

# Paper 2:

## Early Elizabethan England, 1558-1588



**Name:** \_\_\_\_\_

**Every week, you MUST bring this booklet to your lessons.**

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# Topic Overview

## Queen, government and religion, 1558-69

### **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.

### **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.

### **Challenge to the religious settlement:**

- The Puritan challenge: nature and extent
- The Catholic challenge: the role of the nobility, Papacy and foreign powers.

### **The problem of Mary, Queen of Scots:**

- Mary, Queen of Scots: her claim to the English throne and her arrival in England in 1568.
- Relations between Elizabeth and Mary, 1568-69.

## Challenges to Elizabeth at home and abroad, 1569-88

### **Plots and revolts at home:**

- The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.
- 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.

### **Relations with Spain:**

- Political and religious rivalry.
- Commercial rivalry. The New World, privateering and the significance of the activities of Drake.

### **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'.

### **The Armada:**

- Spanish invasion plans. Reasons why Philip used the Spanish Armada.
- The reasons for, and consequences of, the English victory.

## Elizabethan society in the Age of Exploration, 1558-88

### **Education and leisure:**

- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

### **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.

### **Exploration and voyages of discovery:**

- Factors prompting exploration, including the impact of new technology, ship design and trade.
- The reasons for, and significance of, Drake's circumnavigation of the globe.

### **Raleigh and Virginia:**

- The significance of Raleigh and the attempted colonisation of Virginia.
- Reasons for the failure of Virginia.

<b><u>Key Words – Theme 1</u></b>	
<b>Nobility</b>	Wealthy, powerful families (often involved in government)
<b>Gentry</b>	Wealthy landowners
<b>Yeomen</b>	Men who held a small amount of land or an estate.
<b>Tenant farmers</b>	Farmed rented land usually owned by yeomen or gentry.
<b>Merchants</b>	Traders.
<b>Professionals</b>	Lawyers and doctors.
<b>Craftsmen</b>	Skilled employees.
<b>Militia</b>	A military force of ordinary people, rather than soldiers, raised in an emergency.
<b>Privy council</b>	Advisors to Elizabeth.
<b>Justices of the Peace</b>	Large landowners who kept law and order.
<b>Patronage</b>	To provide someone with an important job or position.
<b>Secretary of State</b>	Elizabeth's most important Privy Counsellor.
<b>Crown</b>	Refers to the monarch and their government.
<b>Divine Right</b>	Belief that the monarchs right to rule came from God.
<b>Royal Prerogative</b>	Elizabeth could insist that Parliament did not talk about certain issues.
<b>Succession</b>	The issue of who was going to succeed the throne after the existing monarch died.
<b>Legitimate</b>	Being born in wedlock when the existing king and queen were married.
<b>Customs duties</b>	Taxes from trade.
<b>Auld Alliance</b>	A Friendship between France and Scotland.
<b>Papacy</b>	The system of church government ruled by the Pope.
<b>Recusants</b>	Catholics who were unwilling to attend church services laid down by the Elizabethan religious settlement.

<b><u>Key Words – Theme 2</u></b>	
<b>New World</b>	North and South America.
<b>Civil War</b>	A war between people in the same country.
<b>Conspiracy</b>	A secret plan with the aim of doing something illegal.
<b>Papal Bull</b>	A written order by the Pope.
<b>Council of the North</b>	Used to implement Elizabeth's laws and authority in the North of England.
<b>Priest holes</b>	Secret hiding places for Catholic priests.
<b>Foreign Policy</b>	The aims of objectives that guide a nation's relations with other states.
<b>Privateer</b>	Individuals with their own armed ships that capture other ships for their cargo, often with the support and authorisation of the government.
<b>Circumnavigate</b>	To travel all the way around the world.
<b>Autonomy</b>	The right to self-government, so people of one country can manage its own affairs.
<b>Spanish Fury</b>	The Spanish rampaged through Dutch provinces as they left.
<b>Pacification of Ghent</b>	Spanish troops expelled from Netherlands, political autonomy to be returned and end of religious persecution.
<b>Mercenary</b>	A soldier who fights for money rather than a nation or a cause.

<u>Key Words – Theme 3</u>	
<b>Apprentice</b>	Someone learning a trade or a skill.
<b>Alms</b>	Charity
<b>Poor relief</b>	Financial help.
<b>Enclosure</b>	The process of replacing large, open fields that were farmed by villages with individual fields belonging to one person.
<b>Rural depopulation</b>	When the population of the countryside falls as people move away in search of a better life.
<b>Subsistence farming</b>	Growing just enough to feed the family but not to sell.
<b>Vagabonds</b>	Homeless people without jobs who roamed the countryside begging for money or perhaps committing crimes in order to survive.
<b>Economic recession</b>	When a fall in demand leads to falling prices and businesses losing money.
<b>Quadrant/ Astrolabe</b>	Used by sailors to help with navigation at sea.
<b>Galleons</b>	Ships that were much larger than traditional trading ships.
<b>Colonies</b>	Land under the control or influence of another country.
<b>Monopoly</b>	When one person or company controls the supply of something.

