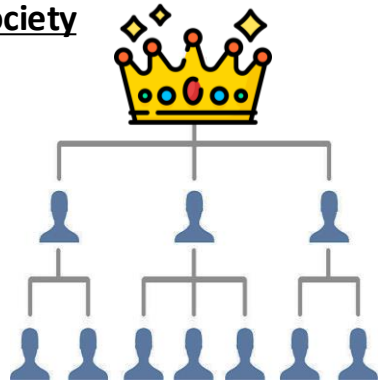
The Structure & Organisation of Elizabethan Society and Government in 1558.

Life expectancy in this time was only between 28 and 41. People were still expected to follow the official **Christian religion** of the monarch or else be punished for committing **treason** and **heresy**. **90%** of the population were poor and lived in the **countryside.** The ownership of land was key to how rich or how powerful a person was. A key feature of Elizabethan England was how clear the division was between **rich and poor**. There was a **strict social hierarchy with no social mobility – everyone knew their place!** Quite simply, if a person was born poor, no matter how skilled or hard working they were, they would be expected to remain poor. Elizabethan government was also **strictly structured** with Elizabeth keeping those she trusted the most, close to her.

The Features of Elizabeth Society



Elizabethan people had a clear idea of where everyone belonged in society and the **monarch** was at the top.

- The monarch was followed by the **nobility.** The nobility were other people in the wider royal family as well as those with important titles such as the earls.
- Then came the **gentry**. These were people who owned the most amounts of land. As it was the ownership of land that reflected the amount of power a group in society had these people had a lot of influence.
- Further down, the **Yeomen** or **Yeoman Farmers** were men who owned smaller amounts of land or an estate where others worked.
- **Tenant farmers** rented land from the Yeomen and then employed the next group down called the **labouring poor**. The labouring poor made up most of society and mainly carried out tough, physical work such as farming.
- At the bottom of the hierarchy were the **vagrants** and **vagabonds**. These people were often out of work, homeless and had to beg or steal to survive.

Whoever you were, it was expected that you **fully respected** your place in society and did not challenge the group above. Doing this could result in punishment as it was seen as a **Crime against Authority**.

Elizabethan Towns

In the towns, **merchants** (people who traded goods from abroad) were important people, followed by **professionals** such as lawyers and doctors. These would always be **men** as they were the group who had access to education. One feature of Elizabethan society was the structure in a home. The **husband and father** was the head of the home, and the wife and children were expected to be obedient to him.

It was difficult to move into a higher section of society. However, it was also expected that a person with power and wealth had a **duty of care** to the group of people below them.

Features of Elizabeth Government

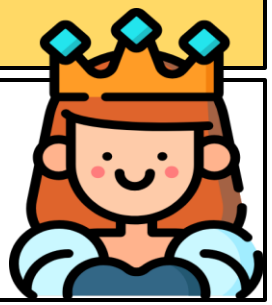
In Elizabeth's government, there were **different groups** to make sure the country ran smoothly. Elizabeth believed in having the **Divine Right** of monarchs. This was the belief that **God** had given her to right to rule. For this reason, Elizabeth could make decisions such as declaring a war, on her own by using special royal orders called **proclamations**.

The Secretary of State

The most important person in Elizabeth's government was her **Secretary of State**. Elizabeth's first Secretary of State was **Sir William Cecil**. He was the **closest person** to Elizabeth, had a key role in giving her advice and was Elizabeth's most **trusted** member of the Privy Council. After William Cecil, Francis Walsingham took over the role and was again, a key individual in helping Elizabeth win against her enemies.

FEATURE	PURPOSE/JOB
Court	They lived with the monarch and were members of the nobility. They were **close friends** and **advisors** to Elizabeth. They had a strong influence over Elizabeth's.
Privy Council	There were **19** members of the Privy Council, and they were personally **chosen by Elizabeth**. They met **3 times a week** to discuss issues, advise Elizabeth and make sure her wishes were carried out afterwards. The Secretary of State, **William Cecil** was a key member of the Privy Council.
Parliament	There were two 'houses', the **House of Commons** and the **House of Lords** (made up of bishops). Parliament gave permission for Elizabeth to **tax** her people more, they voted on **laws** and offered further advice to Elizabeth. They were called to meet 10 times during Elizabeth's reign. They rarely voted against what Elizabeth wanted.
Justices of the Peace	These were **landowners** such as the gentry or Yeomen who kept **law and order** in their areas. They were unpaid and reported to the Privy Council. They made sure all laws were followed, and taxes were paid. They could put a person on **trial** and decide on a **punishment** if the crime was bad enough.

What challenges did Elizabeth I face when she became Queen in 1558?

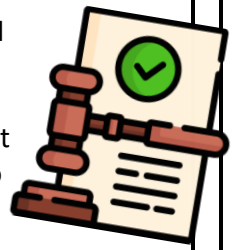


Overview

The people of Tudor England expected their monarch to have certain **strengths** and **qualities**. Some people questioned Elizabeth's new reign as monarch.
Below are the challenges that were faced by Elizabeth when she became Queen of England in 1558.

- ❑ You should aim to **EXPLAIN** why each of these issues were a problem to her reign of England.
- ❑ Aim to argue which of these factors would be the **most significant challenge** for her.

Elizabeth's Legitimacy to the Throne



- Being **legitimate** means being **legally** able to become a monarch.
- Catholics in England and abroad did not support her Father's (**Henry VIII**) **divorce** from Catherine of Aragon. This meant they did not see his marriage to his second wife (**Anne Boleyn**)
- and Elizabeth's mother as legal.
- In their eyes Elizabeth was a '**bastard child**' - a child born to parents who are not married.
- This meant that Elizabeth had **no legal right** to become Queen as her mother and father were not legally married when she was born.

Marriage

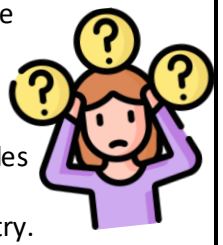
- It was **expected** in society that as Queen, Elizabeth should marry.
- Elizabeth could only marry a man from an **equal status** which would mean a man who was a prince or king of another country.
- Elizabeth however, worried that this would put
- her under the control of another country which
- could potentially threaten her rule in England.
- Elizabeth even turned down the offer of marriage from Philip II of Spain. She had the belief that she wanted to be '**married to her country**'.
- She was under constant **pressure** from her Privy Council and Parliament to marry. They worried that if she did not marry, England would lack stability and face **threats** from abroad.

The Economy

- Elizabeth was able to raise money by **taxing** her people. But this was **unpopular,** and Elizabeth didn't want to risk the threat of rebellions from her own people.
- England was **£300,000 in debt** when Elizabeth became queen due to costly foreign wars before her reign.
- To seem strong and powerful, Elizabeth needed to be wealthy and be able to show her wealth.

Elizabeth's Personality

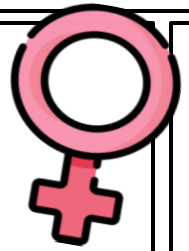
- Elizabeth was **confident**, well **educated**, **intelligent** and **charismatic**, able to make **great speeches** and win people over.
- However, she took too long to **make decisions**. Her **hesitation** with decision making **frustrated** many in her court , the Privy Council and Parliament.
- It also supported many people's attitudes that women were unable to rule a country.



