs
• As long as people conformed outwardly, Elizabeth did not want to prosecute
• Elizabeth hoped the Catholic faith would fade away

What role did the Church of England have in society?

• Church ran courts and judged on minor issues and disputes on moral issues such as bigamy and slander. They also dealt with wills and inheritance
• Helped enforce the settlement through visitations and inspections. The first one took place in 1559, and 400 clergy were dismissed
• Gave guidance to the communities - people would turn to the Church in times of hardship and uncertainty
• Preached the government's message - priests needed a government's licence to preach. This ensured the clergy preached Elizabeth's religious and political messages, as those who refused would be denied a licence
• Legitimised Elizabeth's rule - the Church encouraged people to remain loyal to and not rebel against their monarch

<table>
<thead>
<tr>
<th>Role of the parish clergy in village life</th>
<th>Role of parish clergy in town life</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In all parishes the clergymen was a major figure in the village community and conducted church services including baptisms, weddings and funerals</td>
<td>• Parish churches in towns contained a much wider collection of people, including merchants, craftsmen, laborers and vagrants. Wider range of religious beliefs too, especially in London, which contained mainstream Protestants, Puritans and Catholics</td>
</tr>
<tr>
<td>• Clergy offered spiritual and practical advice and guidance to people, especially when times were difficult (poor harvests)</td>
<td>• Role of the clergy varied both within towns and between them. In London a wide variety of parishes existed, some of which were very wealthy while others were relatively poor</td>
</tr>
<tr>
<td>• Clergy funded by taxes or tithes or by other sources of income, such as the sale of church pews. The gentry funded some parishes while others remained independent of local landowners</td>
<td>• Due to overcrowding, parish clergy in towns had a wider range of issues to deal with than was the case in rural parishes. Included vagrancy and diseases</td>
</tr>
</tbody>
</table>
1.3 What challenges did Elizabeth face to the Religious Settlement?

The Puritan challenge

Many radical Protestants, or Puritans, challenged Elizabeth's religious settlement of 1559. However, by the late 1560s, most Protestant clergy were doing as the queen required. The Puritan clergymen ignored/disobeyed parts of the Religious Settlement - the act of uniformity in the conduct of church services was not met. Some of the Puritan clergymen wanted the abolition of organ music, accompanying hymns and certain holy days. The Puritans presented a direct challenge to Elizabeth and her authority as Supreme Governor of the Church

1. **CRUCIFIX CONTROVERSY**: The crucifix was an image of Jesus dying on a cross - symbol of the Christian religion. The Puritans felt it represented idols, but Elizabeth liked them. She wanted Churches to keep their familiar look and feel. She did not want to anger her Catholic subjects by changing too much too fast - each church would have a crucifix. Some bishops threatened to resign, so Elizabeth backed down. She was unable to enforce her will - could not ignore their concerns and could not replace them, so she backed down.

2. **VESTEMENT CONTROVERSY**: Some Puritans felt that they should not have special clothing, others thought it should be plain and simple. Elaborate vestments meant priests were set apart from ordinary people - to Catholics they were special. Elizabeth wanted the clergy to wear special vestments as set out in the Royal Injunctions. In 1565 it was clear that not all clergy were wearing what the Queen wanted. Some were also not following instructions. In 1566 the Archbishop of Canterbury, Matthew Parker, held a special exhibition in London to show priests what they should wear. 110 were invited, 37 refused to attend and lost their posts. BUT... they generally consented to Elizabeth's insistence that special vestments be worn.

The Puritans were a vocal group within English society. Puritans such as John Foxe, Thomas Cartwright and John Field, were openly anti-Catholic and opposed to bishops

While Puritans were active in London, Cambridge, Oxford and parts of East Anglia, Puritanism had less of an impact on northern England, where people remained mostly Catholic in outlook

The government ignored Puritan demands for reform of the Church of England, including the Admonition to Parliament in 1572, suggesting that Puritanism’s support was limited

The Catholic challenge at home

The Catholic Church became increasingly hostile to Protestantism and Elizabeth’s rule. The Catholic Church’s attempt to reverse the Protestant Reformation in Europe and stop its spread was known as the Counter Reformation. Protestants in Europe were charged with heresy. In 1566, the pope issued an instruction to English Catholics to not attend Church of England services.

There were penalties for those not conforming BUT punishments not imposed, unless you were a repeat offender. Authorities were ordered not to investigate recusants too closely because Elizabeth did not want martyrs. For the first ten years of her reign the threat was stable.

1/3 of the nobility and a sizeable number of gentry recusants were in North-West England. The Earl of Westmorland and Earl of Northumberland had both been prosperous under Mary I. When Elizabeth became Queen their influence reduced significantly. They disliked her two favorites - Earl
of Leicester and Sir William Cecil. In November 1569 both earls led a rebellion against Elizabeth. They held a rebellion that included holding a full Catholic mass. By 22nd November they controlled the land east of the Pennines. Rebellion was put down by royal troops under the leadership of the Earl of Sussex. Elizabeth executed hundreds of rebels in towns and cities across the north. These public displays of Crown power mark a change in Elizabeth’s relationship with her Catholic subjects.

Foreign powers

Scotland, France and parts of the Holy Roman Empire and the Netherlands (Spain) all had growing Protestant populations BUT Europe was dominated by Catholic powers determined to limit the spread of Protestantism.

1. **FRANCE:** Religious war broke out in France in 1562 – Elizabeth was concerned about its potential to threaten her realm by encouraging religious conflict in England. Wrote to Phillip II of Spain and said how troubled and perplexed she was. Elizabeth had agreed in 1562 to help French Protestants, hoping to get Calais back in return. She had already successfully helped Scottish Protestant Lords rebel against Catholic rule in 1560 BUT policy failed – French Protestants made peace with the Catholics in 1562. In 1564 the Treaty of Troyes was signed – Calais belonged to France = all Elizabeth had achieved was to irritate Phillip II of Spain by supporting Protestant rebels.

2. **THE PAPCY:** The Counter Reformation meant the pope was prepared to end Protestant rule in England. He disapproved of the steps that Elizabeth had taken to suppress Catholicism following the Revolt of the Northern Earls. The people excommunicated Elizabeth in 1570 (officially excluded her from the Catholic Church), which could encourage Catholic powers such as France and Spain to attack England.

3. **SPAIN:** In 1566 the Dutch rebelled against Spanish occupation. Elizabeth outwardly condemned the Dutch rebels, known as the Sea Beggars, but many made their way to England. Spanish atrocities against Protestants (hundreds put to their death) put Elizabeth under pressure to shelter rebels, who attacked Spanish Ships in the Channel. Spain was further angered by England’s seizure of the Genoese loan in 1568. The Italian city of Genoa lent gold to the Spanish government. Ships carrying the loan sheltered in English ports, where Elizabeth seized it, arguing it belonged to Italian bankers not Spain. By 1570, Spanish rule in the Netherlands was secure. The Privy Council now feared a Spanish invasion as Spanish troops were in the Spanish Netherlands close to England. The presence of Mary, Queen of Scots, as an alternative Catholic monarch encouraged the Spanish government to plot against Elizabeth.
1.4 The problem of Mary, Queen of Scots

Mary, Queen of Scots, had a legitimate claim to the English throne and was at the centre of many plots designed to overthrow Elizabeth. She was Henry VII’s great-granddaughter and Elizabeth’s second cousin. She was descended from Margaret Tudor, Henry VIII’s sister, was Catholic and had a legitimate claim to the throne. Mary was married to the French King, Francis II and inherited the Scottish crown when she was only 6 days old, while Mary was France, her mother, Mary of Guise, ruled Scotland.

Why was Mary important?

- She was Catholic which meant that many Catholics, including members of the nobility, would be prepared to support her claim to the throne
- There were no concerns about her legitimacy unlike Elizabeth
- She would always be at the center of Catholic plots and conspiracies against Elizabeth. These involved both English plotters and foreign powers.

In 1559 Protestants took control of Scotland, which meant that when Mary returned there in 1561, she was a Catholic monarch in a Protestant country. In 1560 Elizabeth signed the Treaty of Edinburgh which stated that Mary should give up her claim to the English throne …. BUT…. Mary never signed it. Mary’s first husband died, so she remarried Henry Stuart (Lord Darnley) in 1565, and gave birth to a son named James in 1566. In 1567 Darnley was murdered and the Protestant Lords rebelled against Mary believing her to be involved in the plot. Mary managed to escape and raise an army, subsequently fleeing to England to seek out her Cousin Elizabeth’s help against the Scottish rebels. Mary was held in England in comfort but under guard whilst Elizabeth decided what to do with her. The Scottish rebels demanded that Mary be handed over and tried for the murder of Darnley.

Mary’s arrival in England created a problem for Elizabeth. By remaining in England she could encourage rebellion, as many members of the Catholic nobility believed they could overthrow Elizabeth and place Mary on the throne. BUT… to take such action against Mary (who was an anointed monarch) would also reduce Elizabeth’s own status, power and authority.

Relations between the two monarchs remained tense, as Elizabeth became increasingly concerned about the presence of Mary, Queen of Scots in England between 1568 and 1569, and the threat she posed to the throne.

What were Elizabeth’s options?

<table>
<thead>
<tr>
<th>Option</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Mary regain her throne</td>
<td>Anger the Scottish nobility and leave Elizabeth facing a Catholic monarch on her northern border. The Auld Alliance with France could then be revived to threaten her</td>
</tr>
<tr>
<td>Hand Mary over to the Scottish lords</td>
<td>Former wife of Francis II - her trial, imprisonment and execution by Scottish noblemen with Elizabeth’s permission could provoke France, driving them into alliance with Spain, could lead both countries into war with England</td>
</tr>
<tr>
<td>Allow Mary to go abroad</td>
<td>Could return then to France, which could provoke a French plot aiming to remove Elizabeth from the English throne and replace her with Mary</td>
</tr>
<tr>
<td>Keep Mary in England</td>
<td>Catholic plotters may try to overthrow Elizabeth and replace her with Mary</td>
</tr>
</tbody>
</table>
The two Queens never met – they did exchange letters. In October 1568 and January 1569 Scottish Lords brought with them letters proving Mary’s guilt. Mary said that the court had no right to try her because she was an anointed monarch and she would not offer a plea unless Elizabeth guaranteed a verdict of innocence, which was refused. No verdict could solve the Mary, Queen of Scots problem, so Mary stayed in captivity.

In 1569 a plot was discussed at court that dealt with Mary, Queen of Scots and the succession. The plan was that Mary would marry the Duke of Norfolk (Protestant), which would give them both a strong claim to throne. The Earl of Leicester told Elizabeth about her plan – confirmed how dangerous she was, so they moved her south to Coventry. She continued to be a threat until she was executed.
Check your understanding: Answer these quick fire questions

1) Who was at the top of the social scale in Elizabethan England?

2) Who made up the majority of the Elizabethan courts?

3) What was the main role of the Privy Council?

4) What two chambers made up the Elizabethan Parliament? (2 marks)

5) What was the proper name for JPs?

6) Who was Elizabeth's most important Privy Councillor and when did he hold this position until? (2 marks)

7) Who was the most significant person who held this position?

8) What term was given to the right that monarchs had to rule 'by the Grace of God'?

9) What was the general attitude towards women rulers?

10) Why did many people feel Elizabeth was not the legitimate queen?

11) Why did Elizabeth I not want to get married?

12) Why were the Privy Council important to Elizabeth?

13) What did Elizabeth do to strength royal finances?

14) When did Elizabeth make peace with France?
15) Why did Elizabeth face religious divisions during her reign?

16) What did Elizabeth do to solve the religious issues?

17) What two things affected people’s prosperity (wealth)? [2 marks]

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24) Why did Elizabeth face religious divisions during her reign?

25) What did Elizabeth do to solve the religious issues?

26) What two things affected people’s prosperity (wealth)? [2 marks]

27) What were the two biggest issues that challenged Elizabeth’s authority with the Religious Settlement?

28) What did Elizabeth want the clergy to wear?

29) What was a heretic?
30) What was the name of the rebellion inside of England that challenged the Religious Settlement?

31) What was the Treaty called that Elizabeth signed in 1564 and what did this confirm?

32) Who did the Netherlands belong too during the 16th century?

33) What broke out when Philip II decided to reorganise the Dutch government and Church?

34) Who did Philip send in to put down the rebellion?

35) Why was Elizabeth worried about these actions?

36) Why did Elizabeth shelter the Sea Beggars and seize gold bullion from Philip II’s ships?

37) What relation was Mary, Queen of Scots, to Elizabeth I?

38) Why did Elizabeth see her as a threat?

39) Who did Mary, Queen of Scots, marry in 1565?

40) What happened to Mary’s husband in 1567?

41) What did Elizabeth do when Mary, Queen of Scots arrived in England?

42) What 4 options did Elizabeth I have? [4 marks]

43) What could happen in Mary, Queen of Scots was released?
Exam questions

Q1) Describe two features of... (4 marks)

Identified, developed x 2

For each feature you identify, add a sentence that adds further details and develops your answer. A feature is a characteristic

Describe two features of the Privy Council
Describe two features of Elizabeth’s education
Describe two features of Catholic religious beliefs
Describe two features of Protestant religious beliefs
Describe two features of the Elizabethan Religious Settlement
Describe two features of Elizabethan government
Describe two features of the Revolt of the Northern Earls
Describe two features of the Puritan religious beliefs
Describe two features of Elizabethan society

Q2. Explain why ….. [12 marks] 3 x PEE (you are given 2 bullet points, you DO NOT have to use them. If you do, make sure you include a 3rd point from your own knowledge

**Reason 1:** Identify the first reason in the first sentence. This is typically the first bullet point in the question.

Make a judgement on how significant the reason is to the question.