# Elizabethan England - Context

## TIMELINE OF EVENTS

**1558** = Elizabeth becomes queen

**1559** = the Religious Settlement

**1566** = Dutch Revolt begins

**1568** = MQS arrives in England

**1569** = Revolt of the Northern Earls

**1570** = Papal Bull

**1571** = Ridolfi Plot

**1576** = "Spanish Fury" in the Netherlands

**1576** = First playhouse opens in London

**1580** = Drake circumnavigates the globe

**1583** = Throckmorton Plot

**1584** = Treaty of Joinville

**1585** = Treaty of Nonsuch

**1585** = First American colony set up

**1586** = Babington Plot

**1587** = MQS executed

**1587** = Drake's raid in Cadiz

**1588** = Spanish Armada

## Henry VIII- Elizabeth's father

- Henry VIII and Catherine of Aragon failed to produce a male heir. They only had a daughter, Mary.
- Henry wanted to divorce Catherine and marry Anne Boleyn
- The Pope refused the divorce, so Henry made the drastic step of breaking from the Catholic Church
- Henry was now Supreme Head of the Church of England (Protestant)
- Henry and Anne had a daughter, Elizabeth, who was named heir (not Mary).

# Elizabethan England - Context

## Elizabeth's childhood

- Elizabeth rarely saw her father during her childhood.
- Elizabeth grew up in Hatfield, a household in the countryside in Hertfordshire. She was not at **Court**.
- Elizabeth was intelligent and had a love for learning. She could speak French, Italian, Spanish and Latin.
- Her intellectual influence was her tutor, Roger Ascham, a Cambridge scholar.
- Following the execution of Anne Boleyn for treason, incest, adultery and witchcraft, Elizabeth was declared **illegitimate** and no longer an **heir**. The birth of a male heir, Edward, made it even less likely Elizabeth would ever be queen.
- **The Third Act of Succession (1544)** restored Elizabeth as an heir to the throne (Although she was still technically illegitimate). It stated she could become queen after Edward and Mary.

## Elizabeth's brother – Edward VI

- When Edward became King, he tried to make England fully **Protestant**
- Edward was arrogant, and Elizabeth distanced herself from him.
- Elizabeth was involved in a scandal, where she was accused of flirting with her step-mother's husband Thomas Seymour.
- Thomas was executed, and Elizabeth humiliated.
- This taught her an important **political** lesson on how to act about Court and to trust nobody.
- Edward died only aged 15. On his deathbed he changed the Act of **Succession**, to make his Protestant cousin Lady Jane Grey the new Queen.

## Elizabeth's sister – Mary I

- Lady Jane Grey ruled England for 9 days - then Mary became Queen.
- Mary hated Elizabeth, and was jealous of her youth and beauty. Another tension was religion - Mary was **Catholic**, Elizabeth was **Protestant**.
- Mary accused Elizabeth of being part of a **rebellion**
- Mary put Elizabeth in prison for two months
- Elizabeth was later released and put under house arrest.

## Elizabeth is Queen!

- Mary died in 1558, without a child
- Until a few days before her death, Mary had refused to make Elizabeth her heir.



# Problems faced by Elizabeth

Elizabeth faced many challenges when she became Queen in 1558.

- **Gender/marriage:** Traditional attitudes saw women as weak and not fit to rule. Elizabeth's lords didn't like the idea of her ruling them as a single woman; they wanted her to marry a powerful man.
- **Legitimacy:** Elizabeth's mother (Anne Boleyn) was Henry VIII's second wife and a Protestant. Anne was executed for adultery. Catholics didn't view the marriage as "official"; this made Elizabeth illegitimate and many Catholics didn't think Elizabeth should be Queen.
- **Religion:** Christianity (and England) was split during the "Reformation" into Protestantism and Catholicism. Mary I had been a Catholic, Elizabeth was a Protestant. Many Catholics didn't want Elizabeth to rule.
- **Mary Queen of Scots:** Elizabeth's cousin had a legitimate claim to the English throne and she was a Catholic. Elizabeth's enemies wanted to replace her with Mary Queen of Scots.
- **Foreign Countries:** England was weak compared to Spain and France. Both countries were mainly Catholic, wealthy and powerful.
- **Money:** England had a national debt of £300,000 in 1558. Elizabeth needed more money to defend England but raising taxes would be unpopular.
- **Poverty:** Population increase was raising prices (inflation).
- **Trade:** Spain dominated American trade. England's main export was wool and cloth. England's main trading partner was the Netherlands and they were ruled by Spain.