Religion

- Catholics in England were already angry with her father **Henry VIII** for starting his own '**Protestant**' Church of England and supporting '**Reformation**'. Catholics feared the Protestant faith would replace Roman Catholicism and the rule of the Pope.
- This brought a challenge from the **Pope** in particular as Elizabeth wanted to continue her father's Protestant
- faith in England.
- The Pope **strongly influenced** many English Catholics to challenge Elizabeth's religious views.

Gender Expectations



- For a Queen to rule rather than a King was something very **unusual** in English history.
- Women were seen as **inferior** to men in all areas of society. Many had the same **attitude** towards Elizabeth.
- It was believed that women should still be under the full control of men. Some did not trust Elizabeth if she was expected to lead an **army** into battle during war.
  Women were not seen as **strong enough**, either mentally or physically in order to rule and make decisions about a country.

Children

- Elizabeth was also under pressure to have **children**.
- Many believed that without a child, there would be no heir to the throne for the Tudor family and this would make her more **vulnerable** to attack or even assassination.
- Without an heir, they believed England would be very unstable.
- Her Privy Council, including William Cecil constantly pressured her to have children at the start of her reign.

Previous Tudor Women

- People were worried that Elizabeth would be just as evil and strict as a ruler as her half-sister, **Mary I**.
- Mary I had executed over 300 Protestants for going against the Catholic Church.
- Mary had caused **hunger** and **poverty**, **lost a war** against France and brought England into **debt**.
- It was a worry that Elizabeth, being a woman, would do the same thing as her half-sister.

What challenges did Elizabeth I face from Abroad in 1558?

Introduction to the lesson - As well as challenges facing Elizabeth from within England, she also faced key threats from other countries abroad. Elizabeth's main foreign threats came from **France**, **Scotland** and **Spain** who had also taken control of the **Netherlands**. Many of these threats were linked to **religion** as Catholic countries threatened Elizabeth's new Protestant reign. However, other countries also competed with England over land, exploration, trade & politics.

THE THREAT FROM FRANCE

FRENCH THREAT 1:
By 1558, France was **wealthier** than England with an even bigger **population**. France had long been the **traditional enemy** of England as the two countries had fought against each other throughout history. Elizabeth's government were worried that France would be more likely to win another war if the two countries fought.

FRENCH THREAT 2:
France had a strong friendship with Scotland. The relationship was called the **Auld Alliance**. This threatened the power of Elizabeth as a conflict with France would inevitably bring about a war on two fronts with Scotland.

FRENCH THREAT 3:
France was a strict Catholic country. They sided against Elizabeth who showed support for the Protestant Church. Many Catholics wanted England to return to the Catholic faith. It was likely France would threaten Elizabeth and even become involved in attempting to remove her from the throne.

FRENCH THREAT 4:
The **Catholic** French King**, Francis II** was engaged to the **Catholic** Scottish monarch, **Mary, Queen of Scots**. This would bring the two countries even closer together in their fight against Protestant England. It was also a problem as Mary, Queen of Scots had a very strong claim to the English throne and had a huge amount of support from many Catholics across Europe.

FRENCH THREAT 5:
England had taken control of an area of land in France called **Calais**. This land was important for Elizabeth's pride, English troops were based there and for her trade with the rest of Europe. However, it was always under the threat of being taken back by the French.

THE THREAT FROM SCOTLAND

SCOTTISH THREAT 1:
Mary, Queen of Scots believed that she was the **legitimate** (legal) heir to the English throne. She and her supporters accused Elizabeth of being the 'bastard' child of Henry VIII. She was heavily supported by Catholics in England, Scotland, France and Spain. It was possible that the Queen of Scotland could attempt to become the Queen of England.

SCOTTISH THREAT 2:
The **border** between Scotland and England was difficult for the English to defend. It was a very long distance away from London and Elizabeth's English troops found it difficult to travel there. There were constant **Scottish raids** into England over the border which the English found difficult to defend.

SCOTTISH THREAT 3:
Mary, Queen of Scot's French mother - **Mary of Guise**, also spent time in Scotland and brought over **French troops** to help the fighting against England on the border. This meant that the Scottish army also had the help of the French army against England on the border.

THE THREAT FROM ROME

ROME THREAT 1:
Despite the poor communication methods and modes of travel between European countries, the head of the Catholic Church, the **Pope**, still had **huge control** and **influence** over the beliefs and actions of Catholics all over Europe. The Pope used his influence ask Catholics to challenge Elizabeth. He spoke about his **dislike** for the Reformation (the change to the Protestant Church) and had already argued with Elizabeth's father, Henry VIII about religion.

ROME THREAT 2:
The Pope wanted a '**Counter-Reformation**' – this meant he wanted to make all Europe Catholic again and stop the spread of the Protestant Church. Elizabeth was worried that the Pope could **influence Catholics** all over Europe to challenge her as Queen of England.

ROME THREAT 3:
The Pope was willing to offer support to countries such as Spain and France in their fight against Protestant England. Not only did he promise money but, promised anyone who fought against the Protestant faith in England a place in Heaven.

THE THREAT FROM SPAIN

SPANISH THREAT 1:
Spain was a **powerful and wealthy country. It was devoutly (strictly) Catholic**.
It supported the claim that **Mary, Queen of Scots** had to be the rightful Queen of England. Elizabeth was worried that Spain might join forces with France and Scotland to become an even bigger threat against her. The Catholic King of Spain, Philip II had even been married to Elizabeth's extremely Catholic sister Mary I. Spain had all the right power and support to defeat Elizabeth.

SPANISH THREAT 2:
The Spanish had taken control of the Netherlands and made sure that the Netherlands was governed in a strictly Catholic way. This meant that Spanish troops were very close to England's shores. Elizabeth worried the Spanish might attempt to invade England and remove her from the throne.

The Religious Divisions in England when Elizabeth became Queen of England in 1558

Introduction: Before we look at the changes that Elizabeth I made to religion, it is vital that we know what religious life was like in England at this time. There had been significant changes in the belief of the Christian church in Europe in the 1500s. Some Christians had started to question the greed, wealth and power of the Catholic Church. Some '**protested'** against the Catholic Church and set out to change or **reform** the way Christians worshipped. These changes were known as the **Reformation** and the people who followed this new Christian religion were called **Protestants**. By the time Elizabeth became queen in 1558, there was a divide between the traditional Catholic Church and the Protestant Church.

The main features of the religious divisions in 1558

Countries such as **Spain** and **France** where the Catholic Church remained the official Church, **persecuted** (or punished) Protestants. Many protestants fled to England where they influenced more Protestant changes.

Some Protestants took their religion seriously and became more extreme in their beliefs. They were known as **Puritans**. They wanted to '**purify**' the Christian religion by removing any Catholic influence.

In the **north of England**, in places such as **Yorkshire**, **Lancashire** and **Durham**, people remained strict Catholics. People were influenced more from Catholic Scotland which was nearer to them and the monarchy in London were less influential in the north. In the south of England however, people tended to be more Protestant as they were closer to the Queen in London.