Use supporting information and specific examples to develop your explanation (PEE)

Remember to use connectives such as This meant that ....

**Reason two:** Identify the second reason in the first sentence. This is typically the second bullet point in the question.

Make a judgement on how significant the reason is to the question.

Use supporting information and specific examples to develop your explanations (PEE)

Remember to use connectives such as This meant that ....

**Reason three:** Identify the third reason in the first sentence. This is typically from your own knowledge showing the examiner you are going beyond the question.

Make a judgement on how significant the reason is to the question.

Use supporting information and specific examples to develop your explanations

Remember to use connectives such as This meant that ....

Explain why the Catholic threat to Elizabeth I increased after 1566 (Dutch Revolt; Mary, Queen of Scots arrival in England in 1568)

Explain why Elizabeth had not ended religious problems by 1569 (Puritans, Catholics)
<table>
<thead>
<tr>
<th>Q3. “Religion was Elizabeth’s main problem in the years 1558-1569.” How far do you agree? Explain your answer” (16 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement with two bullet points acting as prompts. You are required to give both sides of the argument and reach a judgement. You DO NOT have to use the bullet points... if you do, make sure you include extra details from your own knowledge.</strong></td>
</tr>
<tr>
<td><strong>Introduction:</strong> Identify a possible criteria for judging the main parts of the question. In this case it is what does it mean by ‘main problem’</td>
</tr>
<tr>
<td><strong>Paragraph 1:</strong> Evidence to support the statement - for example, showing and explaining how Religion was a problem for Elizabeth between 1558 and 1569. Need to then refer back to the question (PEEL)</td>
</tr>
<tr>
<td><strong>Paragraph 2:</strong> Evidence to counter the statement - for example, explaining other problems that Elizabeth faced between 1558 and 1569. Need to then refer back to the question (PEEL)</td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Crucial part of your answer - you have to reach a judgement on the statement. You need to clearly state how far you agree with it and your reasons why. Do not sit on the fence as your answer then collapses and you lose marks. You have to be confident and reach an overall judgement - use phrases like to a large extent, to some extent, largely disagree</td>
</tr>
</tbody>
</table>

"Religion was Elizabeth’s main problem in the years 1558-1569." How far do you agree? Explain your answer (the settlement of religion; Mary, Queen of Scots’ arrival in England in 1568)

"The threat of invasion of Elizabeth’s main problem when she became Queen in 1558." How far do you agree? Explain your answer (France, Elizabeth’s legitimacy)

"Elizabeth I dealt with the problems she faced in 1558 successfully." How far do you agree? Explain your answer (financial issues, overcoming the gender stereotype)

"The Puritans presented the most serious challenge to the religious settlement in the years 1558-1568." How far do you agree? Explain your answer (Puritan demands, Roman Catholic nobility)
Knowledge organiser for key topic 1: All of the key terms, definitions and dates you need

<table>
<thead>
<tr>
<th>Queen, Government and Religion 1558–69</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**Key events**

1532 Start of the English Reformation.

1556–58 Dutch Revolt against Spanish.

1558 Elizabeth’s accession.

1559 Mary Queen of Scots became queen of France.

1559 Treaty of Cateau-Cambresis - England had to return Calais to France.

1559 Religious Settlement and visitations commenced.

1556 Pope issued an instruction that English Catholics should not attend Church of England services.

1562 Religious war in France.

1563 Philip II banned import of English loth into Netherlands.

1567 Elizabeth allows Dutch Sea Beggars to shelter in English harbours.

1568 Genoese Loan

1568 Mary Queen of Scots fled to Scotland and the arrives in England.

1569 Revolt of the Northern Earls,

**Key Concepts**

15 **Society and Government** was very structured and hierarchical. The monarch had much power.

16 **Elizabeth’s accession** caused controversy as her gender, legitimacy religion were questioned.

17 Religion - Elizabeth imposed her Religious Settlement but this upset many English and foreign Catholics and some wanted Mary Queen of Scots to replace Elizabeth.

18 **Financial problems** - When Elizabeth took the throne the Crown was £300,000 in debt.

19 **Foreign powers** opposed to Protestantism remained an issue for Elizabeth, especially Scotland, France and Spain.
<p>| <strong>Nobility</strong> | Belonging to the aristocracy. |
| <strong>Gentry</strong> | People of a high social class. |
| <strong>Yeomen</strong> | Men who held a small amount of land or an estate. |
| <strong>Tenant farmers</strong> | Farmed rented land usually owned by yeomen or gentry. |
| <strong>Merchants</strong> | Traders. |
| <strong>Professionals</strong> | Lawyers and doctors. |
| <strong>Craftsmen</strong> | Skilled employees. |
| <strong>Extraordinary taxation</strong> | Occasional, additional taxation to pay for unexpected expenses, especially war. |
| <strong>Militia</strong> | A military force of ordinary people, rather than soldiers, raised in an emergency. |
| <strong>Privy council</strong> | Advisors to Elizabeth. |
| <strong>Justices of the Peace</strong> | Large landowners who kept law and order. |
| <strong>Patronage</strong> | To provide someone with an important job or position. |
| <strong>Secretary of State</strong> | Elizabeth’s most important Privy Counsellor. |
| <strong>Crown</strong> | Refers to the monarch and their government. |
| <strong>Divine Right</strong> | Belief that the monarch’s right to rule came from God. |
| <strong>Royal Prerogative</strong> | Elizabeth could insist that Parliament did not talk about certain issues. |
| <strong>Succession</strong> | The issue of who was going to succeed the throne after the existing monarch died. |
| <strong>Legitimate</strong> | Being born in wedlock when the existing king and queen were married. |
| <strong>Customs duties</strong> | Taxes from trade. |
| <strong>Auld Alliance</strong> | A Friendship between France and Scotland. |
| <strong>Puritans</strong> | Radical Protestants. |
| <strong>Ecclesiastical</strong> | An adjective used to describe things to do with the Church. |</p>
<table>
<thead>
<tr>
<th>Act of Supremacy</th>
<th>Made Elizabeth supreme governor of the Church of England.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act of Uniformity</td>
<td>Established the appearance of churches and the form of services they held.</td>
</tr>
<tr>
<td>Royal Injunctions</td>
<td>A set of instructions to reinforce the acts of Supremacy and Uniformity.</td>
</tr>
<tr>
<td>Recusants</td>
<td>Catholics who were unwilling to attend church services laid down by the Elizabethan religious settlement.</td>
</tr>
<tr>
<td>Visitations</td>
<td>Inspections of churches and clergy by bishops to ensure that the Act of Supremacy was being followed.</td>
</tr>
<tr>
<td>Papacy</td>
<td>The system of church government ruled by the Pope.</td>
</tr>
<tr>
<td>Heretics</td>
<td>People who refused to follow the religion of the monarch.</td>
</tr>
<tr>
<td>Martyr</td>
<td>Someone who dies for their religious beliefs.</td>
</tr>
<tr>
<td>Counter Reformation</td>
<td>The campaign against Protestantism.</td>
</tr>
<tr>
<td>Philip II</td>
<td>Catholic King of Spain.</td>
</tr>
<tr>
<td>Trade embargo</td>
<td>When governments ban trade with another country.</td>
</tr>
<tr>
<td>Excommunicated</td>
<td>Expulsion from the Catholic Church.</td>
</tr>
<tr>
<td>Sea Beggars</td>
<td>Dutch rebels who fled to the water.</td>
</tr>
<tr>
<td>Genoese Loan</td>
<td>When Elizabeth took gold loaned to Philip II by the bankers of Genoa.</td>
</tr>
</tbody>
</table>
Key topic 2: Challenges to Elizabeth at home and abroad, 1569-1588

2.1 Plots and revolts at home

Elizabeth faced many serious threats between 1569 and 1588 both from within England and abroad. These threats were often linked. In Northern England, Elizabeth faced threats from members of the nobility who, increasingly sympathetic to Mary, Queen of Scots and her Catholic cause, revolted in 1569. Elizabeth faced many other plots against her rule and her life.

England’s failing relationship with Spain prompted Phillip II of Spain to offer support to English Catholics plotting to remove the Protestant Elizabeth from the English throne. Roman Catholic priests were smuggled in from Europe to keep the Catholic faith in England alive, resulting in more plots being hatched against the Protestant queen on English soil.

The rivalry between England and Spain was based on religion, trade, and political power. In Europe, England’s increasingly involvement in the Netherlands angered Philip II as the Netherlands was under Spanish rule.

Philip also ruled a large and expanding empire. Europeans had only been aware of the Americas, known as the ‘New World’, since 1492. By the time of Elizabeth’s reign, Spain had established colonies, religious missions and trading outposts there. Sir Francis Drake, and others like him, did what they could to disrupt Spain’s interests and establish English colonies in the New World, often resorting to attacking and robbing Spanish ships. Elizabeth backed and rewarded Drake for his efforts.

By the mid-1580s, England and Spain were at war, despite Elizabeth’s best efforts to avoid a conflict.
**The Revolt of the Northern Earls, 1569**

| Why did the Northern Earls rebel? | The earls and their followers wanted Catholicism restored in England
The earls had lost a great deal of influence under Elizabeth I, and they wanted to regain power
As Elizabeth refused to name an heir or to marry, or even to have a child, they faced an uncertain future
Mary, Queen of Scots was in captivity in England, and she could potentially replace Elizabeth and in doing so, resolve the issues that the earls had |
| Who were the key players? | Thomas Percy, Earl of Northumberland: Catholic, lost influence under Elizabeth, also lost the rights to a valuable newly discovered copper mine found on his lands
Charles Neville, Earl of Westmorland: from an important Catholic family in the north of England. Duke of Norfolk’s brother-in-law
Thomas Howard, Duke of Norfolk: one of England’s most senior nobles and a Protestant. He disliked the newcomers and was a central part of the plot to marry Mary, Queen of Scots
Jane Neville, wife of Charles: encouraged her husband to carry on with the rebellion
Ann Percy, wife of Thomas: encouraged her husband to rebel |
| Role of religion | Much of the North of England was Catholic, the two earls still held onto the traditional Roman Catholic beliefs, despite her religious settlement.
James Pilkington, a committed Protestant, was appointed as archbishop of Durham in 1561. Elizabeth hoped to lessen the influence of Catholicism in the North.
Pilkington became the most important clergyman in the north of England and his efforts to impose Protestantism were very unpopular |
| Role of politics | Under Mary I, the Catholic earls of Northumberland and Westmorland had been influential, both at court and locally in the north of England. Northumberland resented an up-and-coming rival family
Northern earls resented the newcomers like Cecil and the influence they had over Elizabeth |
| Mary, Queen of Scots, and the succession | Elizabeth had refused to name an heir - becoming clear that she had no desire to marry and so would not give birth to the next king or queen.
Mary, Queen of Scots had a strong claim to the throne - stared as a wider court conspiracy for her to marry the Duke of Norfolk - which meant many people at the... |
Court of Elizabeth knew about the plot. Marriage would solve the problem of what to do about Mary and any children they had would provide heirs.

Many believed that if Mary married Norfolk and had children, Elizabeth would name her as her heir, Elizabeth would still have a Protestant monarch on Elizabeth's death.

Not treason however, some of Elizabeth's courtiers got cold feet because the marriage would require her consent, Elizabeth had made it clear that marriage was a matter of royal prerogative (not to be talked about)

The Spanish ambassador was also involved

September 1569, Dudley informed Elizabeth of the plot - clear that it was much more of a marriage issue

<table>
<thead>
<tr>
<th>Events of the rebellion</th>
<th>9th November 1569: bells are rung at the Earl of Northumberland's residence of Topcliffe to start the rebellion. Earl of Westmorland's forces are already assembled near Durham</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13th November 1569: Earl of Sussex begins raising troops in the North to put down the rebels on behalf of Elizabeth but few are willing to join him</td>
</tr>
<tr>
<td></td>
<td>14th November 1569: Northumberland's and Westmorland's forces seize Durham cathedral and hold mass</td>
</tr>
<tr>
<td></td>
<td>16th November 1569: Earl of Sussex writes to the Privy Council informing them they do not have the men they need</td>
</tr>
<tr>
<td></td>
<td>22nd November 1569: all of northern England, east of the Pennines, and as far south as Braham Moor is controlled by the rebels</td>
</tr>
<tr>
<td></td>
<td>30th November 1569: some rebels divert to capture Hartlepool, hoping that Spanish help will arrive at the port - it does not</td>
</tr>
<tr>
<td></td>
<td>14th December 1569: the rebels take Barnard Castle in County Durham</td>
</tr>
<tr>
<td></td>
<td>16th December 1569: 14,000 men marching for Elizabeth from the south reach the River Tees - the rebel forces of 5,400 flee north</td>
</tr>
<tr>
<td></td>
<td>19th December 1569: earls cross into Scotland and the rebellion is defeated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why did the rebellion fail?</th>
<th>Support from Spain never arrived, and many northern landowners, especially those in Lancashire and Cheshire remained loyal to the queen. Many landowners did not want to risk losing wealth gained from the dissolution of the monasteries under Henry VIII by backing a failed revolt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was the revolt significant?</td>
<td>Showed Mary, Queen of Scots, could not be trusted and she remained in prison</td>
</tr>
<tr>
<td></td>
<td>The Pope excommunicated Elizabeth and called on loyal Catholics to depose her. Encouraged further Catholic plots against her.</td>
</tr>
<tr>
<td></td>
<td>Loyalty of England's Catholics was now in doubt, forcing the government to take harsh steps against them</td>
</tr>
<tr>
<td></td>
<td>Elizabeth's control over northern England was now strengthened</td>
</tr>
<tr>
<td></td>
<td>Treason laws became harsher and the definition of treason widened</td>
</tr>
</tbody>
</table>
The Ridolfi plot, 1571

- Robert Ridolfi was an Italian banker from Florence living in England - one of the pope's spies.
- 1571 he arranged a plot to murder Elizabeth, launch a Spanish invasion, and put Mary, Queen of Scots on the throne
- Plan was for Mary to marry the Duke of Norfolk
- March 1571, Ridolfi left England to discuss the plot with the pope, Philip II and the Duke of Alba, who was stationed in the Netherlands, a country under Spanish rule
- Ridolfi had a letter signed by the Duke of Norfolk claiming he was a Catholic and would lead the rebellion if Philip II would support it
- Philip II told Alba to prepare to send 10,000 men to send to England if needed
- Sir William Cecil uncovered the plot and by autumn 1571 he had enough evidence to prove that Norfolk was guilty of plotting against Elizabeth I again = high treason
- Ridolfi was abroad when his plot was uncovered - never returned to England
- Parliament met in May 1572 - demanded the execution of both Norfolk and Mary
- Elizabeth signed Norfolk's death warrant but she still did not take action against Mary

Why was the Ridolfi plot significant?