# Elizabethan Society and Government

Elizabethan society was divided into classes and groups. There was very little movement between them - if you were born a poor farmer you would probably die a poor farmer.

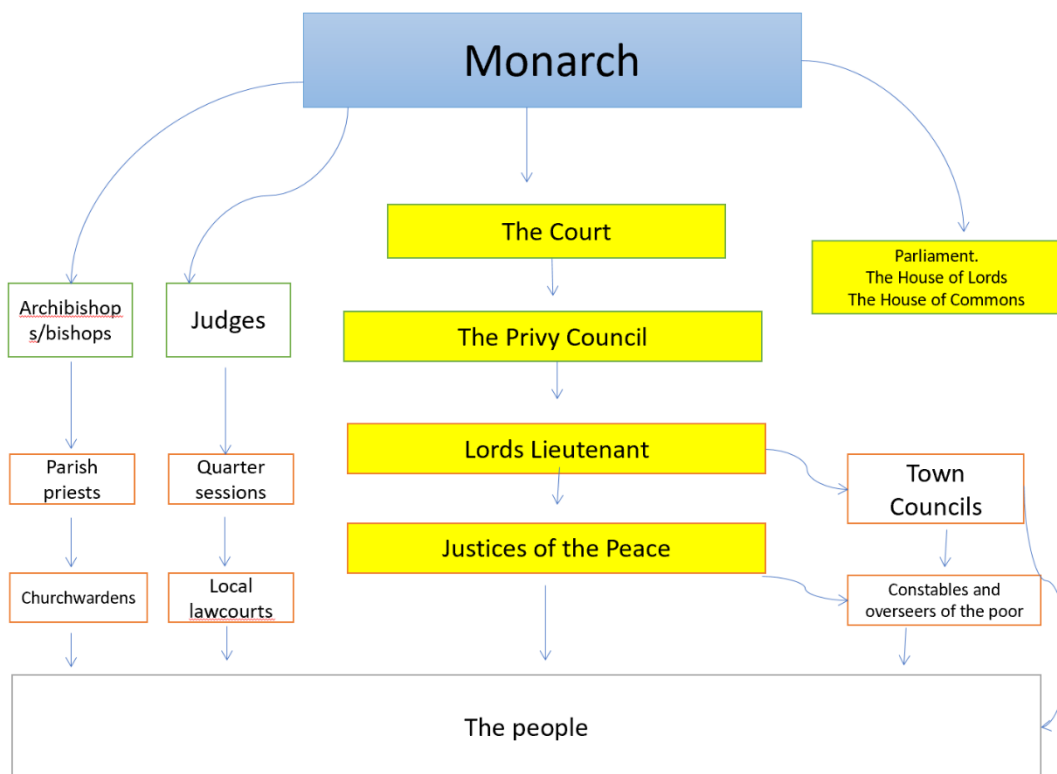
**90% of the population lived in the countryside and the social order was:**

- Nobility (large estates)
- Gentry (small estates)
- Yeomen farmers (small farms)
- Tenant (renting) farmers
- Labouring poor
- Homeless vagrants

**10% of the population lived in towns and the social order was:**

- Merchants
- Professionals (e.g. lawyers)
- Business owners
- Craftspeople
- Unemployed

**This structure was also known as the 'Great Chain of Being'.**



The structure of Elizabethan government.

# Elizabethan Society and Government

## Privy Council

Took responsibility for the day to day running of the country. Its members were Elizabeth's main advisors. Elizabeth could choose who was on the Council and the Council could be called upon to deal with almost any issues, including military or foreign affairs, religion and the Queen's security. If the Privy Council agreed on a particular issue, it was hard for Elizabeth to refuse it. Elizabeth used a system of **divide and rule**. She deliberately appointed men who disagreed with each other. This way the men would fight with each other for Elizabeth's affection. They would give her contrasting advice, and whichever course of action she pursued, she could be sure she had some support. The council was led by the Secretary of state.

## Parliament

Parliament was made up of the House of Lords (lords, bishops and other members of the nobility) and the House of Commons ('common' people, although still wealthy and educated.) It was much less powerful than the modern UK parliament but it did have influence over **tax** and was responsible for **passing laws**.

## Who had the power in Elizabethan England??

### Lord Lieutenants

Appointed by the queen to take responsibility for a particular area of the country. This involved **settling disputes and collecting taxes**. They were also responsible **for raising an army to fight for the queen if needed**. Lord Lieutenants often held other important jobs at court such as privy councillors. The position of a Lord Lieutenant could lead to great power and influence.