Before Elizabeth, **Mary I** had ruled England and heavily persecuted Protestants. By 1558, many people across England remained devout Catholics as this is what was expected during Mary's reign.

Elizabeth's Christian Beliefs

- Elizabeth believed more in the Protestant faith. However, she wanted to be **fair** to both faiths.
- When she became queen, she did not want to punish the Catholics for following their faith.
- Elizabeth could see the increasing tension between the Catholics and the Protestants and so she wanted to seek a **Middle Way** or compromise.
- Her Catholic sister, Mary I, had persecuted over 300 Protestants before Elizabeth became Queen. Elizabeth was not interested in doing the same against Catholics to seek revenge.

The Clergy in England

- The term **clergy** means anyone who works for the Church such as bishops, vicars and priests. When Elizabeth became Queen, most clergy were still Catholic.
- Elizabeth used a new law called an Act of Parliament to officially change the religion of the country back to the Protestant faith.
- Many priests agreed to follow Protestant religion just to keep their jobs. However, more powerful members of the clergy such as the bishops remained Catholic and were more willing to challenge Elizabeth.
- Many Catholic clergy wanted Elizabeth's cousin, **Mary, Queen of Scots** to become the Queen of England and remove Elizabeth.

Catholics & Protestant Differences 1558

	CATHOLICS	PROTESTANTS
THEIR BELIEFS	The **Pope** in Rome is the leader of the Church across England.	**No Pope**. The monarch (King or Queen) is the head of the Church.
	Many clergy such as cardinals, bishops and priests are needed and have huge power.	**Fewer clergy** are needed, and they are seen as more equal to ordinary people.
	During the religious ceremony of **Mass**, **bread** and **wine** become the actual blood and body of Christ. This is seen as a **miracle**.	There is no belief in miracles. The bread and wine are just **symbolic** of Christ and Mass is banned.
	There are **7** main religious ceremonies called **sacraments**	There are only **2 religious sacraments**
	Priests cannot **marry** or have any sexual relationships.	Priests can **marry and have children.**
	Catholics believe in the existence in **saints** who can cause miracles.	There is no belief in miracles and so no belief in **saints**.
THEIR CHURCHES	Church services are in **Latin**	Church services are in **English**
	Priests wear special and highly decorated religious clothing called '**vestments**.	Priests wear **simple vestments** to show they are like 'the people'.
	Churches are **highly decorated** to show the glory and power of God.	Churches are **plain** and **simple.** This way people are not distracted from their worship.
SUPPORT	Catholics were still the majority in the **north** of England	Protestants were mainly found in the **south-east** near London.
	Support from the **Pope** in Rome, **Spain**, **France**, **Scotland** and the Spanish who have taken over the **Netherlands**.	Support from **Germany** and the Protestants in the **Netherlands**.

KEY TERMS

- Reformation
- Mass
- Protestant
- Catholic
- Puritan
- Latin
- Clergy
- Act of Parliament
- Vestments
- Sacraments

What was Elizabeth's Religious Settlement (1559)?

Introduction:

- ❑ In under a year Queen Elizabeth set out her plans to ease the religious differences between the Catholics and the Protestants in England. Elizabeth wanted a Protestant church that the Catholics would accept. Instead of forcefully challenging the Catholics, she hoped that her new religious laws would eventually mean the Catholic faith in England would just fade away.
- ❑ A very strict Protestant group called the **Puritans** wanted Elizabeth to go even further and ban **all** Catholic aspects of religion. However, she could not risk upsetting the Catholics too much as at the start of her reign she needed the support of her people and her clergy. Remember, that most people were still Catholic after the reign of her sister Mary I. It was therefore Elizabeth's aim to bring about a **compromise** known as Elizabeth's **Middle Way**. Elizabeth's official changes to religion in England were called the **Religious Settlement**.

ACT OF SUPREMACY

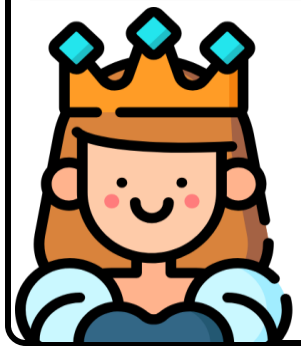
The Act of Supremacy made Elizabeth the '**supreme**' leader of the Church of England instead of the Pope.

Oath Of Allegiance

All clergy (people who belonged to the church) had to **swear an oath** of allegiance to her as their supreme leader and promise to obey her Religious Settlement.

Ecclesiastical High Commission

An **Ecclesiastical High Commission** was created. This was a group of people who made sure that all clergy did as they were told and followed the Religious Settlement.



Punishment

Any members of the clergy who did not follow the Religious Settlement could be punished with a fine by the High Commission.

ACT OF UNIFORMITY

The Act of Uniformity set out **rules** for how a church should **look** and what the **church services** should be like. Being 'uniform' meant everyone being the 'same'.

The Bible or 'Book of Common Prayer'

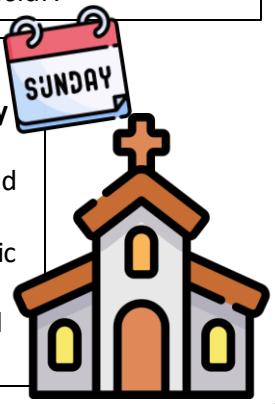
A Book of Common Prayer was to be used **in ALL** churches and by all clergy and written in **English.** The **wording** of the Book of Common Prayer was deliberately vague/unclear so Catholics and Protestants could read their own meaning to it.

Clothing for Priests – Vestments.

Priests had to wear special, decorative clothing called **vestments**. This was a more traditional Catholic tradition and Elizabeth personally liked priests to look 'special'.

Church on a Sunday

It ordered everyone to go to church on a **Sunday** and other holy days - otherwise they would be fined. The fine was a lot for ordinary people, and it was a way to make sure they heard the message of the Protestant Church. Some Catholic nobles refused to go to church as they could easily afford to pay the fine. Those who refused to attend church were known as '**recusants**.



ROYAL INJUNCTIONS

The Royal Injunctions were a written **set of instructions** issued to to the clergy about how to follow the Religious Settlement.

The instructions included rules such as:

- The clergy were ordered to teach their congregations about the Religious Settlement to make sure people understood it and followed it.
- Each church was to have a copy of the Common Prayer Book in English NOT Latin.
- **Pilgrimages** to holy places, worshipping saints and believing in 'fake' miracles were banned as this was more of a Catholic practice.
- Elizabeth did allow **some images** of Christ in the church such as stained-glass windows & statues.

IMPACT OF THE RELIGIOUS SETTLEMENT

- 8,000 clergy out of 10,000 (80%) accepted the Religious Settlement. Most ordinary people accepted the Religious Settlement as they were simply used to doing what they were told.
- However, many **Catholic bishops** (bishops were higher powered) opposed the Religious Settlement. These bishops increasingly supported opposition against Elizabeth however, Elizabeth sacked them and appointed 27 new Protestant bishops. Many **Catholic nobles** refused to go to the new church services and became recusants.
- Puritans believed the Religious Settlement was still too Catholic. Some in London even destroyed church statues and stained-glass windows.

The Role of the Church of England in Elizabethan Society

What was the immediate reaction to the Religious Settlement?