- Came very soon after the papal bull excommunicating Elizabeth, so it reinforced the threat posed by Mary and Catholics at home and abroad
- Reinforced the threat to England from Spain - already concerned by the Duke of Alba's presence in the Netherlands, anxiety about Spain's intentions towards Elizabeth increased
- Elizabeth needed to focus on improving relations with France

Priests and priest holes

In order to keep Catholicism alive in England and strengthen English Catholics' resistance to Elizabeth and her Protestant Church, Catholic priests were smuggled into England from 1574. Travelling undercover, they stayed with well-to-do Catholic families celebrating mass and hearing confessions. Highly dangerous as government agents were increasingly keeping English Catholics under surveillance. Home where priests were suspected to be staying were raided. These priests were then hung, drawn and quartered, unless you were hiding in a priest hole. In 1581, Parliament passed two laws against Catholics:

1. Recusants would not be fined £20 (would bankrupt most families)
2. Attempting to convert people to Catholicism was now considered treason

The Throckmorton plot, 1583

- Planned for the French Duke of Guise, cousin of MQS, to invade England and free Mary, overthrow Elizabeth and restore Catholicism in England
- Philip II would provide financial support and a young Englishman, Francis Throckmorton, would act as a go-between with Mary, Queen of Scots
- The Pope knew of the plans, and approved of them
- Sir Francis Walsingham, Elizabeth's Secretary of State from 1573, uncovered the plot. His agents found papers at Throckmorton's house
- Throckmorton was arrested in November 1583, tortured, confessed and executed in May 1584.
• Emphasized the threat of foreign, Catholic powers, English Catholics and Mary.
• Also showed the potential threat if the forces of Spain and France were to combine in the future

Why was the Throckmorton plot significant?
• Throckmorton's papers included a list of Catholic sympathizers in England, suggesting that the government's fear of English Catholics as the 'enemy within' was real
• Life became harder for Catholics and they were treated with great suspicion by the government. Many important Catholics fled England after the plot and up to 11,000 were imprisoned, or kept under surveillance/house arrest.
• An Act of Parliament was signed in 1585 that made helping or sheltering Catholic priests punishable with death
• Councilors focused on finding concrete evidence that would incriminate Mary, Queen of Scots, for they believed that Elizabeth would never be safe as long as Mary was alive

The Babington Plot, 1586
• Centered on the murder of Elizabeth and also encouraged English Catholics to rebel - similar to the Throckmorton plot
• The Duke of Guise would invade England with 60,000 men and put Mary on the throne
• Philip II and the pope supported this plot
• Anthony Babington, a Catholic with links to the French wrote to Mary, Queen of Scots, in July 1586 about the proposed plot
• BUT... Mary was being closely watched and her letters were being intercepted and read by Sir Francis Walsingham
• Once he had sufficient details about the plot, including the names of six Catholics prepared to assassinate Elizabeth, all involved were arrested
• Babington and his accomplices were convicted and hung, drawn and quartered
• October 1586, Mary, Queen of Scots was finally tried by the Privy Council - been too many plots surrounding her to believe she was innocent
• Found guilty, Mary, Queen of Scots, was sentenced to death
• Elizabeth, again, hesitated to sign the death warrant until February 1587

Why was the Babington plot significant?
• By 1585, relations between England and Spain had broken down and the English were aiding the Dutch Protestants in a rebellion against the Spanish = situation was even more dangerous than had been the case with previous plots
• Government became determined to crush Catholicism. Mass arrests of recusants in England, with over 300 in north London alone, and 31 priests executed
• Mary, Queen of Scot's execution ended any hope of replacing Elizabeth with a Catholic heir

Why was Sir Francis Walsingham significant in catching the plotters?
• Elizabeth's Secretary of State from 1573 - known as the spymaster
• Walsingham gathered together men who were skilled in intelligence and based them at his London home
From the Revolt of the Northern Earls onwards, the House of Commons kept up continual pressure on Elizabeth to execute MQS and to increase the penalties against the Catholics.

Elizabeth was not as ruthless as Walsingham and she could overturn his plans. She changed the wording of Acts of Parliament so that ordinary Catholics did not suffer the same penalties as priests.

Delayed taking action against the plotters because she thought Walsingham was too extreme because he was a Puritan.

She also consistently refused to execute Mary, Queen of Scots.

What methods did Walsingham use?

Searches and registers
Town councils were authorised to search foreigners’ houses. The owners of taverns and inns had to report any foreigners staying with them. Customs officials also stopped and questioned travellers from overseas and could search them for papers, including messages and letters.

Using informers in England
The Lord Lieutenant of each county and the bishops officially reported any threats to Walsingham and everyone was encouraged to report suspicions of dangers to the Queen.

Interrogation and torture
Captured priests, such as Edmund Campion, and plotters like Francis Throckmorton, were tortured on the rack to extract information about their intentions and other threats to Elizabeth. Then they were executed as a warning.

Intercepting coded letters and messages
The plotters developed increasingly sophisticated ways of communicating; some of Mary’s letters were smuggled out in the heels of her ladies’ shoes. Elizabeth’s government kept on top of this, often by placing informers in suspects’ households. Walsingham employed a man skilled at re-sealing letters so the plotters did not know they had been intercepted, and a leading code breaker who deciphered Mary’s letters.

Employing a network of spies and agents
Agents with codenames were based overseas in major towns and cities, including France, Italy and Spain. Some were double agents, taking part in plots against Elizabeth and sending information to Walsingham. Spies were deployed to intercept information as events arose.

Acts of Parliament
Walsingham was influential in Parliament, which passed Acts throughout the 1570s and 1580s, increasing penalties against Catholics, including the execution of priests. The 1584 Bond of Association pledged that in the event of Elizabeth’s life being threatened, Mary, Queen of Scots was to be executed.

Why was Mary, Queen of Scots executed?

Mary, Queen of Scots, had been involved in plots before but she was not executed until 1587. There had been a new Act of Parliament passed in 1585 – the Act for the Preservation of the Queen’s Safety. The Act stated that, in the event of Elizabeth’s assassination, Mary, Queen of Scots would be barred from the succession. Also, any actions against Mary should only be taken once a commission had investigated her role in the plot, held a trial and found her guilty.

Evidence fathered by Walsingham against Mary, Queen of Scots, was enough to ensure her trial and conviction in October 1586 under the Act. Elizabeth did finally, and reluctantly, sign her death warrant in February 1587.

Mary, Queen of Scots, was also executed because by the start of 1587 it was clear to Elizabeth and her Privy Council that Philip II was planning a major attack against England. In January 1587 there were
rumours that Spanish troops had landed in Wales and that Mary had escaped. These rumours reinforced the continued existence posed to England. The execution took place on the 8th February 1587.

**Why was the execution significant?**

- Removed an important threat to Elizabeth
- Philip II had been planning an invasion to England since 1585. The execution of Mary, Queen of Scots, gave him one more reason to remove Elizabeth from the English throne. Mary also left her claim to the English throne to Philip II upon her death
2.2 Relations with Spain

For Elizabeth I, the pressures of ruling England influenced much of her foreign policy. England was far less wealthy and had a much smaller population than France and Spain and she also had to be careful of the religious divisions. Elizabeth's key aims with regards to foreign policy were:

1. Develop and improve trade to benefit the English economy
2. Protect England's borders
3. Protect the English throne
4. Avoid war, which would cost a lot of money and could lead to Elizabeth being overthrown

There are numerous reasons why relations with Spain declined:

1. **Commercial rivalry: the New World, privateers and Drake**

During Elizabeth's reign, English merchants began to explore new markets and trading partners. They went to Hamburg, Russia, China, India, Persia and Turkey. There were also huge profits to be made in the New World (North and South America). BUT... English merchants faced problems in developing trade:

* Spain controlled the Netherlands, England's main route into European markets. Antwerp was important to English trade in the Netherlands

*Spain controlled much of the New World where there were valuable and new trading opportunities

Spain claimed much of the Americas as its own, including Florida, the Caribbean, Mexico, Panama, Chile and Peru. The profits to be made were enormous. There were valuable crops such as tobacco and sugar cane, and huge supplies of silver. Anyone who wanted to trade there, needed a licence from Spain, and these were hard to come by. Many English merchants ignored Spain's rules and traded illegally, without licences. Some of them even attacked Spanish ports and shipping. Philip II would not and could not ignore this challenge to Spain's interests in the New World.

* **Francis Drake**

- English merchants who made his name and fortune trading in the New World
- Made huge sums of money for people who invested in his voyages
- BUT... much of what he did could be considered to be piracy
- West Indies (1570-71) he captured numerous Spanish ships and seized their cargos
- 1572, Elizabeth I hired Drake as a privateer. She got a good return on the money she invested in his voyage
- Drake went to Panama where he captured £40,000 of Spanish silver.
- BUT... with Elizabeth backing Drake it could have provoked further conflict with Spain.
- Only avoided because by 1573, when Drake returned to England, both Elizabeth and Drake were trying to improve Anglo-Spanish relations.
- November 1577 Drake again set off for the New World. Elizabeth's plan was for him to sail around the tip of South America to its Pacific coastline, bringing back gold, silver, spices, and any other valuables back to England
- BUT... Elizabeth issued Drake with secret orders to attack Spain's colonies in the New World
- By 1577, Anglo-Spanish relations were getting worse and there were more fears of Spanish invasion
- Elizabeth therefore wanted to enrich England and disrupt Spain's valuable trade with its colonies
• Could also send a message of defiance to Philip II – Elizabeth would not allow England to be dominated by Spain
• Voyage became very famous because his actual route home led him to circumnavigate the globe – first Englishman to do so
• Major achievement as long sea voyages were exceptionally dangerous.
• Drake survived against the odds – he set off with five ships and only had one left – the Golden Hind

What was the outcome of the voyage?

• Once in the Pacific, Drake successfully plundered Spanish ports and ships along the coastline of Chile and Peru
• Claimed a region of North California calling it New Albion
• Estimated that when Drake returned to England in 1580, he brought £400,000 of Spanish treasure with him
• Some went to investors who had funded the voyage and it brought a great sum to the English Crown.
• Elizabeth publically knighted Drake on the deck of the Golden Hind which outraged Philip II as he saw Drake as a pirate

Why were Drake’s actions significant?

• England did not accept Spain’s domination of the Americas
• Circumnavigated the globe which gave England a national hero and said something about England’s strength as a seafaring nation
• Drake boosted the Crown’s finances at a time of growing concern over Spain’s threat to England
• The public knighting of Drake sent a strong message of defiance to Spain

2. Religious rivalry

In the 1500s, the nations of Europe were rivals competing for territory which meant more people, wealth and power. This rivalry often resulted in foreign policy that led to war. Religion was another source of conflict – Catholics saw Protestantism as something dangerous that had to be stamped out. Protestants saw Catholicism as an evil that wanted to destroy the ‘true religion’. Philip II of Spain opposed of the Religious Settlement.

From the 1570s, Elizabeth began to increase penalties against the Catholics in England, thus annoying Philip II. When Catholic Priests began arriving in England, it increased fears of a religious crusade – a holy war with a religious purpose, usually to recapture and convert lands. Philip II was a devout Catholic who saw it as his life’s work to return countries to the Catholic Church. BUT… he took no action when Elizabeth created the Protestant Church of England, or when the Pope excommunicated Elizabeth in 1571. Religion was therefore a long-term cause of the war a he had lived with a Protestant England for over 25 years.

Alliances also part of foreign policy. They would be made according to what suited each country at the time. They would also be broken when they were no longer helpful. Spain and England had traditionally been allies. Once England became Protestant, however, that began to change.
3. Political rivalry

In the 1500s, England was not as wealthy or powerful as Spain and France. Luckily, Spain and France competed to be the greatest European power and this rivalry was helpful to Elizabeth – it meant that Spain and France each valued England as an ally against each other.

- France wanted to be allied to England because France was surrounded by Spanish territory (except the North)
- Spain wanted to be allied to England because Elizabeth’s fleet could help protect its ships sailing in the Channel to the Netherlands – Spain had controlled the Netherlands since the 15th century.

Spain was the most powerful country in the world - Philip ruled the Netherlands (important trading company) and owned land in South America (the ‘New World’). In 1580 he also became King of Portugal. Due to the treasure they were getting from the New World, Spain were extremely wealthy. When Drake started interfering and pirating in the New World, it infuriated Philip II.