### Justices of the Peace (JP's)

Each county had several Justices of the Peace to **ensure order was kept**. They were always selected from the local gentry and their main role was to ensure that the **laws passed by Parliament were properly enforced**. They had the power to send people to prison or sentence a criminal to death.

## William Cecil:

- Elizabeth's Secretary of State (the most important position on the Council).
- He controlled all government business.
- Helped Elizabeth to run the country for 40 years and was trusted by Elizabeth.

# The Religious Settlement (1559)

The English Reformation began in 1532 when Henry VIII created the Church of England. Europe was divided between Catholics and Protestants.

Roman Catholicism	Protestantism
<ul style="list-style-type: none"> <li>• Pope is the head of the Church</li> <li>• Underneath the pope are cardinals, archbishops, bishops and priests</li> <li>• The Bible and church services should be in Latin</li> <li>• Church acts as an intermediary between God and the people</li> <li>• During mass a miracle occurs when the bread and the wine become the body and blood of Christ (<b>Transubstantiation</b>)</li> <li>• Priests are special and should wear special clothing (<b>vestements</b>)</li> <li>• Churches should be highly decorated in honour and glory of God</li> <li>• Priests are forbidden to marry</li> </ul>	<ul style="list-style-type: none"> <li>• Monarch head of the Church</li> <li>• Not necessary to have cardinals, or even archbishops or bishops</li> <li>• Bible and church services should be in your own language</li> <li>• People have their own, direct relationship with God through prayer and Bible study</li> <li>• Sins can only be forgiven by God</li> <li>• Bread and wine simply represent the Last Supper in the Bible – no miracle</li> <li>• Priests are not special and should not wear special clothing</li> <li>• Churches should be plain and simple so as not to distract from worshipping God</li> <li>• Priests are permitted to get married if they wish</li> </ul>

Elizabeth's Religious Settlement 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 and is known as the '**Middle Way**'.

1. **ACT OF SUPREMACY:** 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. 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 wording 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 vestements.

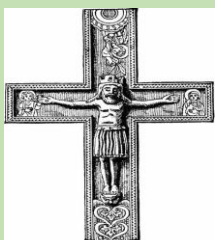
# Challenges to the Religious Settlement

Radical Protestants, or **Puritans**, challenged Elizabeth's religious settlement of 1559.

The Puritan clergymen ignored/disobeyed parts of the Religious Settlement – the Act of Uniformity 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.

2. **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.



1. **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.



# Challenges to the Religious Settlement

## The Catholic challenge at home

The Catholic Church became increasingly hostile to Protestantism and Elizabeth's rule and they tried to stop the spread of the Protestant 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 enforced, 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 done well 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. (There is more about this rebellion in a couple of pages).

Foreign Powers	Challenge to the Settlement:
France	Religious war broke out in France in 1562. Elizabeth had agreed in 1562 to help French Protestants, hoping to get Calais back in return. 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.
The Papacy	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.
Spain	In 1566 the Dutch rebelled against Spanish occupation. Elizabeth was under pressure to shelter rebels, who attacked Spanish Ships in the Channel. 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.



# Mary, Queen of Scots



- 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 had been 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 centre 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 escaped and fled to England to seek 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 BUT... to take such action against Mary (who was an anointed monarch) would also reduce Elizabeth's own status, power and authority.