The Clergy

- All members of the Church had to take the **oath of supremacy** - if they refused, they were **dismissed**. **8,000** out of 10,000 priests took the oath. This means that the Religious Settlement was successful.
- However, more traditional Catholic Bishops were different. Only **one** agreed to take the oath and the others had to step down. This meant however, that Elizabeth could appoint **27 new loyal Protestant bishops** of her choosing.

Ordinary People

- Most people accepted Elizabeth's Religious Settlement and attended the new Church of England services. They did this, even though many of them still held on to the traditional Catholic beliefs they had grown up with.
- However, the north of England was more Catholic and was slower to change to the new church services. Catholic families avoided punishment if one person from a household attended the new Protestant Church service, but other family members would then stay at home to say their prayers following traditional Catholic methods. Those people who refused to attend the new church services were called **recusants**.
- Elizabeth stated that she did not want recusants to be investigated too deeply. In the south of England, especially close to London, people welcomed the Protestant religion. People even took it upon themselves to remove and destroy the old Catholic statues of saints.

How the Church of England helped to Enforce the rules of the Religious Settlement

The Threat of Punishment
The church had a responsibility to make sure the **rules** of the Religious Settlement were carried out by all clergymen. Any that did not could be **punished** with a **fine** or **dismissal**.

A Licence Essential
Priests needed a **license** to preach from the government. This meant that priests would have to follow the ideas of the government or not be allowed their license.

Loyalty to Elizabeth
Licenses helped Elizabeth increase the belief and following of the Religious Settlement as the Priests would speak positively about it to their congregations (people who visited their church).

Visitations
Churches were **inspected** by powerful **bishops** to make sure that everyone in the clergy was following the **rules** of the Act of Supremacy and Act of Uniformity. **400 clergymen** were dismissed in 1559 - the same year as the Religious Settlement for not following the rules. Visitations would be carried out every 3 to 4 years.

Checking other Professions
Church **visitations** also made sure that other professions had the correct licence. For example**, teachers**, **lawyers** and **surgeons** all needed permission to practice from Elizabeth's government.

The Role & Influence of the Church in Society

Powerful and Educated
Priests were the most **powerful figures** in a local village with significant **influence** on people's beliefs. They were highly educated and trusted by the community.

Tithes
The local church collected money from the local people called a **tithe**. This was often **10%** of a person's income or their goods produced.

Influence
With poor transport and communication, the village priest was the **only person** able to influence and make sure people followed the rules of the monarch.

Religious Ceremonies
The village church took control of weekly services, weddings, funerals, births, baptisms. It also ran schools, summer fetes and celebrations during holy days. It had a huge amount of influence on local life in general.

To deal with crime and punishment
The church had a responsibility to deal with crime and decide on punishments. **Church Courts** were used in each village to deal with issues such as **marriage** (if people marrying because of the right reasons), **sexual offenses** (such as bigamy – having more than one wife), **wills** and **inheritance.** This gave the local churches a lot of power and influence over people who still feared the punishment of sinning.

Provided help in times of need.
The Church was at the centre of all towns and villages. A Priest was the first person anyone would go to in a time of need. Any difficulties such as with money, death, poor harvests or disease could be made better by visiting the local church.

To deal with social issues.
A bigger population in towns led to issues such as poverty, vagrancy (begging) and disease. Priests had a role in helping people deal with these issues.

To Influence different beliefs
Towns were growing and with increased trade from around the world, some coastal port towns such as London had people with a wider range of religious beliefs.

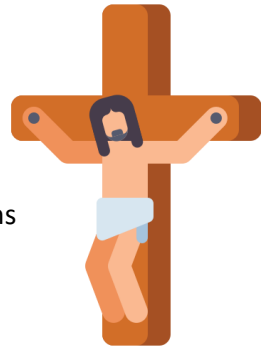
The Extent of the Puritan Challenge to Elizabeth's Religious Settlement

Introduction to the lesson:
The Puritans were a group of **strict Protestants**. They wanted to take the Protestant religion one step further by removing ALL aspects of Catholic worship. Despite Elizabeth making England officially Protestant, the Puritans were not happy with how she compromised in the Religious Settlement to please as many Catholics as possible. As a result, some Puritans challenged Elizabeth's Religious Settlement.

Puritan Facts

- ❑ The Puritans wanted to remove all aspects of the **Catholic** faith in English churches.
- ❑ The Puritans wanted religion to be controlled by the **monarch** not the Pope, without the need for bishops and cardinals who they believed were too rich, corrupt and greedy.
- ❑ The Puritans wanted a **simple** style of worship with no decorative and expensive Catholic clothing.
- ❑ The Puritans wanted **plain**, whitewashed churches where people could pray without the distraction of extravagant ornaments, stained glass or statues. This represented the '**purity**' of the Christian religion that the Puritans believed in.

Puritan Challenge 1: The use of the Crucifix



- What did the Puritans want?
The Puritans did not like fancy, highly decorative religious ornaments in church and wanted the image of Christ on the cross removed. Some Puritans threatened to resign if this was not done at a time when Elizabeth needed their support the most.
- What did Elizabeth do?
Elizabeth liked the image of the crucifix and at first wanted them to remain in churches. However, after the threat of the Puritans to resign, she **GAVE IN** and said that there was no way to enforce every church having a crucifix. The Puritans were therefore happy with her decision. However, this did not stop Elizabeth having a crucifix in her own church and some other churches continued to display it in areas further north where the Puritans were not popular.

Puritan Challenge 2: The use of Vestments

- What did Elizabeth want?
Elizabeth wanted the clergy to wear special religious clothing called **vestments**. She liked the imagery and how it made the clergy look important. Vestments were more decorative, and many people liked how it symbolised the importance of the clergy.
- What did the Puritans want?
Puritans challenged this and believed that the clergy should not try to look more important. They believed that member of the clergy were equal to ordinary people and that it was God who was important and not the clergy. They wanted the clergy to wear plain, black and white, simple clothing.
- What did Elizabeth do?
This time, Elizabeth did **NOT GIVE IN** and ordered the clergy to wear the vestments. She made the Archbishop of Canterbury put on an exhibition to show off the vestments the clergy had to wear. Of 110 invited, 37 Puritan clergy refused to attend. Elizabeth dismissed them instantly.

Were the Puritans a Threat?

Elizabeth couldn't just remove or attack the Puritans. In fact, because of their belief in the Protestant faith, she needed them on her side to keep the Protestant faith strong and to try and outnumber the Catholics.

- ❑ Few Puritans actively challenged Elizabeth's Religious Settlement. If they did, they might risk losing their job and they were worried about the punishments they may be given.
- ❑ The sacking of the 37 clergymen after the vestment challenge proved that Elizabeth would act strongly against the Puritans if they challenged her.
- ❑ Puritans were only active and threatened Elizabeth's power in the South-East of England in places such as London and Oxford. Even here, their only actions were to damage or destroy Catholic church buildings or decorations. The rest of the country remained mainly Catholic.
- ❑ Elizabeth and her government ignored the Puritan challenges as the Catholic threat was far more significant.