From 1567, however, Spanish ships were sailing to the Netherlands with troops and resources for the Duke of Alba’s army. Its brutal campaign to stamp out Protestantism in the Netherlands caused great alarm to English Protestants. Elizabeth’s leading Privy Councillors were Protestant, and they put pressure on her to help the Dutch Protestant rebels.

4. England’s direct involvement in the Netherlands – the final straw

In 1572 Protestants in the Netherlands rebelled against Spanish rule. The Dutch rebels asked their fellow-Protestant Elizabeth for help when Philip II sent a huge Spanish army against them.

Elizabeth, at first, was reluctant to help Dutch Protestant rebels in the Netherlands because she wanted to avoid anything that could lead to war with Spain because...

- Spain would have the backing of the Pope which could encourage English Catholics to welcome a Spanish invasion
- If Elizabeth took direct action supporting Dutch Protestant rebels against their lawful monarch, Philip II might do the same in England with Catholic rebels
- The pope’s backing means that France, as a Catholic nation, could side with Spain
- It would be too costly and England’s finances are not as strong as Spain’s

What she decided to do instead was to apply pressure on the Spanish to encourage them to agree to return the Netherlands to how they had been governed under an agreement made in 1548. This had given the Dutch a great deal of autonomy (the right to self-govern), which Philip II had challenged, sparking the initial revolt in 1566.

Elizabeth also applied pressure on Philip II in several ways:

- Indirectly and unofficially helping Dutch Protestants resist the Spanish
- By allowing Spanish shipping and colonies to come under attack from English privateers
- Pursuing friendly relations with France
- Encouraging others to fight the Spanish in the Netherlands

In the 1570s, Elizabeth offered the promise of a marriage alliance with the heir to the French throne – the Duke of Alencon. She aimed to alarm Philip II of Spain enough to give the Dutch their independence back. When it did not alarm them, she used her influence with the Duke of Alencon to encourage him to fight the Spanish in the Netherlands. This was a risky strategy because Elizabeth did not want the French to be too successful in case they took control of the Netherlands themselves.
By 1576 the Spanish government in the Netherlands was all but bankrupt. Despite the silver and riches being brought in from the New World, the cost of war was too great for Spain to continue at the same pace.

Spain’s forces in the Netherlands finally mutinied after months without pay, rampaging through Dutch provinces and robbing the town of Antwerp in November 1576. This was known as the Spanish Fury. The violence in Antwerp united all 17 Dutch provinces, Protestant and Catholic, against Spain. They drew up the Pacification of Ghent which demanded:

- All Spanish troops to be expelled from the Netherlands
- Restoration of political autonomy
- End to religious persecution

Elizabeth sent a loan of £100,000 to the Dutch rebels and agreed at some point in the future, to send an expeditionary force (armed force sent to a foreign country to achieve an objective) to the Netherlands to help ensure that the Pacification of Ghent was carried out. In February 1577, Philip II’s brother Don Juan, arrived in the Netherlands and agreed to all the terms of the 17 united provinces. It must have seemed to Elizabeth that she had achieved her goals.

BUT…

Less than six months after agreeing the terms, Philip II sent a new army to attack the Dutch. This dashed hopes that Elizabeth had achieved her aims. She hired a mercenary (a soldier who fights for money), John Casimir, and financed him to raise an army of 6,000 English and Scottish volunteers to help the Dutch. The fact that it was volunteers led by a mercenary was important - it meant that Elizabeth was not officially sending an English army to fight the Spanish in her name. Spain and England were therefore not at war. The plan backfired. Casimir’s forces devastated Dutch Catholic churches, helping to persuade Dutch Catholics to make peace with Spain.

Privy Councillors, like the Earl of Leicester, urged Elizabeth to intervene in the Netherlands directly. In 1578, the situation there was potentially promising enough for a complete Dutch victory which would act as a strong, Protestant ally for England against Spain. BUT… Elizabeth hesitated. Disappointed at her lack of commitment to their cause, the Dutch asked France for help. The Duke of Alencon agreed and came with an army to fight the Spanish.

By 1579, the situation in the Netherlands had changed. The Duke of Parma, who had been sent to the Netherlands by Philip II, was a far more effective military leader than Don Juan and the Spanish soon had the upper hand.

How far was Spain’s improving position in the Netherlands in 1579 due to Elizabeth’s mistakes?

The international situation in 1578:

- Spain was financially weak
- France and England were allies
- Don Juan’s army was not very successful
- Dutch leader, William of Orange, was popular and able to rally the Dutch states against the Spanish, uniting Catholics and Protestants
- The Duke of Alencon led an army into the Netherlands to fight the Spanish

The international situation in 1579:

- Spain was still financially weak
- France and England were still allies
• Don Juan was replaced by the Duke of Parma as governor of the Netherlands
• Spain's armies began making headway against the Dutch
• John Casimir's troops violently attacked Catholic churches in the Netherlands
• The southern Dutch Catholic provinces made peace with the Spanish
• Alençon withdrew from the Netherlands

The Duke of Alençon came to England in October 1581 where Elizabeth agreed to give him £70,000 for support in the Netherlands (with the promise of more later). In 1580 Philip II gained Portugal along with its empire and naval forces. Spain's new strength and wealth alarmed Elizabeth which is perhaps why she still refused to intervene in the Netherlands: the odds against England were now even greater. Instead, Elizabeth again turned to France. Alençon returned to the Netherlands in 1582, but failed again and he then returned to France in 1583.

The policy had clearly failed - what Elizabeth had done was alienate Spain without earning the trust of the Netherlands. The unhappy prospect of a complete Spanish victory loomed.

In 1584, circumstances beyond Elizabeth's control made England's situation even more hazardous - on 10th June the Duke of Alencon died, and one month later on 10th July, William of Orange, the leader of the Dutch Protestant rebels, was assassinated. The deaths of these two leaders were a problem for Elizabeth's foreign policy because:

• Duke of Alencon cold no longer fight the Spanish in the Netherlands. It also led to a religious war in France meaning it was too unstable to be a useful ally to England
• The assassination of William of Orange showed how easy it was for a leader like Elizabeth to be assassinated. Dutch Protestants needed a leader and looked to Elizabeth who did not want this role as she could be seen as trying to overthrow Philip II of Spain. Without a leader, the Dutch rebels could be defeated by Spain leaving England as the next target.

Despite the change in circumstances, Elizabeth I still preferred a cautious approach. Cecil agreed but others, led by the Earl of Leicester, urged Elizabeth to intervene in the Netherlands. The Privy Council debated the issue long and hard from the autumn of 1584 until the summer of 1585 BUT... it turned out the decision was all but made for them.

In 1584, the French Catholic League signed the Treaty of Joinville with Philip II to secure his help against French Protestants. In 1585, the King of France signed up to the Catholic League's aim of ridding France of heresy. This effectively meant that Catholic France and Spain were now allies against Protestantism.
2.3 The outbreak of war with Spain, 1585-1588

After the Treaty of Joinville was signed in 1584, Elizabeth could no longer avoid direct intervention in the Netherlands.

- In June 1585, Dutch Protestant representatives came to England offering Elizabeth I the sovereignty of the Netherlands.
- She refused as it would mean deposing of King Philip II - something she still was unwilling to do.
- 10th August 1585, Elizabeth signed the Treaty of Nonsuch with the Dutch Protestants - effectively put England and Spain at war: Elizabeth had agreed to intervene directly in the Netherlands on the side of the rebels.
- Philip II thought the English should stay out of the Netherlands as they belonged to Spain - England would finance an army of 7,400 English troops under a commander of her choosing, who would work with the rebels' government, the Council of State.
- She chose her long-time favorite - Robert Dudley, the Earl of Leicester.
- October 1585, Elizabeth also sent Sir Francis Drake to raid Spanish New World Settlements, with the aim of disrupting Philip II's flow of resources and finances.
- Rather than deterring Philip, Drake only succeeded in angering him.
- Philip told the pope he intended to invade England at the end of 1585.

England's intervention in the Netherlands was not a great success - Elizabeth did not want to take the initiative: she was still hoping to negotiate with Spain. Leicester was therefore not given enough money for men or supplies to mount a large campaign.

The campaign started badly. In January 1586, Leicester accepted the title of Governor General of the Netherlands on Elizabeth's behalf. Elizabeth was furious - this implied she was disposing Philip II as king of the Netherlands.

In the summer of 1586, English forces only managed to slow the Duke of Parma's advance through the Netherlands. In September they did take some forts outside the Spanish controlled town of Zutphen BUT... in January 1587 they lost one when it was handed over by an English captain, Rowland York. He defected to the Spanish along with Sir William Stanley (the governor of the town Deventer) and gave it to the Spanish. The Dutch then found it hard to trust Leicester, especially because he had appointed Stanley.

Leicester was called back to England in November 1586 but then returned to the Netherlands in June 1587. He still did not have enough men or supplies but he managed to cause the Duke of Parma enough problems to prevent him from taking the major, deep-water port of Ostend. Parma's failure to capture any deep-water ports proved important in the failure of the Armada in 1588. Elizabeth recalled Leicester from the Netherlands for good at the end of 1587.

The English campaign in the Netherlands was not successful between 1586 and 1588 for three main reasons:

1. Elizabeth was never fully behind the rebels. She hoped to negotiate with Spain and did not give Leicester the funds necessary to mount a large campaign.
2. Leicester and Elizabeth had different aims in the Netherlands. Leicester wanted to liberate the Netherlands from the Spanish making it independent, whereas Elizabeth wanted a return to how the Netherlands had been governed in 1548.
3. Relations between the English and Dutch leaders were poor because of Elizabeth's lack of commitment.
Drake singes the King of Spain's beard, 1587

Since January 1586, Spain had been preparing the Armada, Philip II's mighty invasion fleet. In March 1587, Elizabeth ordered Francis Drake to attack Spain's navy. On 19th April he sailed into Cadiz harbour, Spain's most important Atlantic pot, and over three days destroyed 30 ships as well as a great deal of the fleet's provisions. This attack on Cadiz is known as the 'singeing of the King of Spain's beard'.

Drake then spent several weeks attacking the coast of Portugal before heading to Azores. His aim was to capture Spanish treasure ships bringing silver from Spain's New World colonies. Although he only captured one, Spain had to break off from building the Armada to defend itself against Drake. The disruption caused did not stop the Armada but it was delayed by a year - giving the English more time to prepare.
The Armada - why did Philip II launch it and why did it fail?

Mary, Queen of Scots’ execution in 1587 is often mistakenly thought to be the cause of the launch of the Spanish Armada. The actual decision, however, had been taken as early as October 1585.

**RELIGION:**
- Philip II wanted to get rid of heresy
- Papacy had wanted Elizabeth overthrown since excommunicating her
- Pope promised to forgive the sins of those taking part in the Armada
- Spain and the papacy had backed Catholic plots against Elizabeth

**CIRCUMSTANCES:**
- Spain acquired Portugal in 1580
- Duke of Parma’s success in the Netherlands since 1579
- Elizabeth I’s hesitation indicated England’s weaknesses compared with Spain

**PROVOCATION:**
- Drake’s action in the New World
- Elizabeth I’s support for Dutch rebels since their rebellion began

**POLITICS:**
- Treaty of Joinville, 1584
- Treaty of Nonsuch 1585
- England would be a useful addition to Philip II’s empire

**Philip’s strategy:**
- 130 ships, 2431 guns and around 30,000 men - Armada was the largest fleet Europe has ever seen
- Under the command of the Duke of Medina-Sidonia, ordered to sail along the English Channel to the Netherlands
- Would join up with the Duke of Parma
- Together they would transport 27,000 troops to Kent and then Parma would march on London, dispose Elizabeth and impose a new, Catholic government in England
- BUT... problems with this plan because the first critical problem in the plan was how the ships of the Armada and Parma’s army were going to link up requiring good communications between the ships (sea), and Parma.
- Parma’s army could not be at Calais too soon because their barges could easily be attacked by Dutch pirates - the timing had to be spot-on and it was not
Elizabeth's strategy:

- Elizabeth used the 3 years before war broke out to strengthen England's defenses
- Every county was ordered to provide soldiers to defend the coast, warning beacons were set up and trading ships were converted into fighting ships
- Put Francis Drake in charge of an expedition to attack the lucrative Spanish West Indies
- Sailed in 1585, with about 30 ships and 2300 men BUT not everything went to plan
- Drake missed the opportunity to attack the Spanish treasure fleet, and his raids in the Caribbean caused him heavy casualties, some due to disease
- He did capture two wealthy towns, returned to England with treasure worth £30,000
- Drake persuaded Elizabeth that attack was the best form of defense so in April 1587, with a small carefully selected group of ships, he set sail to weaken Spain's preparations for war
- He sailed into Cadiz harbor in Spain, avoiding its forts and funs, and inflicted heavy damage on the Spanish ships anchored there - known as 'the singeing of the King of Spain's beard'
- Important because it delayed the constriction of the Armada fleet
- Brought Elizabeth 12 months to prepare England's defenses.

The Spanish Armada was defeated for several reasons:

1. **SPANISH TACTICS**: 21st July 1588 Spanish ships sailed up the English Channel in a crescent formation, aiming for Calais to meet up with Parma's army. English fleet left harbor in Plymouth and followed the Armada for 8 days. The English navy had slightly more ships than the Spanish fleet, and had quicker ships with longer-range funs. The English fleet aimed to destroy the Spanish ships from a distance by firing cannon at them, but in those 8 days the English failed to inflict serious damage on the Armada.

   Philip had instructed his commander to get close enough to the enemy's ships for the Spanish sailors to board them and then capture them, but this was not possible because the English kept their distance. On 6th August, the Spanish ships reached Calais harbor and dropped anchor = the first stage of the Spanish plan had been successful.