# Catholic Plots

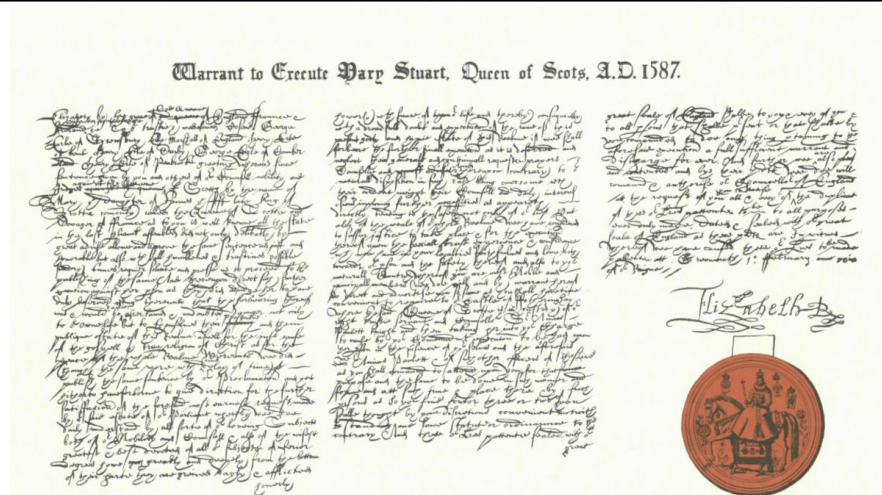
Plot		Elizabeth's action
<b>1569</b> <b>The Northern Earls' Rebellion</b>	<p>The Catholic Earls of Northumberland and Westmoreland hatched a plan to get Mary, Queen of Scots out of jail and on to the throne. They gathered an army of 6,000 near Durham and held illegal mass before beginning their march south.</p>	<p>Elizabeth got wind of the plan and sent a huge army to crush the rebellion, forcing the rebels back north. Elizabeth put 800 rebels to death and the two Earls fled to Scotland.</p>
<b>1571</b> <b>The Ridolfi Plot</b>	<p>Roberto Ridolfi, an Italian banker, planned to assassinate Elizabeth and make Mary queen. He had the support of King Philip II of Spain, the Duke of Norfolk, and Mary, Queen of Scots.</p>	<p>The plot was uncovered by Elizabeth's advisor, Cecil. Ridolfi and the Spanish ambassador were arrested and expelled from the country. Harsher laws were also passed against Catholics e.g. recusants fined £20.</p>
<b>1583</b> <b>The Throckmorton Plot</b>	<p>A young Catholic man, Francis Throckmorton, organised a plan for a French army (paid for by the Pope and King Philip II of Spain) to invade England and replace Elizabeth with Mary, Queen of Scots.</p>	<p>Throckmorton was executed and Mary was moved to Tutbury Castle in Staffordshire, where she was held in isolation and allowed no visitors. Life also became harder for Catholics in England.</p>
<b>1586</b> <b>The Babington Plot</b>	<p>Sir Anthony Babington planned to rescue Mary, Queen of Scots from jail and murder Elizabeth. Secret letters between the plotters and Mary were discovered which gave Elizabeth's advisers the evidence to execute Mary.</p>	<p>This finally led to the execution of Mary Queen of Scots, Babington and six other plotters.</p>



# Execution of Mary, Queen of Scots

## Why was Mary, Queen of Scots executed?

- There had been a new Act of Parliament passed in 1585 – **the Act for the Preservation of the Queen's Safety**. It stated that, in the event of Elizabeth's assassination, Mary, Queen of Scots would be barred from the succession and action against Mary would have to go to trial.
- 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 8<sup>th</sup> 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

# Relations with Spain

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:

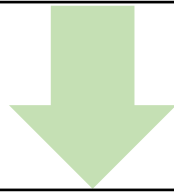
Reason	Caused relations to decline because...
<b>Trade Rivalry</b>	<ul style="list-style-type: none"> <li>• During Elizabeth's reign, English merchants began to explore new markets and trading partners.</li> <li>• Spain controlled the Netherlands and much of the New World – both were important for English trade.</li> <li>• Many English merchants ignored Spain's rules and traded illegally, without licences. Some of them even attacked Spanish ports and shipping</li> <li>• E.g. Francis Drake – A privateer backed by Elizabeth. Brought back £400,000 of Spanish treasure in 1580 and was knighted by Elizabeth. This angered Phillip.</li> </ul>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• From the 1570s, Elizabeth began to increase penalties against the Catholics in England, which angered Philip II.</li> <li>• 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 worsening relations.</li> </ul>
<b>Political Rivalry</b>	<ul style="list-style-type: none"> <li>• In the 1500s, England was not as wealthy or powerful as Spain and France but still both saw England as a potentially important ally.</li> <li>• There was rivalry and competition between England, Spain and France.</li> </ul>
<b>England's involvement in the Netherlands.</b>	<ul style="list-style-type: none"> <li>• The brutal Spanish 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</li> <li>• See the next page for more details.</li> </ul>

# The Netherlands

- In 1572 Protestants in the Netherlands rebelled against Spanish rule and asked Elizabeth for help.
- Elizabeth unofficially helped by letting Dutch rebels shelter in English ports and sent money.
- Elizabeth put pressure on Phillip II to leave the Netherlands.



- By 1576 the Spanish government in the Netherlands was all but bankrupt and Spanish soldiers mutinied, rampaging towns (The Spanish Fury)
- The Dutch united and drew up the Pacification of Ghent which demanded:
- All Spanish troops to be expelled from the Netherlands, restoration of political autonomy and an end to religious persecution
- Elizabeth sent a loan of £100,000 to the Dutch rebels and promised an army in the future to help this take place.



- Philip II sent a new army to attack the Dutch months later.
- Elizabeth helped raise an army of 6,000 English and Scottish volunteers.
- This made matters worse as the army divided Dutch Catholics and protestants.
- The Dutch Protestants turned to the French for support and Elizabeth promised France money to help in 1581.
- The French failed to solve the problem and the King of France became allies with Spain in 1585.