The Catholic Challenge to Elizabeth's Religious Settlement from within England

Introduction to the lesson:
As well as from the Puritans, Elizabeth was faced with another challenge to her Religious Settlement from many Catholics in England. The Catholics knew that Elizabeth had tried to compromise and seek a Middle Way between the Catholic and Protestant faiths. However, they saw Elizabeth's official Protestant religion as a **threat** to their much loved, traditional Church and way of worshipping. Due to Mary I's strict Catholic rule, by 1559 there were still many powerful Catholics living within England who wanted to threaten Elizabeth. These Catholics were hugely influenced by the Pope in Rome and other powerful Catholics from Spain, France and Scotland who all promised military, political and economic support.

The influence of the Pope and the Counter Reformation.

- The **Pope** was (and still is) the leader of the Catholic Church. Catholics believed the Pope had been chosen by God and so worshipped him as they would God.
- The Pope influenced other Catholics all over Europe, including England and called for them to stop the spread of the Protestant Faith. He called for a **Counter-Reformation**. This meant a reversal back to the Catholic faith and to end all aspects of Protestantism. In particular, the Pope wanted Elizabeth to make England officially Catholic again.
- The Pope lived in Rome but had a massive influence on the Catholics within England. For example, in 1566, the Pope issued an official instruction to English Catholics which ordered them not attend Elizabeth's Church of England services. The people who followed this order and refused to attend Protestant Church services were called **Recusants**. These recusants were often powerful, wealthy people, which made them a threat to Elizabeth's religious settlement.
- The Pope also supported Catholic communities all over Europe **persecuting** (punishing) Protestants who they saw as **heretics** and encouraged the waging of war against Protestants and their faith.

The challenge from the English Nobles, Gentry and Earls

- The earls of the nobility and the gentry were at the very top of Elizabethan society. They owned huge areas of land and held great power and wealth.
- Many nobles and members of the gentry in the **north** of England remained Catholic and they were heavily influenced by the instructions from the Pope.
- Roughly **1/3** of English Catholic nobles became recusants after the Pope's instructions in 1566. Despite facing a fine for not attending the Protestant Church services, their wealth meant that they could easily afford the punishment.
- Before Elizabeth's reign, the Catholic nobles had gained a huge amount of land, power and influence during the Catholic reign of Mary I. However, once Elizabeth became Queen of England, they lost some of this power.
- They wanted to challenge her Religious Settlement with the aim of restoring their wealth and influence. Catholic nobles also disliked Elizabeth's choice of Protestant advisors such as her Secretary of State **William Cecil** and a close advisor **Robert Dudley**.
- Their challenge was just as much a way to get back their power and influence as much as a complained about the new Protestant religion.

How far were the English Catholics a threat to Elizabeth?

The Pope could only influence English Catholics so much as he was so far away living in Rome. His messages still took time to reach the English Catholics, although once received they would be very influential.

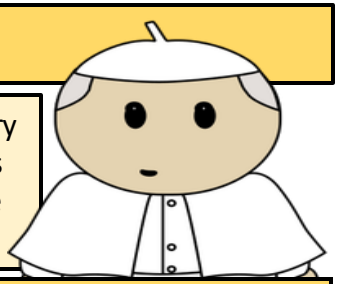
Elizabeth did not react in a strict and harsh way against the Catholics who refused to attend Church of England services. She worried that if she punished these recusants too much they would be further angered and rebel against her. Therefore, by ignoring the Catholic nobles she helped avoid a rebellion.

Most ordinary English Catholics (those who were not rich earls and nobles) adapted to Elizabeth's Religious Settlement. Ordinary people simply did not question what they were told to do. In this way, Elizabeth never faced a threat from the majority of her people.

Around 1/3 of the Catholic nobility and gentry were recusants, especially in the north of England but far fewer in the south such as London. Elizabeth did not feel threatened by the Catholics living in the north because they were so far away from her.

However, as you will soon discover, by 1569, a few important earls from the north became organised enough to attempt a revolt against Elizabeth!

The Catholic Challenge to Elizabeth's Religious Settlement from Abroad



Most countries in Europe were still controlled by the Catholic Church and therefore heavily influenced by the Pope in Rome. Most of the Catholic countries were also very powerful and wealthy. Elizabeth understood that religion was so powerful, that if these Catholic countries united, they could easily threaten her and likely remove her as Queen of England. The Pope pressured Catholics to take part in a **Counter Reformation** to remove Protestantism from Europe. How did each Catholic country challenge Elizabeth and which one was the biggest threat to her Religious Settlement?

Scotland

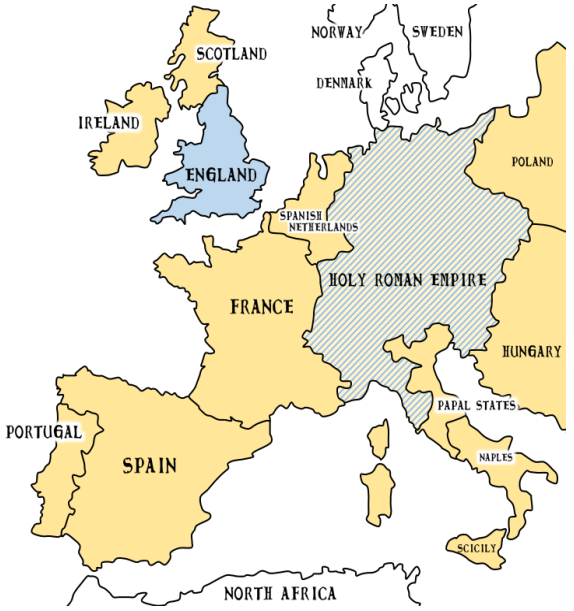
- ❑ Scotland had a long tradition of following the Catholic faith. This was especially true during the rule of Elizabeth's cousin, **Mary, Queen of Scots**.
- ❑ Mary, Queen of Scots had strong **family links** to Catholic **France** after she had married the King of France, Francis II and Elizabeth was worried that the French may help Mary, Queen of Scots claim the English throne.
- ❑ There were also many Catholic Scottish nobles who would be willing to support Mary in gaining control of Protestant England.

Spain

- ❑ Spain was the wealthiest country in Europe. It had already made vast amount of money from its trade and exploration abroad, especially in the Americas.
- ❑ Spain's leader, **King Philip II** once had strong Catholic links with England as he was married to **Mary I.** He even offered to marry Elizabeth to make allies with England, but she **refused** his proposal.
- ❑ Spain challenged England after the Religious Settlement and was angry with Elizabeth's after her support for other Protestants in Europe.

France

- ❑ There was also **conflict** between Catholics and Protestants in France.
- ❑ In fact, in 1562, Elizabeth had **promised to help the French Protestants**. She hoped the French would reward her by returning the important port of **Calais** back to English control, but this did not happen.
- ❑ Philip II of Spain was angered by Elizabeth for her support of the Protestants in France.
- ❑ To make matters worse, the Catholics came to power in France and Elizabeth was forced to sign an agreement called the **Treaty of Troyes.** This agreement officially gave Calais back to the French for good. This made Elizabeth look **weak** and a **poor decision maker**.