   During the night, the English commander, Lord Howard, decided to go on the offensive - he ordered that eight unmanned English ships be filled with inflammable materials such as tar and gunpowder. At around midnight, these ships were set on fire and the winds carried them towards the Spanish ships in the harbor. The sight of these fire ships coming towards them caused panic among the Spanish sailors, who pulled up or cut their anchors, losing their tight battle formation. The Armada was blown towards the coast of the Netherlands.

   The result of the fire ships being used was that the Armada was scattered and was no longer in a position to link up with Parma's army - loss of their anchors also made it impossible to shelter in harbors. At daylight on 8th August Howard gave the order to attack. The battle of Gravelines lasted for most of the day and was fought in very poor weather conditions with rough seas and bad visibility. Many of the Spanish ships were damaged or lost - 1000 soldiers killed. No English ships were lost and about 50 English sailors died.

2. **THE WIND AND WEATHER**: the impact of the fire ships and the battle of Gravelines had seriously damaged the Spanish ships. The next day, the winds changed direction, forcing the Spanish fleet out into the North Sea, so they tried to make their way back to Spain around Scotland and Ireland. The English gave chase for a while, but they were running short of supplies so turned back. Over 40 Spanish ships were wrecked off the coasts of Scotland and Ireland, with thousands of sailors either drowned or killed by the local inhabitants. Only about 80 ships
struggled back to Spanish ports by the end of the year. The unseasonal English weather played a key role in the Armada’s defeat from the steady breeze that blew the fire ships towards Calais, to the winds that drove the Armada northwards around the British Isles, to the storms that scattered and wrecked their ships on the coast of Ireland and Scotland.

3. **QUALITY OF LEADERSHIP:** Elizabeth had three excellent leaders - Drake, Howard and Hawkins. Lord Howard, the Admiral and overall commander, ordered the sending of fire ships. 11 days after Gravelines. Eleven days after Gravelines Elizabeth delivered her most famous speech at Tilbury dressed in a helmet and armor:

“I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king and a King of England too, and think foul scorn that Parma or Spain, or any Prince of Europe, should dare to invade the borders of my realm.”

Elizabeth had created the image of the powerful leader, Glorianna, this time standing shoulder to shoulder with her ordinary subjects to defy the most powerful empire in Europe. Philip appointed the Duke of Medina Sidonia as his commander of the Armada, after his first choice died in 1587. He did not have a naval background and asked to be excused from his position as he suffered from sea sickness. Once at sea, he proved to be a brave leader. When the Spanish commander ordered his fleet to anchor off Calais in a final effort to meet up with Parma, the Armada was an easy target.

4. **RESOURCES:** The strength of the two sides was fairly evenly matched, but where there were differences, the advantage laid with England:

<table>
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<th></th>
<th>English</th>
<th>Spain</th>
<th>The winner</th>
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</table>
| Ships      | 54 battleships  
            | 140 merchant ships | 64 battleships  
            | (22 huge galleons) | 45 converted merchant ships | 20 store ships | Spanish ships slower and harder to manoeuvre the English ones. Hawkins had designed a new type of English battleship - faster and lower. Tall and heavy Spanish galleons could not deal with the new-style English ships nipping in between them and were easy targets. |
| Weapons    | 2000 cannon and smaller guns | 2000 cannon | Spanish cannon heavier and had shorter range - designed to fire once. English guns could fire consecutively. |
| Forces at sea | 14,000 sailors | 30,000 men - 8000 experienced sailors, 19000 trained soldiers and remainderservants/priests | Admirals on both sides were experienced sea captains BUT... Spanish troops used to the calmer waters of the Med |
| Forces on land | 20,000 soldiers, three main armies based at Tilbury, Essex and Kent | 20,000 (Duke of Parma’s army waiting in the Netherlands) | England did not have a permanent, regular army, but all able-bodied men received annual training in case called up to fight. |
Parma’s army best-equipped and best-trained in Europe, with ‘crack units’ but when the Armada anchored at Calais, Parma’s army was still a week’s march away.

5. **PLANNING AND COMMUNICATION ISSUES**: Philip II’s plan required Medina-Sidonia to join with Parma, but the communications were not good. It took a week for word to reach Parma that Medina-Sidonia was in the Channel. It was too late though as the Armada was spotted.

**What were the consequences of the English victory over the Spanish Armada?**

- Great propaganda victory
- New portrait was commissioned – the queen was at the centre of a great parade
- “God blew, and they were scattered” – God seemed to favour Protestantism, and Elizabeth eager to emphasise this
- England had survived an attack by a more powerful foe – helped nurture a feeling of English pride
- Encouraged Dutch rebels to renew their fight against the Spanish
- Anglo-Dutch alliance became stronger than ever before
- Showed the strength of the English navy – gave England more confidence to trade and explore more widely on the open sea
- Armada marked the beginning of a long decline in Spanish fortunes

Portrait following the Armada
Check your understanding: Answer these quick fire questions

1) What four threats did Elizabeth face at the start of the 1570s?

2) How did northern people feel about religion?

3) Who were the 6 key players in the Revolt of the Northern Earls?

4) Who did Elizabeth appoint to be the archbishop of Durham in 1561 and what did she hope to achieve?

5) How did the Northern people react to this appointment?

6) What did the northern people hope would happen with Mary, Queen of Scots and the Duke of Norfolk?

7) Who did Elizabeth arrest and send to the Tower of London?

8) What did the rebels do?

9) How many rebels were executed?

10) What did the rebellion lead to the Pope doing to Elizabeth?

11) What year was the Ridolfi Plot?

12) Who led the plot and why was he important to the Pope?

13) What was he planning to do?

14) What did the Ridolfi plot reinforce?
15) What two laws were passed against the Catholics in 1581?

16) What plot took place in 1583?

17) Who uncovered the plot?

18) How many Catholics fled after the plot was discovered?

19) What did the Babington Plot, 1586 centre on?

20) What did the plot now mean for Mary, Queen of Scots?

21) What act stated that in the event of Elizabeth’s assassination, Mary, Queen of Scots would be barred from the succession?

22) Who had gathered the evidence against Mary, Queen of Scots?

23) When did Elizabeth sign her death warrant?

24) What rumours were there in January 1587?

25) Give two reasons why the execution of Mary, Queen of Scots was significant.

26) What were Elizabeth I’s aims with regards to foreign policy?

27) Who was Sir Francis Drake and why was he important to Elizabeth?

28) What did Philip II of Spain oppose of Elizabeth’s?

29) What did Philip II of Spain do in 1567 which annoyed Elizabeth?
30) What event happened in November 1567?

31) How did Elizabeth aid the Netherlands in this?

32) What did Elizabeth use her friendship with France to do?

33) What did Philip II of Spain do 6 months after this?

34) Why did the situation change in 1584 beyond Elizabeth's control?

35) What treaty was signed in 1584?

36) What did the Treaty of Joinville mean to Elizabeth and the Netherlands?

37) Why did Elizabeth refuse the sovereignty of the Netherlands?

38) What did the Treaty of Nosuch (1585) do?

39) What was Sir Francis Drake sent to do in October 1585?

40) Why was Elizabeth furious in January 1586?

41) Give 3 reasons why the English campaign in the Netherlands was not successful between 1586 and 1588? (3 marks)

42) What did Elizabeth order Drake to do in March 1587?

43) Give the 4 reasons why Philip II launched the Armada against England in 1588.

44) How many troops would be taken with the Spanish fleet?
45) Why did England have the advantage over the design of the ships?

46) Who was Philip II's plan reliant on?

47) What battle happened on 8th August 1588?

48) Give 3 reasons why the Armada failed (3 marks).

49) Where did Elizabeth deliver her famous speech before the Armada that portrayed her in a positive light?

50) What did Elizabeth do to celebrate her victory?
Exam questions

Q1) Describe two features of... (4 marks)

Identified, developed x 2

For each feature you identify, add a sentence that adds further details and develops your answer. A feature is a characteristic.

Describe two features of the plots against Elizabeth I in the years 1571-1586.

Describe two features of the Revolt of the Northern Earls.

Describe two features of the Ridolfi Plot, 1571.

Describe two features of the Throckmorton Plot, 1583.

Describe two features of the Babington Plot, 1586.

Describe two features of Drake’s attacks on Spanish shipping and trade.

Q2. Explain why ….. [12 marks] 3 x PEE (you are given 2 bullet points, you DO NOT have to use them. If you do, make sure you include a 3rd point from your own knowledge)

Reason 1: Identify the first reason in the first sentence. This is typically the first bullet point in the question.
Make a judgement on how significant the reason is to the question.
Use supporting information and specific examples to develop your explanation (PEE)
Remember to use connectives such as This meant that ….

Reason two: Identify the second reason in the first sentence. This is typically the second bullet point in the question.
Make a judgement on how significant the reason is to the question.
Use supporting information and specific examples to develop your explanations (PEE)
Remember to use connectives such as This meant that ….

Reason three: Identify the third reason in the first sentence. This is typically from your own knowledge showing the examiner you are going beyond the question.
Make a judgement on how significant the reason is to the question.
Use supporting information and specific examples to develop your explanations
Remember to use connectives such as This meant that ….

Explain why Phillip II launched the Armada against England in 1588 (supporting Dutch Protestants, execution of Mary, Queen of Scots).

Explain why Mary, Queen of Scots was executed (Babington Plot, claim to the throne).

Explain why the Spanish Armada was defeated (weather, English tactics).

Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth (Mary, Queen of Scots, foreign threat).
<table>
<thead>
<tr>
<th>Q3. “Religion was Elizabeth’s main problem in the years 1558-1569.” How far do you agree? Explain your answer” (16 marks)</th>
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<tbody>
<tr>
<td>Statement with two bullet points acting as prompts. You are required to give both sides of the argument and reach a judgement. You DO NOT have to use the bullet points… if you do, make sure you include extra details from your own knowledge</td>
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<tr>
<td><strong>Introduction:</strong> Identify a possible criteria for judging the main parts of the question. In this case it is what does it mean by 'main problem'</td>
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<td><strong>Paragraph 1:</strong> Evidence to support the statement - for example, showing and explaining how Religion was a problem for Elizabeth between 1558 and 1569. Need to then refer back to the question (PEEL)</td>
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<tr>
<td><strong>Paragraph 2:</strong> Evidence to counter the statement - for example, explaining other problems that Elizabeth faced between 1558 and 1569. Need to then refer back to the question (PEEL)</td>
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<tr>
<td><strong>Conclusion:</strong> Crucial part of your answer - you have to reach a judgement on the statement. You need to clearly state how far you agree with it and your reasons why. Do not sit on the fence as your answer then collapses and you lose marks. You have to be confident and reach an overall judgement - use phrases like to a large extent, to some extent, largely disagree</td>
</tr>
<tr>
<td>Judgement - start with your judgement using the wording from the question in this sentence. Then show that there are counter arguments using the best example. Then explain why, overall, you have reached your judgement. Give your key reason or reasons why.</td>
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“*The decline in Anglo-Spanish relations in the years 1569-1585 was caused by Elizabeth I.*” How far do you agree? (Drake’s voyages to the New World, the Netherlands)

“Lack of foreign support was the main reason why Catholic revolts and plots against Elizabeth I failed.” How far do you agree? (Ridolfi Plot, bond of Association)

“Religion was the main cause of the Revolt of the Northern Earls in 1569-1570.” How far do you agree? (Catholic grievances; the earls of Northumberland and Westmorland)

“The main reason Mary, Queen of Scots was executed was because she was involved in the Babington Plot.” How far do you agree? (Walsingham, Parliament)
Challenges to Elizabeth at Home and Abroad 1569-88

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<tr>
<td>1</td>
<td>Elizabeth faced many serious threats both within England and from aboard. Many still wanted Mary Queen of Scots on the throne. Philip II of Spain also wanted to remove Elizabeth from the throne. Spain and England were religious and political rivals. There was particular tension when Drake tried to challenge Spanish dominance in the New World.</td>
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<td>1567 Spanish travel to Netherlands to crush Protestant revolt.</td>
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<td>4</td>
<td>1568 Mary Queen of Scots arrives in England</td>
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<td>5</td>
<td>1569 Revolt of the Northern Earls</td>
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<td>6</td>
<td>1570 Elizabeth excommunicated</td>
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<td>7</td>
<td>1571 The Ridolfi Plot</td>
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<td>8</td>
<td>1572 Elizabeth hired Drake as a privateer</td>
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<td>9</td>
<td>1576 Spanish Fury and Pacification of Ghent</td>
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<td>10</td>
<td>1577-80 Drake circumnavigated the globe.</td>
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<td>11</td>
<td>1583 Throckmorton Plot</td>
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<td>1587 Mary Queen of Scots executed</td>
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<td>16</td>
<td>1587 Attack on Cadiz</td>
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<td>1588 Spanish Armada</td>
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<td>Revolt of the Northern Earls</td>
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<td>Jane Neville</td>
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<td>Mary Queen of Scots</td>
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<td>26</td>
<td>Thomas Howard, Duke of Norfolk</td>
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<td>27</td>
<td>Charles Neville, Earl of Westmorland</td>
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<td>Thomas Percy, Earl of Northumberland</td>
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<td>34</td>
<td>Ridolfi Plot</td>
</tr>
<tr>
<td>35</td>
<td>Priest holes</td>
</tr>
<tr>
<td>36</td>
<td>Hanged, drawn and quartered</td>
</tr>
</tbody>
</table>