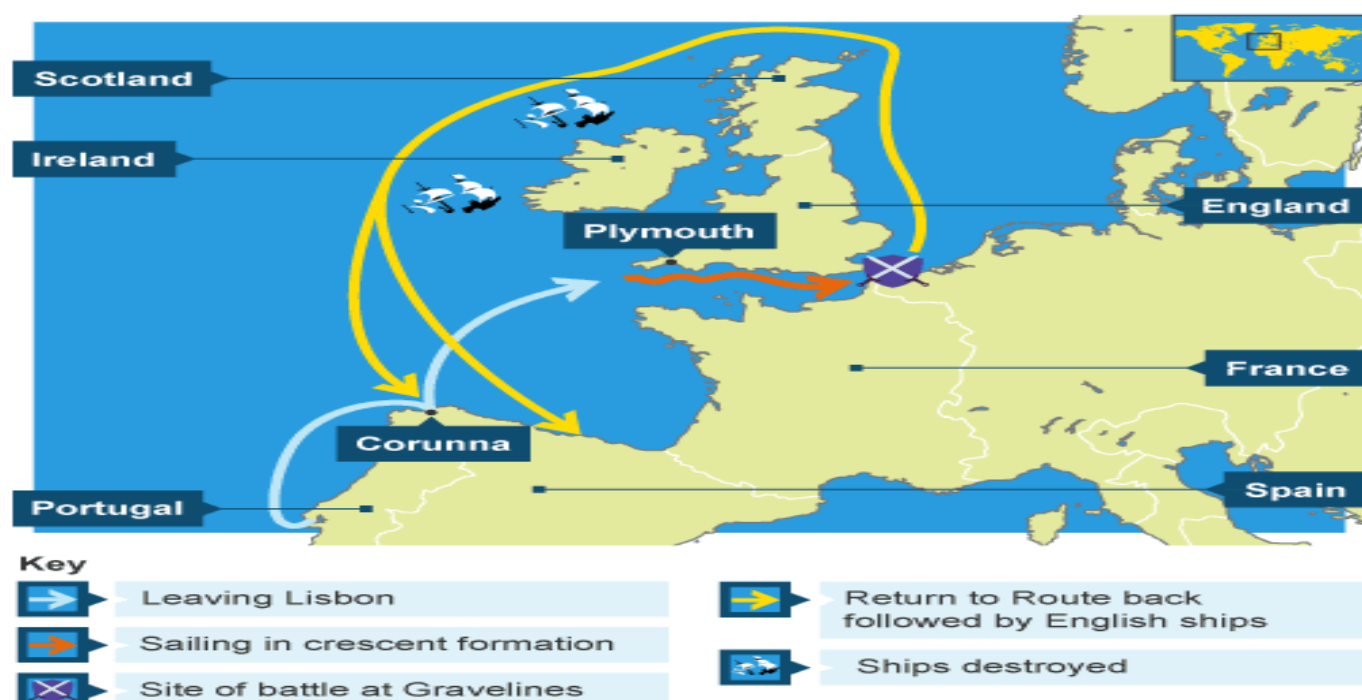


- In 1585 the Treaty of Nonsuch was signed. Elizabeth officially agreed to help the Netherlands by promising to pay for and send an army of 7000.
- This effectively meant England and Spain were at war.
- The Earl of Leicester (Robert Dudley) who Elizabeth put in charge of the Netherlands named himself 'Governor General' which angered Spain even more.

# The Armada: Causes

Issue	Explanation
Religious	Spain was a Catholic country and England a Protestant country – meaning that the two rulers clashed over religion.
Marriage rejection	King Philip of Spain had been married to Elizabeth's sister, Mary I. When Mary died he offered to marry Elizabeth but she turned him down.
Piracy	English sailors like Hawkins and Drake attacked and stole treasure from Spanish ships in the New World.
The civil war in France	France was the traditional enemy of both England and Spain, meaning that they united together against the country. Now France was in civil war it was preoccupied with its own issues.
Spain supported Catholic plots	There was evidence of Spanish support for plots to restore Catholicism to England, particularly involving getting Mary, Queen of Scots on the throne and Elizabeth off.
The Dutch Revolt	Protestants in the Netherlands began a revolt against Spanish rule in 1572. Elizabeth secretly supported the Dutch rebels because she knew the Dutch revolt would keep the Spanish too busy to invade England.
Elizabeth's army joined the Dutch	Elizabeth sent an army to help the Dutch rebels fight Spain. For the first time English and Spanish armies were fighting each other. <b>England and Spain were now at war.</b>

# The Armada: Events



**29th July 1588** An English ship first sights the Armada out at sea. Fire beacons are lit along the coast to warn people that the Armada are coming.