Rome – Papal States

- ❑ The Pope's influence spread across all of Europe from Italy's capital city, **Rome**. He wanted a **Counter Reformation** to remove the Protestant Faith.
- ❑ In **1566**, the Pope had instructed Catholics in England to avoid Church of England services (become recusants) and start a '**war**' against the Protestant Faith.
- ❑ In **1570**, the Pope **excommunicated** Elizabeth a year after her Religious Settlement. This meant she was no longer a part of the Catholic Church and should be seen as an **enemy** to all Catholics.

The Spanish in the Netherlands

- ❑ The Netherlands had once been a Protestant country. However, by this time it was **controlled** by Catholic Spain.
- ❑ The Dutch people living in the Netherlands, were threatened by the **Spanish Inquisition**. This meant that any Protestants there could be arrested, tortured or executed as a warning to others not to follow the Protestant faith.

KEY EVENTS

- ❑ **In 1566**. Dutch Protestants **rebelled** against the Spanish. However, Spain sent **100,000 troops** led by the harsh **Duke of Alba** to quickly defeat them.
- ❑ The Duke of Alba stopped more Protestant rebellions by setting up a Catholic court known as the **Council of Blood**. This executed more Protestants and sent a strong message to other Protestants in Europe, including Elizabeth, about what Spain were capable of.
- ❑ In **1567**, some Protestant Dutch rebels fled to England. These men were known as the **Sea Beggars.** Elizabeth's offer to take care of the sea beggars signalled to Spain that she had taken side with the Protestants.
- ❑ In **1568**, Spain was angered even more when Elizabeth decided to capture and Spanish money on its way to the Netherlands. England took money called the **Genoese Loan.** The Italian city of Genoa had offered money to help Spain in the Netherlands, but they made the error of stopping on the south coast of England with the Genoese Loan before heading to the Netherlands. Elizabeth ordered the money to be seized. King Philip II of Philip was furious.

Why was Elizabeth worried about the Spanish in the Netherlands?

- ❑ Elizabeth was worried about the harsh actions of the strict Duke of Alba and the Council of Blood.
- ❑ She was worried that being so close to England's shore, the Duke of Alba could easily send his men to England.
- ❑ As Elizabeth had helped to shelter the Protestant 'Sea Beggars' this sent a clear message to Spain and King Philip that she was taking sides against the Catholics. This increased tensions between England and Spain and risked war.
- ❑ Spain's control in the Netherlands was so secure by 1570 that it would have been easy them to invade England due to how close they were.

Mary, Queen of Scots' Relationship and Threat to Elizabeth

Background:
Mary, Queen of Scots was a **devout Catholic** and Elizabeth's **cousin**. Most Catholics believed that it was Mary, who had the **legitimate** right to the English throne. This was because the Catholics did not believe Elizabeth's parents, Henry VIII and Anne Boleyn were legally married when Elizabeth was born. After the death of her husband, King Francis II of France, Mary returned to her Scottish homeland. However, Mary became a serious threat to Elizabeth following her abdication from the Scottish throne in 1567.

Why was Mary, Queen of Scots a threat to Elizabeth?

1: Mary's Legitimate Claim
All Catholics believed that Mary, Queen of Scots was the **legal heir** to the English throne. She gained support from Catholics not just in England but from all over. They supported the idea to overthrow Elizabeth to return England back to the traditional Catholic faith with Mary as England's Queen.

2: Elizabeth had no heir
Elizabeth was **not married** and therefore had **no children**. This left England without an heir and left Elizabeth vulnerable to attack. However, because of Mary's religion, Elizabeth refused to name Mary, Queen of Scots as her heir. This simply **angered** and motivated the Catholics even more. However, Mary had a son, James born in 1566 which gave her a stronger claim.

3: Catholic Support for Mary
With support from the **Pope**, English Catholic **nobles**, **France** and **Spain**; it was highly likely that Mary would attempt to challenge Elizabeth as Queen of England. For Elizabeth, this meant that Mary was one of her biggest challenges. If Elizabeth sat back and did nothing about Mary, she would look too weak. However, if Elizabeth acted too harshly against Mary, it would anger the Catholics even more.

4: Mary's French links
- ❑ Mary, married the French monarch, **King Francis II** and her mother, **Mary of Guise** was also French.
- ❑ While Mary was living in France, her mother, controlled Scotland for her and had great respect and control there.
- ❑ This made her a threat because she could easily gain support from France if needed.

5: Mary's return to Scotland
- ❑ After the death of her husband King Francis II in 1560, Mary returned to Scotland. It was believed that in Scotland, Mary was planning to challenge Elizabeth with the support of the French and the Scottish Catholics.
- ❑ The death of Francis II and her move back to Scotland made Mary unstable. This made Mary even more of a risk for Elizabeth.
- ❑ Scotland was traditionally more Catholic, and it was likely that Mary would gain support to overthrow Elizabeth.

6: Mary's Ruthless Relationships!
- ❑ After the **death** of her husband King Francis II, Mary married her second husband, **Lord Darnley** in Scotland in 1565.
- ❑ However, this was a violent relationship, and some people suspected that Mary was involved in **Darnley's murder** in 1567.
- ❑ Mary then married again, to a Earl Bothwell – again, this relationship did not go well.
- ❑ Eventually, the Protestant Lords in Scotland became fed up with Mary and she was forced to step down as queen.
- ❑ Protestants put Mary in prison on an island in the middle of a lake. However, she escaped with the help of Catholic lords and fled to England to get help from Elizabeth in 1568. This proved how ruthless Mary was and how much support from Catholics she could get if needed.

What did Elizabeth do about Mary, Queen of Scots?
1. Elizabeth **secretly sent money** and **troops** to help Protestants in Scotland fight against any Catholic influences that would help Mary.
2. In **1560**. Elizabeth made Mary sign an agreement called **The Treaty of Edinburgh**. Here, Mary agreed she would give up her claim to the English throne. Of course, she would never stick to this agreement, but it was enough to keep Elizabeth happy for the time being.
3. When Mary came to England ask Elizabeth for help in 1568, Elizabeth placed Mary under **house arrest,** so she was always guarded. By this point in time, Elizabeth had lost all trust in her cousin.
4. Elizabeth did not yet execute Mary as this may have started a conflict with the Catholics and Elizabeth did not have the resources or money to fight a war yet.

INTERESTING FACT
Elizabeth I and her cousin Mary, Queen of Scots never actually met. They communicated with each other via letters and often, Mary, Queen of Scots would send Elizabeth gifts to try and gain her trust.

The Causes, Events and Significance of the Revolt of the Northern Earls (1569)

Elizabeth was crowned Queen in 1558. Her Religious Settlement came a year later in 1559. Her return to the Protestant faith led to Catholic threats from within England and abroad. 10 Years after her Religious Settlement came one of the biggest threats from within England. This threat was known as the **Revolt of the Northern Earls** in 1569. Unsurprisingly it was a **Catholic plan** to put **Mary, Queen of Scots** on the English throne**.** It failed but Elizabeth's actions afterwards, including harsh punishments for the Catholic rebels, stirred up even more tension between protestants and Catholics.

The causes of the Revolt of the Northern Earls.

The rebellion happened in the **north** as most people here remained **Catholic** and more motivated to challenge Elizabeth.