**Key Words**

<p>| 38 | Sir Francis Walsingham             | Elizabeth’s Secretary of State.                    |
| 39 | Babington Plot                     | The Duke of Guise would invade England and put Mary on the throne. |
| 40 | Act of Preservation of the Queen’s Safety | In the event of Elizabeth’s assassination, Mary would be banned from the succession. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agent provocateurs</strong></td>
<td>Agents who become part of groups suspected of wrongdoing and encourage other members to break the law so that potential threats can be identified and arrested.</td>
</tr>
<tr>
<td><strong>Foreign Policy</strong></td>
<td>The aims of objectives that guide a nation’s relations with other states.</td>
</tr>
<tr>
<td><strong>Privateer</strong></td>
<td>Individuals with their own armed ships that capture other ships for their cargo, often with the support and authorisation of the government.</td>
</tr>
<tr>
<td><strong>Francis Drake</strong></td>
<td>Elizabeth hired him as a privateer.</td>
</tr>
<tr>
<td><strong>Circumnavigate</strong></td>
<td>To travel all the way around the world.</td>
</tr>
<tr>
<td><strong>Autonomy</strong></td>
<td>The right to self government, so people of one country can manage its own affairs.</td>
</tr>
<tr>
<td><strong>Spanish Fury</strong></td>
<td>The Spanish rampaged through Dutch provinces as they left.</td>
</tr>
<tr>
<td><strong>Pacification of Ghent</strong></td>
<td>Spanish troops expelled from Netherlands, political autonomy to be returned and end of religious persecution.</td>
</tr>
<tr>
<td><strong>Mercenary</strong></td>
<td>A soldier who fights for money rather than a nation or a cause.</td>
</tr>
<tr>
<td><strong>Treaty of Joinville</strong></td>
<td>The King of France and the King of Spain became allies against Protestantism.</td>
</tr>
<tr>
<td><strong>Treaty of Nonsuch</strong></td>
<td>Effectively put England and Spain at war.</td>
</tr>
<tr>
<td><strong>Singeing of the King of Spain’s beard</strong></td>
<td>Drake sailed into Cadiz harbour, Spain’s most important Atlantic port, and over 3 days destroyed 30 ships.</td>
</tr>
<tr>
<td><strong>Tilbury Speech</strong></td>
<td>Elizabeth’s famous speech to her troops before the Armada.</td>
</tr>
</tbody>
</table>

**Key Concepts**

54 **Anglo-Spanish relations** are tense due to the situation in the Netherlands, the execution of Mary Queen of Scots and Philip’s decision to send the Armada in 1588.

55 **Religion** continues to pose problems for Elizabeth as internal and external Catholics want her removed.

56 **The New World** brought untold riches to Spain and Elizabeth wanted some of this for England. Drake can be seen as a hero or a villain.
3.1 Education and leisure

Elizabeth's reign was a time of expansion, with growth in many different areas of society and daily life.

New territories to be conquered in the New World, where it was believed there were great opportunities to be made - opening up new opportunities in commerce. There was also an expansion in ideas and different ways of thinking, poetry, drama, philosophy and science, affecting what was taught in schools and universities.

Plays, sports, games and other pastimes gave people a break from their worries and problems. For Elizabeth I, her courtiers and nobility, these worries might mean concerns over England's religious problems or the threat of war with Spain. For business owners, merchants and skilled craftsmen there were economic problems: trade could be badly affected by poor relations with Spain and conflict in the Netherlands. When there were conflicts, businesses failed and unemployment rose. For the landless or labouring poor, and those now unemployed, people faced poverty and even starvation.
During Elizabeth’s reign, education slowly became more important.

**Attitudes towards education**

Elizabethan England had no national system of education. The purpose of education was to help people prepare for their expected roles in life, so it was focused on practical skills and possibly basic literacy – only an estimated 15–20% of the population could read and write.

Very few children actually went to school and all schools had fees. The view was that only the rich needed to attend. People saw no need to provide a formal education for the vast majority of the population, especially the labouring classes.

- **Parish schools (up to age 10):** Set up locally by the Church and run by the clergy. Taught basic literacy to the children of yeoman farmers and craftsmen.
- **Private tutors:** Delivered education privately to members of the nobility, who often finished their education in the household of another noble family.
- **Grammar schools (for boys aged 10 to 14):** Provided an education independently of the Church and charged fees, although scholarships were available for poorer families. Attended by the children of the gentry, merchants, yeoman farmers and craftsmen. Boys were taught the Bible, debating, Latin, French, Greek and philosophy. The sons of yeomen farmers and craftsmen were taught reading, writing and mathematics.
- **Petty schools (up to age 10):** Run privately from people’s homes. Attended by children of the gentry, merchants, yeoman farmers and craftsmen.
- **Universities (ages 14 to 15 onwards):** In Elizabethan England there were two universities: Oxford and Cambridge. There you studied geometry, music, astronomy, philosophy, logic and rhetoric (persuasive speaking used in law), medicine, law and divinity. The highest possible university qualification was the doctorate.

**Changes in education, 1558–88**

- New grammar schools meant children were now educated independently of the Church. Scholarships allowed people from poorer backgrounds to receive an education.
- Literacy improved, especially in the towns. This was the combined result of the printing press, parish schools and the need to read the scriptures.

**Educating girls**

Many girls received no formal education at all as it was felt that they would not need it. Girls from better off families attended Dame Schools run by wealthy women in their homes. Wealthy girls had private tutors.
**Sport, pastimes and the theatre**

There were a number of leisure pursuits in Elizabethan England that were based on social class.

### Leisure in Elizabethan England

<table>
<thead>
<tr>
<th>Social class</th>
<th>Leisure/Pastime</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hunting</td>
<td>Took place on horseback with hounds or with birds (hawking). Involved men and women.</td>
</tr>
<tr>
<td></td>
<td>Fishing</td>
<td>Done by men and women.</td>
</tr>
<tr>
<td>Nobility</td>
<td>Real Tennis</td>
<td>Played indoors (men only). A cross between modern tennis and squash that was increasingly popular.</td>
</tr>
<tr>
<td></td>
<td>Bowls</td>
<td>Similar to the modern game (men only).</td>
</tr>
<tr>
<td></td>
<td>Fencing</td>
<td>Undertaken with blunted swords (men only).</td>
</tr>
<tr>
<td>Farmers, craftsmen and the lower classes</td>
<td>Football</td>
<td>Men only. The aim was to get the ball into the other side's goal, although the rules varied. No limit on the numbers involved or the size of the pitch. Could be very violent – men were often killed during matches.</td>
</tr>
<tr>
<td></td>
<td>Wrestling</td>
<td>Men of all classes took part in public wrestling matches with people gambling on the outcome.</td>
</tr>
</tbody>
</table>

### Spectator sports in Elizabethan England

<table>
<thead>
<tr>
<th>Sport</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baiting</td>
<td>Involved watching animals fight to the death. Typically, dogs were encouraged to attack chained bears and bulls, and bets were made on the outcomes of fights.</td>
</tr>
<tr>
<td>Cock-fighting</td>
<td>Cockerels attacked each other using metal spurs and their beaks. In many small towns, special arenas were built for cock-fighting. Money was bet on the outcomes of these fights.</td>
</tr>
</tbody>
</table>

### Literature and the theatre

- A lot of new literature was written during Elizabeth’s reign, although medieval literature, such as Chaucer’s *Canterbury Tales*, remained popular.
- Mystery Plays, popular with many Catholics, were replaced with new non-religious (secular) plays. These were shown in purpose-built theatres, such as the Red Lion, the Globe and the Rose.
- Comedies, performed by teams of professional players funded by wealthy noblemen, were very popular. Sponsors included the queen and the Earl of Leicester, and their performers were known as Queen’s Men and Leicester’s Men.
- All social classes attended the theatre, so purpose-built theatres had to be built to accommodate growing audiences.

### Music and dancing

- Many Elizabethans played instruments, including lutes (similar to guitars), spinets and harpsichords (similar to pianos).
- Musical performances were popular. Musicians were paid to play at official functions or public events. Music was also played at fairs and markets, or on public occasions, in churches, taverns, barbers' shops and on the streets. Wealthy families employed their own musicians (always men) to play during meals and feasts. Books of songs were also popular.
- Music was also written to accompany plays performed in public theatres.
- Dancing remained a popular pastime, as it brought together men and women, although the upper and lower classes did not dance together.
3.2 The problem of the poor

Who were the poor?

- Not being able to work meant a life of poverty
- Unemployment and illness could lead to starvation as people did not have enough money to feed themselves or their families
- Different people in different places would find themselves in poverty at different times in their lives
- Elizabethan society was concerned with those who were poor enough to need financial help (poor relief) or charity (alms) or who begged/homeless.
- Also concerned with itinerants - people who had moved from their home parishes looking for work
- Poor = spent 80% of their income on bread
- Survey in Norwich showed that 40% of the poor counted were under 16. Widows also tended to be very poor

Why did poverty increase?

1. **POPULATION GROWTH:** During the right of Elizabeth I, England's population grew by as much as 35%. Spread throughout the country, but town and cities grew especially fast. London became the fastest growing city in England - population of 150,000 in 1603 (ten times the size of the second largest city Norwich)
   Although the urban population of these growing towns and cities needed food, they did not grow any themselves. Food was grown in the countryside and brought into urban areas for sale - because there were more people to feed, the price of food in towns rose.

2. **RISING PRICES:** prices of food rose even further when harvests were bad and there was not enough food to go around. Food production grew much more slowly than the population. Bread was the basis of most people's diets, and grain prices rose fastest of all. Poverty increased because ages did not rise as fast as prices. With more people wanting work, labour was cheaper. Many landowners and employers at wages to keep their costs down. As the population grew, so did the demand for land. This meant that landowners could charge much higher rents for land where people lived or farmed. When someone took over a piece of land they also had to pay an entry fee - which also went up. Some tenants could not afford to keep their land, others were evicted to make way for sheep farming.

3. **SHEEP FARMING:** English wool and woolen cloth accounted for 81.6% of England's exports during Elizabeth's reign. The price of wool increased as demand for woolen cloth grew, meaning that farming sheep became very profitable and more landowners turned to it as a way of making money. BUT... it was large-scale business that only larger farms could afford. It was not uncommon for flocks to contain over 2000 sheep's. The increase in sheep farming was blamed for the problems because:

   - Sheep farming took land that had once been used for growing crops or as common land
   - Farming sheep did not require as much labour as growing crops, so rural unemployment rose
Feeding sheep over winter meant that some crops were grown only for animals to eat - angering many when large numbers of people were going hungry or could not afford bread.

4. **ENCLOSURE**: enclosing land meant replacing large, open fields that were farmed by villagers with individual fields belonging to one person. Enclosure also often led to small farms being merged and tenant farmers evicted. It also resulted in unemployment and rural depopulation - it also caused great anger and resentment. Farming techniques were improving in the 16th century - enclosing the land was important for animal farmers and also enclosing fields were easier to drain and made planting and caring for larger crops easier. Some farmers practiced both arable and animal farming, known as 'up and down husbandry. Enclosure did not make landowners poor - they grew rich. But it made ordinary farm labourers, or those who could not afford increased rents, suffer. More efficient techniques for growing crops led to fewer labourers being needed, which reduced landowner's costs. Sheep farming also required less labour than arable farming, as sheep did not need much looking after. As the population rose, and the supply of labour increased, wages were reduced too.

**Why did vagabondage increase?**

Vagabonds, or vagrants, were homeless people without jobs, who roamed the countryside begging for money, perhaps stealing or committing other crimes in order to survive.

Vagbondage was something that greatly concerned Elizabethans, especially the government and nobility. Elizabethan society had a strict hierarchy in which everyone had a place. Vagabonds lived outside this hierarchy as they had no place - no employer, no master, no place where they belonged. They lived outside the law too = vagabonds were feared as they threatened law and order.

Rural depopulation made the problem of vagabondage worse - many people left their home villages to look for work in towns and cities. However, city life could be hard, especially when there was an economic recession, for example when poor relations between England and Spain led to trade embargos with the Netherlands and big increases in unemployment. This resulted in many people who had left their villages becoming beggars or turning to a life of crime. Outside London's city walls, the poor built shacks which were tightly packed together. As they were outside the city, they were outside the authority of government officials. Crime and disorder was rife, with all towns facing similar problems.

The number of urban poor grew very fast. Until Elizabethan times, it was thought that people who were able to work (but did not) were simply idle. Elizabeth I's government eventually came to recognise that unemployment was a genuine problem. There were simply not enough jobs.

**Changing attitudes - impotent and able bodied poor**

- Some financial help for the very poor - known as poor relief and was paid for by the special local tax, known as the poor rate
- JPs organized poor relief
- For many Elizabethans helping the less fortunate was a Christian duty - individual charity was another source of help
• Tudor people were sympathetic towards those who were unable to work because of age or illness (impotent/deserving poor)
• Those who were fit to work but did not (able bodied/idle poor) were treated more harshly
• Vagrants faced severe punishment if they were caught - whipping/imprisonment
• When trade was bad (especially the cloth trade), the numbers of people who were able bodied poor increased more than ever before.
• Cloth trade was particularly bad in the years 1563-64, 1568-73 and 1586-88.
• Unemployment became recognized as a real social and economic problem, which led to the development of new ways to help the poor.

What laws were passed to help the poor?