**31<sup>st</sup> July** English fleet sailed from Plymouth, opened fire on the Spanish, captured two vessels.

**August 3<sup>rd</sup> - 4<sup>th</sup>** Duke of Medina Sedonia hoped to anchor at the Isle of Wight, but after gunfire, sailed on.

**5th August 1588** The commander of the Armada, the Duke of Medina Sidonia, sends a message to the Duke of Parma telling him to be ready to meet the Armada. He tells him to bring plenty of ammunition as they have almost used all of theirs. Little did Medina Sidonia know that the Dutch and the English were barricading the coast of the Netherlands, preventing Parma from sending an army.

**6th & 7<sup>th</sup> August 1588** Armada reached Calais. Eight old English ships were packed full of flammables - **fire ships**. The Spanish fleet panicked and scattered. *While it did no substantial damage*, the fleet sailed north away from their ground forces.

**8th & 9<sup>th</sup> August: Battle of Gravelines** - Spanish ships tried to regroup whilst continuing to fight but are blown close to the port of Gravelines by **wind**. English continued to attack - Armada defeated and scattered north.

Armada sailed around Scotland to get home. **Storms and wild seas** smashed 40 ships onto the Scottish and Irish coasts. The Spanish expected help from the Catholics, but the locals considered them invaders and killed thousands of Spaniards.

Only half of the Spanish ships returned home.



# The Armada: Consequences

## 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 emphasize 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



# Education

- **Grammar schools** attended by children of the gentry, merchants and yeomen and some of the lower classes. All had to pay for education.
- **Dame schools.** Girls from better off families were sent to these schools, run by wealthy women in their homes. Focus would be on how to manage a household with basic literacy and maths
- **Private tutors** taught privately to members of the nobility, mostly boys
- **Parish schools** (up to age 10) Set up by local churches, taught basic literacy to children of yeomen, farmers, craftsmen
- Poor children received little or no education. Majority of the country was **illiterate**.
- Universities There were two; **Oxford and Cambridge**. Boys could go from age 14 .

## Changes made to education:

- Increase in literacy – Protestants argued everyone should be able to read scriptures.
- The printing press meant books became more affordable, again increasing literacy rates.
- There were some scholarships which meant some poorer children received an education.
- However, by the end of Elizabeth's reign, only 30% of men and 10% of women could read or write.



# Sports and Pastimes



I. Tavern-scene. Drawer attending at a revel.

**Inns and taverns** were an important part of every-day life for the lower classes.



**Tobacco** was becoming increasingly popular, but it was still expensive.



All classes took part in **hunting**. Upper classes hunted deer or hawking. Poorer people hunted rabbits.



**Gambling** on cards or dice games as well as the outcome of sports such as bear-baiting, cock fighting and racing was popular across all classes, particularly with poorer people.



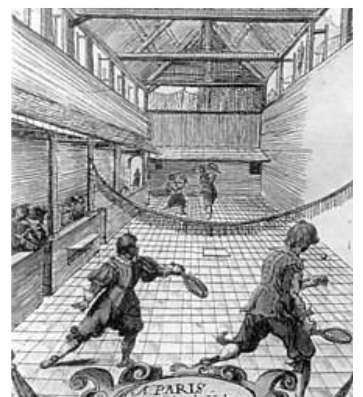
**Celebrating feast days** was a day off where people could dance.



**Football** was popular among lower classes. It had no set rules and could be very violent.



Music was enjoyed by all classes of men and women. Nobles employed musicians, bagpipes and fiddles were popular with lower classes.



Gentlemen played 'real tennis', fencing and bowls.



# Poverty

## Reasons for an increase in poverty:

- **Growth of towns**—drove up the cost of rent. Food prices rose as food had to be brought in from rural areas
- **Bad harvests**—(1562, 1565, 1573, 1586) reduced the food supply and drive up prices of food
- **Economic recessions**—caused by trade embargos (restrictions) involving Spain and the Netherlands, created unemployment
- **Enclosure**—land was enclosed to be used by the owner for profit. Got rid of 'common land' which everyone was free to use
- **Sheep farming**—growth of wool trade meant farmers reared sheep instead of crops, less people to employ, less food
- **Population growth**—grew nationally as much as 35%

**Deserving or impotent poor** – Those who needed help, were unable to work e.g. elderly and disabled.

**Idle poor** – Those who could work but didn't. Those who turned to crime were known as VAGRANTS or VAGABONDS.

## How was poverty dealt with?

### 1563 Statute of Artificers

To ensure that poor relief was collected  
Anyone who refused to pay could be imprisoned  
Officials failing to organise poor relief could be fined £20

### 1572 Vagabonds Act

To deter vagrancy  
Vagrants were to be whipped, holes drilled in each ear, and if they were caught a second time, imprisoned, death penalty for a third offence.  
Local JPs were ordered to keep register of the poor in their village and to raise a poor rate to pay for food and shelter for the sick and elderly

### 1576 Poor relief Act

To distinguish between able bodied and impotent poor, and to help able bodied poor find work.  
JPs provided able poor with wool and raw materials so they could work making things to sell.  
Those who refused help were sent to a prison funded by poor rates known as a house of correction.