Elizabeth refused to name Mary, Queen of Scots as her **heir**. The earls wanted Mary as the next monarch.

The earls simply wanted to restore the Catholic faith in England. The northern earls were influenced by the **Pope's** orders for a **Counter Reformation**.

Mary, Queen of Scots was under house arrest in England. The earls believed they had an opportunity to free her and easily have a legitimate Catholic monarch as Queen of England.

The group who started the revolt were **Catholic nobles** and **earls**. They had a lot of influence to start a rebellion and gain Catholic support from ordinary people in the north.

Another rebel, **The Duke of Norfolk**, had planned to **marry Mary, Queen of Scots** and then aim to take the throne. This would provide Mary with even more power to bring back the Catholic faith and help the rebellion.

Many Catholic earls and nobles had become **recusants** as a protest against Elizabeth, but soon saw that this did not bring about a change back to Catholicism. They needed a **more extreme tactic**.

Key Catholic earls, **The Earl of Northumberland** and **The Earl of Westmorland**, both lost influence and power under Elizabeth. They were **jealous** of Elizabeth's new Protestant 'favourites' **William Cecil** and **Robert Dudley**.

The **wives** of the Catholic northern earls called **Jane Neville** and **Ann Percy** also hated how much power and wealth they had lost. They hugely **influenced** their husbands to start a rebellion against Elizabeth.

Elizabeth had chosen a **Protestant** as the **Archbishop of Durham** in **1561**. Durham was a traditional Catholic town and **James Pilkington's** appointment angered many Catholics in the north.

The Northern Earls believed they had the support of **Spain** who also wanted **Mary, Queen of Scots** as a new Catholic Queen. It was believed that Mary had received a **letter from Spain** promising troops to help with the rebellion.

The Catholic earls lost **power** and **wealth** when Elizabeth became Queen. They wanted **revenge** and removing her to make way for another Catholic monarch would help restore their power.

The features of the revolt

1. For Mary, Queen of Scots to marry the Duke of Norfolk and then forcefully remove Elizabeth as Queen.	2. Mary event told the Spanish that she 'shall be Queen of England in 3 months and mass shall be said all over the country'.	3. Elizabeth found out about the plan and Norfolk was arrested and sent to the Tower of London.
4. The **Earl of Northumberland** and **Westmoreland** reacted to this by starting the revolt in the north.	5. The two earls gained support and took over **Durham Cathedral**. The Protestant Archbishop fled, and the earls celebrated **Catholic Mass** in northern churches for **2 weeks**.	6. The Catholic rebels carried on south with the aim of rescuing **Mary, Queen of Scots** from prison and putting her on the throne. Elizabeth ordered Mary to be moved.
7. Elizabeth raised an army of **14,000 men** and the revolting army of 5,400 fled back north.	**8.** The earls went to meet the Spanish troops, but they never arrived as promised in the letter to Mary,	9. **450** rebels were executed & **Northumberland** was executed in York. His head was put on a **spike** above the city gates.
10. Elizabeth was under pressure from her Privy Council to execute Mary, Queen of Scots and the Duke of Norfolk but **refused**	**11**. In 1570, the Pope issued a **Papal Bull** (Religious order) to all Catholics to remove Elizabeth from the throne. Elizabeth then passed a law to make any attempt on her life **treason** and **heresy**.	12. Elizabeth also set up a '**Council of the North**' which organised even harsher treatment of Catholics who refused to follow orders.

Key Terms & Individuals

Revolt	Northern Earls	Mary, Queen of Scots	Earl of Northumberland	Earl of Westmorland	Duke of Norfolk	William Cecil	Robert Dudley	Jane Neville and Ann Percy	Archbishop James Pilkington	Durham Cathedral	Mass	Council of the North	Papal Bull

The Ridolfi Plot (1571), Throckmorton Plot (1583) & Babington Plot (1586)

Background:
The failure of the Revolt of the Northern Earls, did not stop other Catholics from trying to plot against Elizabeth and bring Mary, Queen of Scots to power. Elizabeth put her Secretary of State, **Francis Walsingham** in charge of finding out who was plotting against her. His **network of spies** allowed him to collect enough evidence to stop **3 further attempts** to remove Elizabeth.

The Ridolfi Plot 1571

The causes of the plot:
1. Elizabeth had made **laws against Catholics** even **tougher** after the Revolt of the Northern Earls. Catholics felt punished.
2. The **Papal Bull** had ordered Catholics to rebel against Elizabeth to make England Catholic again.

The features of the plot:
1. Ridolfi was a **spy** for the Pope & worked as a banker in England
2. Ridolfi planned to **murder Elizabeth**, start a **Spanish invasion** and put **Mary, Queen of Scots** in power.
3. Ridolfi was given support by the Catholic **Duke of Norfolk** who promised to marry Mary, Queen of Scots.
4. Philip II ordered **10,000 Spanish troops** to prepare an invasion.

Why did the plot fail?
Sir William Cecil discovered the plot and was able to prove that the **Duke of Norfolk** was guilty of treason.

Consequences:
- Elizabeth had the Duke of Norfolk **executed.**
- Elizabeth still refused to execute **Mary, Queen of Scots** as this would further anger Catholics.
- The **Catholics were still a threat.**
- More **tough laws** against Catholics.

The Throckmorton Plot 1583

The causes of the plot:
1. Elizabeth had made **laws against Catholics** even tougher after the failure of Ridolfi.
2. The **Papal Bull** (Orders from the Pope) had ordered Catholics to rebel against Elizabeth to make England Catholic again.

The features of the plot:
1. The **French Duke of Guise** (cousin of Mary) to come to England, free **Mary, Queen of Scots** and make her Queen.
2. **Philip II of Spain** offered to pay for the revolt.
3. The **Pope** knew of and approved the plans.
4. A Catholic Englishman, **Francis Throckmorton** agreed to **pass letters** between Mary, Queen of Scots and the plotters.

Why did the plot fail?
- **Sir Francis Walsingham** discovered the plot with letters from Throckmorton.
- Throckmorton was **tortured** for information then **executed**.

Consequences:
- Throckmorton's letters proved how much **Catholic hatred** there was for Elizabeth.
- Showed the threat from **France** not just Spain.
- **11,000 Catholics** were imprisoned.

The Babington Plot 1586

The causes of the plot:
1. Elizabeth had made **laws against Catholics** even tougher after Throckmorton.
2. The **Papal Bull** (Orders from the Pope) had ordered Catholics to rebel against Elizabeth to make England Catholic again.

The features of the plot:
1. To murder Elizabeth.
2. The **French Duke of Guise** to invade England with **60,000 men** and put **Mary, Queen of Scots** on the throne.
3. **Philip II** and **the Pope** supported the plot.
4. Catholic, **Antony Babington**, wrote to Mary, Queen of Scots with the plan while she was under house arrest.

Why did the plot fail?
- **Sir Francis Walsingham** discovered the plot when looking through **the letters** sent to Mary, Queen of Scots.

Consequences:
- **Antony Babington** was executed.
- **31 Catholic Priests** were executed across England in 1586.