<table>
<thead>
<tr>
<th>Policies towards the poor in Elizabethan times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
</tr>
<tr>
<td>Poor rate</td>
</tr>
<tr>
<td>Charity</td>
</tr>
<tr>
<td>Statute of Artificers, 1563</td>
</tr>
<tr>
<td>1576 Poor Relief Act</td>
</tr>
<tr>
<td>1572 vagabonds act</td>
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</tbody>
</table>

The impact of the Elizabethan poor laws

• Change for the better but poverty continued to be a major problem throughout Elizabeth’s reign. Due to the conflict with Spain and the revolt in the Netherlands, which hit trade badly
• Pamphlet writers stirred up fear of vagabonds, as more and more people appeared in towns and cities looking for work. Ordinary Elizabethans were sympathetic – some local records show that less than 10% of vagrants were whipped in some towns.
• Most important change to Elizabethan poor laws was the recognition of unemployment as a genuine problem – simply not laziness
• Providing the poor with a way to make things to sell became the law across England
• Helped the unemployed keep some independence and dignity and often enabled them to stay in their home town or village
3.2 Explorations and voyages of discovery
During Elizabeth’s reign, English sailors and traders began to explore and develop trading links across the globe.

- **EXPANDING TRADE**: trade was expanding quickly in the New World. English merchants needed new trading opportunities, as war with Spain and in the Netherlands had severely damaged the wool and cloth trades. It was therefore vital to find new markets and new products to sell.

- **PRIVATE INVESTEMENTS**: Private investors, including Elizabeth I and her courtiers, funded many of the voyages of discovery. Although it was risky, the rewards could be enormous. This increased the incomes of both the Crown and the nobility.

- **IMPROVEMENTS IN SHIP DESIGN**: ships or galleons had bigger sails, were faster and more maneuverable, as well as possessing greater firepower to protect themselves from attack by pirates. They were also more stable and could take on more supplies, encouraging longer voyages and exploration.

- **MAPS**: Improved navigation and records of voyages contributed to more accurate maps. In 1569, the Mercator map was developed where he used parallel and evenly spaced lines of longitude and latitude to place lands more accurately on a map. Sailors now had a much more realistic picture of the world to use when plotting voyages.

- **ADVENTURE**: Some young Elizabethan men, such as Francis Drake, undertook voyages of discovery and exploration. The published accounts of these voyages, though often inaccurate, persuaded others to venture into the unknown in the belief that treasure and riches could be found and fortunes made.

- **NEW TECHNOLOGY**: navigation was becoming increasingly more precise. The development of nautical devices, such as quadrants, made voyages safer, direct and faster, leading to more exploration and trade.

- **THE TRIANGULAR TRADE**: the trader and explorer John Hawkins discovered that iron goods and guns could be sold in West Africa to buy slaves, which could be sold in the New World in exchange for run, spices and tobacco, which would then be sold in Europe. Other merchants and traders across England copied this lucrative triangular trade.

**Why did Drake circumnavigate the world?**
Drake travelled the whole world between December 1577 until September 1580. When he returned, he was knighted by Elizabeth I.
The main purpose was to raid Spanish colonies in the Pacific, as relations with Spain were declining at this time.

He also wanted revenge – the Spanish had attacked Drake's fleet at St Juan de Ulua and most of his men had been killed (325 men). Drake returned home with only 15 sailors.

There was also great profit to be made from the journey into the America's – plenty of people willing to invest in his expedition at court. He returned home a very rich man - around £500,000,000 in today's money.

**Why was it significant?**

- **England as a Great Sea-Faring Nation**: Drake's voyage did almost end in disaster when, by 1578, he only had the Golden Hind ship left. BUT... he and his 56 surviving men managed to return to England in 1580 after circumnavigating the globe. They were only the second crew in history to have done this. This boosted English morale and established the reputation of English ships and sailors as being among the finest in the world. This was important because there were fears that the Spanish could invade England at any time.

- **Encouraging Explorations**: Drake and his crew survived in part by raiding Spanish ships and colonies up the coast of South America. How far north they then travelled has been debated, but it is believed that they made it as far north as Vancouver. They gathered a great deal of useful information about the Americas, as well as keeping thorough logs of their voyage that could be written up and shared with other English sailors.

- **Nova Albion**: The Golden Hind was in need of repair, Drake landed at a bay that was probably north of modern day San Francisco. The local Native Americans treated the English with great hospitality. They performed a ceremony for Drake that was equivalent to a coronation. He named the region Nova Albion and declared Elizabeth to be its sovereign. Elizabeth herself gave her explorers the right to take any land that no other Christian leader had claimed. The peaceful welcome given to Drake in what was later called California encouraged the idea that Europeans could settle, and even rule there.

- **Encouraging Colonies in America**: When Drake returned to England with wealth and reports that encouraged adventurers and investors to continue trying to establish their own colonies in America.

- **Anglo-Spanish Damaged Relations**: Drake was correct when he said that attacking Spain's American colonies would anger Philip II. When Elizabeth knighted Drake on the Golden Hind it sent a clear message to Philip II who saw Drake as a pirate and Elizabeth's provocative actions as scandalous.
### 3.3 Raleigh and Virginia

In the 1580s, Walter Raleigh promoted the idea of establishing a colony in the ‘New World’. A colony would enable England to have an outlet for its growing population. Moreover, such a colony would have many resources such as gold and silver.

Raleigh was significant because he:

- Investigated, organised and raised funds for the establishment of an English colony in Virginia
- Promoted the voyage and persuaded people to leave England and settle in Virginia
- Appointed the governor of Virginia, who ruled in his place
- Developed a ‘blueprint’ that was to be used for later English colonisations
Investigating and promoting the Virginia project

Raleigh sent a fact-finding expedition to Virginia in 1584. The explorers who went were able to barter tin utensils and metal knives for game, fish, nuts and fruits and vegetables. The accounts brought back to England described this part of North America as a paradise. Raleigh used these findings to persuade a group of English men to leave their homes and make the dangerous voyage across the Atlantic. They were convinced they would find their fortunes in Virginia. Previously, there had been unsuccessful voyages and rumours of fantastical monsters and brutal savages in America.

Manteo and Wanchese

1584 expedition brought two Native American Indians back to England, who were very useful. Thomas Harriot (mathematician) learned their language and taught them English. He was then able to make an English-Algonquian dictionary. Manteo and Wanchese helped the first English colonists to establish contact with their people.

Raising funds

The cost of the colonisation project was enormous - there was not enough money to successfully colonise in the New World by just trading on the voyage. BUT... there were clear economic benefits to be had that made the voyage worthwhile.

- Native Americans would barter things for simple, cheap English goods like woollen cloth
- Colony would provide work for English cloth makers and merchants
- Colony could provide exotic materials such as gold and tobacco that could be brought back to England
- Lots of revenue for the English government

Raleigh would fund the new colony - the queen refused. Elizabeth was careful with money and had other financial concerns at the time (Spain). She did, however, suggest that the land colonised be called Virginia in her honour. She also give him a ship and gunpowder worth £400. Raleigh was one of Elizabeth's favourites, and this royal backing gave the project prestige. It helped encourage others to invest, especially courtiers.

Raleigh promised investors that he would take any Spanish ships that he came across, including their cargoes. It was important in encouraging merchants to invest. Raleigh invested a lot of his own money in the venture - this was important if others were to believe that it could work. By 1585, he had the resources he needed.
Raleigh's organisations and planning to prepare for the voyage to Virginia

Organising the project

- Finding colonists and sailors willing to cross the Atlantic was difficult.
- 107 colonists rather than the 300 he wanted
- All men, half soldiers, but also landowners, farmers, and skilled craftsmen
- Many wanted to make their fortune in Virginia

Raleigh was not allowed to lead the expedition himself. Elizabeth I considered it too dangerous to risk her favourite courtier - he was needed in England as fear of a Spanish invasion grew.

He appointed the following men:
• Richard Grenville (expedition commander) - experienced sailor and soldiers; adventurous and hot headed. Hated Ralph Lane
• Ralph Lane (Governor of Virginia) - expert on fort building, explorer and a battle hardened soldier who could rise to a challenge
• Thomas Harriot (translator and cartographer) - he had worked with Manteo and Wanchese, understood navigation and was skilled at making maps

Raleigh sent 5 ships to Virginia (Tiger, Roebuck, Lion, Dorothy and Elizabeth). The Tiger was the largest and carried all of the perishables - meats, vegetables, beer, wine, seeds, and grain for bread. The ships left England on 9th April 1585 - with a journey of several weeks ahead of them, this was too late for planting some of their crops needed to see them through the winter.

Why did the attempts to colonise Virginia fail?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
<th>How it led to the failure of the colony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of food</td>
<td>• First colonists left England too late to reach Virginia in time to plant crops.</td>
<td>• Unable to provide for themselves, those participating in the first expedition simply abandoned the colony in 1586.</td>
</tr>
<tr>
<td></td>
<td>• One of their five ships let in seawater, ruining the food it was carrying.</td>
<td>• The second “lost” colony may also have struggled to feed itself, making the colonists dependent on local Indian tribes.</td>
</tr>
<tr>
<td>Poor leadership</td>
<td>• The leader of the first expedition, Richard Grenville, was hot headed and did not get on with Ralph Lane, governor of the colony.</td>
<td>• Poor leadership meant that those involved in both expeditions had little direction or purpose.</td>
</tr>
<tr>
<td></td>
<td>• The leader of the second expedition, John White, abandoned the colony in 1587.</td>
<td>• This may explain the subsequent decision to abandon the first colony in 1586, as well as the fact that the second colony was found abandoned in 1590.</td>
</tr>
<tr>
<td>Lack of skills and</td>
<td>• Both expeditions lacked the experience and skill sets needed to make the expedition a success.</td>
<td>• Merchants and landowners lacked physical capacity for manual work.</td>
</tr>
<tr>
<td>experience</td>
<td>• This meant both expeditions were doomed from the start.</td>
<td>• A lack of stonemasons meant that a stone fort was never built, leaving the colony vulnerable to Indian attack.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Soldiers could defend the expedition but lacked the ability to farm the land.</td>
</tr>
<tr>
<td>Native American attack</td>
<td>• In 1586, angered by the diseases they had brought, Algonquian Chief Wingina led an attack on the colonists.</td>
<td>• Wingina’s attack was beaten off but led to a crisis within the first expedition, forcing the colonists to abandon Roanoke.</td>
</tr>
<tr>
<td></td>
<td>• Other Indian tribes, suspicious of the English and angered by their demands for food, also attacked between 1585 and 1586.</td>
<td>• It is possible a second expedition was wiped out by an Indian attack led by Chief Powhatan.</td>
</tr>
<tr>
<td>The war with Spain</td>
<td>• From 1585, England was effectively at war with Spain.</td>
<td>• Alternatively, an attack may have led to some of the settlers becoming slaves or being assimilated into local Indian tribes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The threat from the Armada meant that few ships were available to visit or resupply the colonists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The colonists were increasingly isolated and vulnerable to attack.</td>
</tr>
</tbody>
</table>
Why was the colonisation of Virginia significant?

- **UNDERMINED SPAIN**: provided England with a base from which to attack Spanish colonies in the New World. Virginia was ideally placed - not too far from Florida and the Caribbean. The early colonisation of North America was part of England's conflict with Spain. In the long term, England hoped to rival Spain's overseas empire and undermine its influence in the New World. A successful colony in Virginia would serve as an example for other ventures. It would also offer the Native Americans an alternative to Spanish domination: they could choose to turn to English settlers for trade instead, or to help them against the Spanish.

- **THE ROOTS OF THE BRITISH EMPIRE**: In the next century, the English did succeed in establishing a strong presence in North America. Although the attempt at colonising failed, it did provide an opportunity to learn from the mistakes they made.

- **ECONOMIC BENEFITS**: Trade was vital to the English economy, Elizabeth I hoped to encourage English merchants to find new markets as the conflict with Spain made trading in Europe more difficult. Relying on the Netherlands as England's main market and trade route was far too risky by the 1560s. Many of the things supplied from southern Europe and the Mediterranean could be provided from Virginia. If England could control it, it would not be dependent upon countries like Spain, the Italian states and France for fruit, vines, spices, and other luxuries.
Check your understanding: Answer these quick fire questions

1) What did Elizabeth see as the main role of education?

2) What did humanists believe?

3) What sort of education would children from noble families receive?

4) What was the greatest change in education during Elizabethan England?

5) What were petty schools?

6) How did girls’ education differ to a boys education?

7) How many people were estimated to be literate by the end of Elizabeth’s reign? (2 marks)

8) How old did you have to be to go to university?

9) What happened to lower class children and their education?

10) How much did the population grow by during Elizabeth’s reign?

11) What happened to the price of food with the population growing?

12) What happened to land as the population grew?

13) What was enclosure and why was this important?

14) Why did enclosure cause poverty to increase?
15) What was a vagabond?

16) What was the difference between the impotent/deserving poor and the able bodied/idle poor?

17) What three ways did Elizabeth try to help poor people?

18) Why did poverty continue to be a major problem throughout Elizabeth’s reign?

19) What was the most important change to Elizabethan poor laws?

20) Give 4 reasons why Elizabethan’s explored the world. (4 marks)

21) What happened to ships that made it easier to explore? (3 marks)

22) Who was the main person to lead exploration during Elizabeth’s reign?

23) Why did he explore?

24) Why were the explorations significant?

25) When did the English colonisation of Virginia begin?

26) Give three reasons why Virginia was colonised [3 marks]
27) Who was the group led by?