# Exploration (Drake)

## Reasons for exploration during the Elizabethan age:

<b>Expanding trade</b> Into the New World. War with Spain and Netherlands had damaged wool and cloth trades so it was vital to find new markets and products	<b>Private investment</b> Elizabeth and her courtiers financed voyages, it was risky but successful voyages brought enormous rewards. Increased wealth of the crown and nobility.	<b>Improvements in ship design</b> Ships became faster, more stable, more manoeuvrable with greater firepower to protect themselves.
<b>Adventure</b> Published accounts of voyages persuaded others to venture into the unknown	<b>New technology</b> Navigation became more precise, with astrolabes and quadrants. As a result voyages were safer and faster	<b>Standardised maps</b> Gave sailors confidence that they were going the right way, which encouraged more voyages
<b>Desire to spread Protestantism</b> Spreading Protestant ideas served to convert what they saw as uncivilised peoples, and to hold back the expansion of Catholic enemies	<b>New learning</b> The Renaissance encouraged a thirst for knowledge and adventure	<b>Experience of sailors</b> English seamen were well trained. Experienced captains such as Drake inspired loyalty in their crew, who would follow them

Francis Drake circumnavigated the globe between 1577-80. He challenged the invincibility of the Spanish Empire, claimed new lands for England, made valuable trading contacts and increased knowledge of the world.



### Impact of exploration:

- Boosted English morale and established the reputation of English ships and sailors.
- 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.
- When Drake returned to England with wealth and reports that encouraged adventurers and investors to continue trying to establish their own colonies in America.
- Philip II saw Drake as a pirate and Elizabeth's provocative actions as scandalous.

# Raleigh and Virginia

- Walter Raleigh was an English explorer and became one of Elizabeth's favourites.
- He was given permission to explore and settle lands in North America.
- Raleigh stayed in England but organised and persuaded others to leave for North America.
- Having a colony in North America was important because it would provide a base for attacking Spanish ships, it would give the English access to resources and would make England more powerful.

There were 2 main attempts to colonise Virginia, one in 1585 and one in 1580. Both failed for similar reasons:

Reason	Description	How it led to the failure of the colony
Lack of food	<ul style="list-style-type: none"> <li>• First colonists left England too late to reach Virginia in time to plant crops.</li> <li>• One of their five ships let in seawater, ruining the food it was carrying.</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to provide for themselves, those participating in the first expedition simply abandoned the colony in 1586.</li> <li>• The second "lost" colony may also have struggled to feed itself, making the colonists dependent on local Indian tribes.</li> </ul>
Poor leadership	<ul style="list-style-type: none"> <li>• The leader of the first expedition, Richard Grenville, was hot headed and did not get on with Ralph Lane, governor of the colony.</li> <li>• The leader of the second expedition, John White, abandoned the colony in 1587.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor leadership meant that those involved in both expeditions had little direction or purpose.</li> <li>• 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.</li> </ul>
Lack of skills and experience	<ul style="list-style-type: none"> <li>• Both expeditions lacked the experience and skill sets needed to make the expedition a success.</li> <li>• This meant both expeditions were doomed from the start.</li> </ul>	<ul style="list-style-type: none"> <li>• Merchants and landowners lacked physical capacity for manual work.</li> <li>• A lack of stonemasons meant that a stone fort was never built, leaving the colony vulnerable to Indian attack.</li> <li>• Soldiers could defend the expedition but lacked the ability to farm the land.</li> </ul>
Native American attack	<ul style="list-style-type: none"> <li>• In 1586, angered by the diseases they had brought, Algonquian Chief Wingina led an attack on the colonists.</li> <li>• Other Indian tribes, suspicious of the English and angered by their demands for food, also attacked between 1585 and 1586.</li> </ul>	<ul style="list-style-type: none"> <li>• Wingina's attack was beaten off but led to a crisis within the first expedition, forcing the colonists to abandon Roanoke.</li> <li>• It is possible a second expedition was wiped out by an Indian attack led by Chief Powhatan.</li> <li>• Alternatively, an attack may have led to some of the settlers becoming slaves or being assimilated into local Indian tribes.</li> </ul>
The war with Spain	<ul style="list-style-type: none"> <li>• From 1585, England was effectively at war with Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• The threat from the Armada meant that few ships were available to visit or resupply the colonists.</li> <li>• The colonists were increasingly isolated and vulnerable to attack.</li> </ul>