28) Give three reasons why the colonisation of Virginia failed [3 marks]

29) Why was the attempted colonisation of Virginia significant?
Exam questions

**Q1) Describe two features of... (4 marks)**

Identified, developed x 2

For each feature you identify, add a sentence that adds further details and develops your answer. A feature is a characteristic

Describe two features of Drake’s raid on Cadiz (1587)

Describe two features of theatres in Elizabethan England

Describe two features of sports and pastimes for the wealthy in Elizabethan England

Describe two features of sports and pastimes for ordinary people in Elizabethan England

Describe two features of the attempts to colonise Virginia in the 1580s

Describe two features of the Elizabethan system of poor relief that were new

**Q2. Explain why ..... [12 marks] 3 x PEE (you are given 2 bullet points, you DO NOT have to use them. If you do, make sure you include a 3rd point from your own knowledge**

<table>
<thead>
<tr>
<th>Reason 1: Identify the first reason in the first sentence. This is typically the first bullet point in the question.</th>
<th>Make a judgement on how significant the reason is to the question.</th>
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</thead>
<tbody>
<tr>
<td>Use supporting information and specific examples to develop your explanation (PEE)</td>
<td>Remember to use connectives such as This meant that ....</td>
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<tr>
<th>Reason two: Identify the second reason in the first sentence. This is typically the second bullet point in the question.</th>
<th>Make a judgement on how significant the reason is to the question.</th>
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<tr>
<td>Use supporting information and specific examples to develop your explanations (PEE)</td>
<td>Remember to use connectives such as This meant that ....</td>
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<tr>
<th>Reason three: Identify the third reason in the first sentence. This is typically from your own knowledge showing the examiner you are going beyond the question.</th>
<th>Make a judgement on how significant the reason is to the question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use supporting information and specific examples to develop your explanations</td>
<td>Remember to use connectives such as This meant that ....</td>
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</table>

Explain why there was an increase in poverty in early Elizabethan England (inflation, wool industry)

Explain why there was a growth in overseas exploration during Elizabeth's reign (conflict with Spain, opportunities to make money)

Explain why the attempt to colonise Virginia in 1585-1586 was a failure (the colonists, Virginia)

Explain why English sailors went on so many voyages of discovery during Elizabeth's reign.

Explain why men such as Francis Drake went on voyages of exploration.
Q3. “Religion was Elizabeth’s main problem in the years 1558-1569.” How far do you agree? Explain your answer” (16 marks)

Statement with two bullet points acting as prompts. You are required to give both sides of the argument and reach a judgement. You DO NOT have to use the bullet points… if you do, make sure you include extra details from your own knowledge

**Introduction:** Identify a possible criteria for judging the main parts of the question. In this case it is what does it mean by 'main problem'

**Paragraph 1:** Evidence to support the statement - for example, showing and explaining how Religion was a problem for Elizabeth between 1558 and 1569. Need to then refer back to the question (PEEL)

**Paragraph 2:** Evidence to counter the statement - for example, explaining other problems that Elizabeth faced between 1558 and 1569. Need to then refer back to the question (PEEL)

**Conclusion:** Crucial part of your answer – you have to reach a judgement on the statement. You need to clearly state how far you agree with it and your reasons why. Do not sit on the fence as your answer then collapses and you lose marks. You have to be confident and reach an overall judgement – use phrases like to a large extent, to some extent, largely disagree

Judgement – start with your judgement using the wording from the question in this sentence. Then show that there are counter arguments using the best example. Then explain why, overall, you have reached your judgement. Give your key reason or reasons why.

"Poor harvests were the most important cause of poverty in Elizabeth's reign" How far do you agree? (population growth, enclosure)

"Population growth was the main reason why vagabondage increased in Elizabethan England.” How far do you agree? (sheep farming, rising prices)

"Relations with the Native Americans were the main reason for the failure of the Virginia colonies.” How far do you agree? Explain your answer.

"The success of Drake’s circumnavigation was due solely to his skills as a sailor.” How far do you agree? Explain your answer.

"Events in the New World were the main reason for the breakdown of relations with Spain.” How far do you agree? Explain your answer.

"The main reason that voyages of exploration were undertaken during Elizabeth I’s reign was to increase England’s wealth” How far do you agree? (Anglo-Spanish relations; developing trade)
## Elizabethan Society in the Age of Exploration 1558–88

1. Elizabeth’s I's reign was a time of expansion with growth in many different areas of society and life.

<table>
<thead>
<tr>
<th>Key events</th>
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<tbody>
<tr>
<td>2. 1563 Statute of Artificers</td>
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<td>3. 1570 Norwich Survey</td>
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<td>4. 1572 Vagabonds Act</td>
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<td>5. 1576 Poor Relief Act</td>
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<tr>
<td>6. 1580 Drake returns from circumnavigating the globe with spices, treasure and tales of Nova Albion.</td>
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<tr>
<td>7. 1584 Raleigh begins planning new colonisation attempt by sending a fact finding mission to Virginia.</td>
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<td>8. 1585 Colonists set sail for North America and begin the English colonisation of Virginia.</td>
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<tr>
<td>9. 1586 Surviving colonists abandon Virginia and return to England</td>
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<tr>
<td>10. 1587 New group of colonists arrive in Virginia and establish colony at Roanoke</td>
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<tr>
<td>11. 1590 English sailors arrive at Roanoke only to find it abandoned</td>
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<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>12. Education – Expanded during Elizabeth’s reign but it was expensive and mostly for boys. The large majority of people were illiterate.</td>
</tr>
<tr>
<td>13. Pastimes – Theatre thrived. Elizabethan leisure was similar to modern day but sport was much more violent.</td>
</tr>
<tr>
<td>14. Population Growth – During the reign of Elizabeth, population grew by as much as 3. Food prices rose, wages fell and enclosure brought problems. The urban poor grew and poverty was a real problem.</td>
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<tr>
<td>15. Exploration by Drake led to conflict with Spain over the New World.</td>
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<td>16. Attitudes – Unemployment was recognised as a genuine issue.</td>
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<td>17. Poverty was an issue that Elizabeth wanted to address.</td>
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<thead>
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<th>Key Words</th>
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<tr>
<td>18. Social mobility – Being able to change your position in society.</td>
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**Key Words**

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<tbody>
<tr>
<td>36</td>
<td>Deserving poor</td>
<td>People unable to work because of illness or old age.</td>
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<tr>
<td>37</td>
<td>Idle poor</td>
<td>People who were fit to work but didn’t.</td>
</tr>
<tr>
<td>38</td>
<td>Triangular trade</td>
<td>Route from Europe to Africa to the Americas.</td>
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<tr>
<td></td>
<td>Quadrant/Astrolobe</td>
<td>Used by sailors to help with navigation at sea.</td>
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<tr>
<td>40</td>
<td>Cartographer</td>
<td>Map maker.</td>
</tr>
<tr>
<td>41</td>
<td>Galleons</td>
<td>Ships that were much larger than traditional trading ships.</td>
</tr>
<tr>
<td>42</td>
<td>Colonies</td>
<td>Land under the control or influence of another country.</td>
</tr>
<tr>
<td>43</td>
<td>Monopoly</td>
<td>When one person or company controls the supply of something.</td>
</tr>
<tr>
<td>44</td>
<td>Nova Albion</td>
<td>Region named by Drake, probably north of modern day San Francisco.</td>
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<tr>
<td>45</td>
<td>Walter Raleigh</td>
<td>Explorer who encouraged colonists to Virginia.</td>
</tr>
<tr>
<td>46</td>
<td>Barter</td>
<td>To exchange goods for other goods.</td>
</tr>
<tr>
<td>47</td>
<td>Manteo and Wanchese</td>
<td>Two native American Indians who came back to England.</td>
</tr>
<tr>
<td>48</td>
<td>Native Americans</td>
<td>People who lived in the New World before the colonists.</td>
</tr>
</tbody>
</table>
**Describe two features of Mary, Queen of Scots’ threat to Elizabeth I [4 marks]**

Mary, Queen of Scots had a claim to the English throne, which was arguably stronger than Elizabeth I’s. Some Catholics thought that Elizabeth was illegitimate and that Elizabeth should not be the queen of England.

Furthermore, there were several Roman Catholic plots to put Mary, Queen of Scots, on the throne. The Ridolfi plot of 1571 was organised by an Italian Catholic banker with support from the Pope.

**Explain why poverty increased during Elizabethan England.**

You may use the following in your answer (population increases; farming changes). You must also use information of your own [12 marks]

Firstly, poverty increased during Elizabethan England because of the rising population. The population grew by as much as 35% and as a result poverty increased because there were simply not enough jobs or land to cater for the increased population. With more people living in England, more jobs were needed and because there were fewer jobs available in farming and the cloth industry due to farming changes, many people were unemployed, and consequently, living in poverty. This is the most important reason why poverty increased because there was just simply not enough resources, and because nothing could be done to stop the rising population, could not be controlled by Elizabeth. This therefore led to poverty increasing because there was simply not enough goods or lands to cater for the rising population, and as a result many were homeless, leading them to a life of poverty.

Secondly, poverty increased in Elizabethan England due to rising prices. As a result of there being more demand for the goods, farmers could put food prices up. People on low wages or without a job could not pay the food prices and consequently lived in poverty. Prices rose especially when there were bad harvests because of the demand for the goods. The price of food, and bread went up and as a result poor people suffered the most because they struggled to afford the higher prices. This is the second most important reason why poverty increased because there was no regulation of prices, and because of the rising population and the high demand for the goods, farmers and land owners could inflate their prices but keep wages low. This therefore led to poverty increasing because the poor people simply could not afford the rising prices.

Thirdly, farming changes led to poverty increasing in Elizabethan England, particularly, the policy of enclosure. Enclosing land meant replacing large, open fields that were farmed by villagers with access to the goods with individual fields belonging to one person. This resulted in poverty increasing because it led to small farms being merged and tenants farmers being evicted. It resulted in unemployment and rural depopulation as many sought refuge in nearby towns and cities, creating a bigger problem in these areas. Landowners became rich because of enclosure, and like rising prices, it was the ordinary people who suffered. They could not afford the land rent increases and as a result became homeless. This was important because by enclosing common land, poor people would not be able to collect firewood or forage for food and as a result slipped further into poverty. Enclosure therefore led to poverty...
increasing because it prevented poor people from using the common land, and therefore they had to seek resources elsewhere.

**Explain why Philip II launched the Armada against England in 1588 (Treaty of Nonsuch; Drake)**

(12 marks)

**Strong answer**

Although Philip II launched the Armada in 1588, he decided to attack England in 1585 after years of worsening relations with Elizabeth I. Both English involvement in the Netherlands (the Treaty of Nonsuch) and raids on Spanish colonies were important reasons. However, Philip II’s religious beliefs also explain his decision.

The Treaty of Nonsuch was signed by Elizabeth I in 1585. It promised to finance 7,400 soldiers to help the Dutch Protestant rebels fight the Spanish. Elizabeth sent an army to the Netherlands under the Earl of Leicester. The Netherlands belonged to Spain so this meant that England and Spain were effectively at war. Philip II was even angrier when Leicester accepted the title of Governor General of the Netherlands. Philip II saw it as Elizabeth I trying to depose him. This was unacceptable and he could not ignore it. So the Treaty of Nonsuch was important in contributing to his decision to attack England.

Elizabeth I also sent Drake to raid Spain and Spanish settlements in America in October 1585. These were part of a series of English raids against Spain. Earlier, in 1577, when Drake began his circumnavigation of the globe, Elizabeth I ordered him to attack Spanish settlements. When Drake returned, she knighted him, but Philip II saw Drake as a pirate. It was after the 1585 raids that Philip II told the pope he intended to invade England. Drake’s raids triggered Philip II’s decision.

Philip II’s religious beliefs did not directly lead to the Armada, but were important. The pope wanted Catholics to overthrow Elizabeth I and replace her with Mary, Queen of Scots. When Philip decided to invade England in 1585, Mary was still alive. In 1586, he supported the Babington plot to put her on the throne. After Mary was executed, the Armada was even more important if Elizabeth was to be overthrown. Philip II’s religious beliefs also link to the Netherlands. He wanted to crush Protestantism there. Elizabeth I feared he would turn his army against England and so supported Dutch Protestant rebels.

It was Drake’s raids in 1585 that triggered Philip II’s decision to launch the Armada, especially because they followed the Treaty of Nonsuch. However, there had been a long-term build-up of tensions and Philip II had become increasingly angry at Elizabeth I because of his strong Catholic beliefs.
“Population growth was the main reason why vagabondage increased in Elizabethan England.” How far do you agree? [16 marks]

**Strong answer**

Vagrants were poverty-stricken, homeless people who did not have anywhere permanent to live. They wandered the country hoping to find work, begging or stealing. Their numbers increased as the population of England was growing fast, which led to rising prices. However, there were other changes, like new ways of farming and enclosure, which added to the number of vagrants.

Population growth was the underlying cause of rising vagrancy. It led to increases in demand for food, land and jobs, which caused rising prices and rents and falling wages. Wages fell because there were more people needing work and so labour became cheaper. Some employers cut wages because, even if they did, there were lots of people who would still take the jobs. When trade was bad, unemployment made conditions worse, especially in towns. The population grew much faster than food production. This led to higher prices for grain especially, and as much as 80% of poor people’s income was spent on bread. The demand for land grew with the population, too, and so rents rose. This forced people off the land, increasing poverty and vagrancy further. As a result, more people fell into poverty and became homeless.

Sheep farming caused rural unemployment too. Woollen cloth accounted for over 80% of England’s exports, making sheep farming highly profitable. Landowners therefore turned arable land into pasture. Sir Thomas Smith wrote a pamphlet in the 1560s blaming landowners for causing vagrancy. Flocks of sheep did not need as much labour as crops did, creating more rural unemployment. With no other work, many were forced to become vagrants in the hope of finding jobs elsewhere.

Periods of economic recession also caused unemployment. [Answer exemplifies the problems resulting from the trade embargo with the Netherlands, noting that this particularly affected the cloth trade – a key part of the economy on which a huge number of livelihoods depended].

All three factors are important causes for increases in poverty and vagrancy. However, the root and most important cause was the rise in population. It caused lower wages and rising food prices and rents. As a result, there was a rise in vagrancy as people left the countryside, which made problems faced in towns even worse.