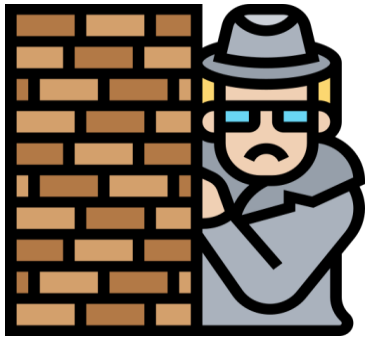
Elizabeth finally signed Mary's Death Warrant in 1587. This would remove any more plots involving her taking Elizabeth's throne.

Elizabeth's Spy Master Francis Walsingham.

Walsingham's tactics to uncover the plots.

- He used a **network of spies** in every town.
- He sent **spies abroad.**
- He used codes called **ciphers** for his letters.
- He was willing to use **torture** against Catholic priests to gain information.

The Role & Importance of Francis Walsingham as Elizabeth's Spymaster General



Francis Walsingham was a **strict Protestant**. In fact, during the reign of Elizabeth's Catholic sister Mary I, Francis Walsingham fled England in fear of his life. After Mary I's death, he and other Protestants returned to England to support the Protestant Queen Elizabeth I. He worked closely with Elizabeth's Secretary of State, **William Cecil** and helped him to **discover plots** against her. He became so trusted and talented that in **1573**, Elizabeth asked Walsingham to be her new **Secretary of State**. He made sure that he had spies and informers working for him in key Catholic countries such as France, Spain and Scotland. Walsingham was keen to travel to these countries himself to gain even more intelligence. Walsingham was known for his bluntness and the way he would directly talk to the Queen. He was so effective at his job, that he has become known as Elizabeth's '**Spymaster**'.

Francis Walsingham's Spy Network and Spy Methods

Walsingham supported **Francis Drake's** circumnavigation of the world. He correctly judged that the Catholic Spanish were vulnerable to attack at sea by Francis Drake. The Catholics were certainly humiliated when Drake attacked and looted Spanish ships on the voyage in the 1570s.

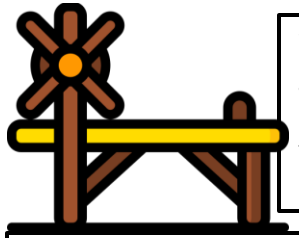
Walsingham was so **ruthless**, that he was even willing to spy on members of the **nobility** and even members of Elizabeth's close **Privy Council**.

Throughout England and Europe Walsingham had an impressive range of spies and informers in every country and important town. Some were specially trained agents, but others were simply ordinary people who Walsingham had recruited.

Walsingham began to train his own spies on the use of **ciphers** (secret written messages) and even found individuals such as **Arthur Gregory** who could lift the red **wax seal** from a letter to make it look like the letter had been unread.

Not all priests who were arrested were executed as Walsingham wanted to avoid the Catholic priests in getting too much sympathy and support. A **special prison** was built for the priests, and the conditions were not that harsh. However, **130** priests and **60** of their supporters were executed by Walsingham.

Walsingham gathered a vast number of **spies** and **informers** abroad in countries such as Scotland, Spain, France, Italy and even in North Africa.



Walsingham was willing to use **torture** to gain information. For example, he tortured **Edmund Campion** in 1581. Campion was then hung, drawn and quartered as a deterrent to other Catholic plotters.

Walsingham became involved in many aspects of **trade and exploration**. He believed that one way to remove the Catholic faith from England was to simply remove the Catholics from England all together and send them to the Americas.

Walsingham also gained information from some of the **Catholic priests** who he had captured. For example, **John Hart** was a Catholic priest who had been smuggled into England but then found by Walsingham. He was held by Walsingham in the **Tower of London** in 1581. However, he was promised a '**pardon**' for his time in the tower if he promised to spy for Walsingham. Given that in 1580, at least 6 Catholic priests had been taken to the Tower of London, tortured on the **rack** and executed, Hart's decision to spy for Walsingham was not a surprise.

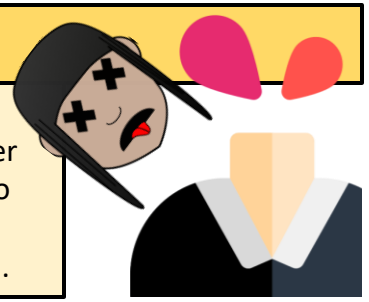
He was given **£2,000** a year by Elizabeth's government to carry out his **secret activities** and **bribe** anyone who he believed could give him useful information about any plots against Elizabeth. This could be from **prisoners** to Catholic priests. If money didn't work to get the support he needed, then Walsingham was also willing to use the **threat of violence and torture**.

Walsingham's Importance in the Execution of Mary, Queen of Scots

Walsingham played a key role in collecting the **evidence** that was presented to Elizabeth to prove that her cousin, Mary, Queen of Scots was **plotting** against her.

- ❑ While Mary, Queen of Scots was under house arrest in England, Walsingham instructed the guards there to open any letters which had been sent to her or which Mary wanted to send.
- ❑ It was important that Mary still believed these letters were being **secretly** sent to her. This way, Walsingham was able to discover the plans of the **Babington Plot.**
- ❑ A letter was found in which Babington planned to **assassinate Elizabeth** and bring Mary to the throne of England.
- ❑ Mary's reply was then discovered in a beer barrel, and it fully supported the plan.
- ❑ This evidence is what Walsingham needed to bring Mary, Queen of Scots to trial.

The Execution of Mary, Queen of Scots (1587) and its Significance



Background:
Elizabeth had not been willing to execute her cousin, Mary, Queen of Scots before 1587. She was worried that killing her would anger Catholics further and risk further plots against her. Likewise, until 1586, Elizabeth did not have concrete evidence that Mary was involved in plots against her. As the Queen of England, Elizabeth had to make sure that any execution of another monarch was legal and supported with firm evidence. However, with Walsingham's evidence of Mary's role in the Babington Plot, Elizabeth signed the death warrant in 1587. As quickly as this was signed, Elizabeth's parliament called for the execution before Elizabeth could change her mind.

REASON: Plots

- Mary had been involved in **too many plots** against Elizabeth such as the Revolt of the Northern Earls, Ridolfi, Throckmorton and Babington plots.
- Enough was enough and as much as Elizabeth had been trying to hold off executing her cousin, Elizabeth was left without any choice.

REASON: Evidence

- Mary was officially found guilty of being involved with the plotters using evidence collected by **Francis Walsingham**.
- She was put on trial and found guilty of the crime of high treason.
- In law, execution was the only punishment that could be given – anything less would again make Elizabeth look weak.

REASON: The Law

- In 1584, Elizabeth's parliament created a law called ***The Act for the Preservation of the Queen's Safety***.
- This made any attempt to threaten Elizabeth an act of '**treason**' with the punishment of execution.

REASON: Clear Message

- The execution of Mary, would send a **powerful message** to other Catholics about how they might be dealt with.
- With Mary dead, the threat from the Pope and other Catholics would drastically reduce and the Protestant faith would survive in England.

REASON: No Alternative

- Mary, was the only **real legitimate alternative** for the throne of England after Elizabeth.
- Executing Mary would make sure she could never be a Catholic Queen & Elizabeth was not pressured to name her as her heir.

REASON: PERSONALITY

- The letters between Mary and the plotters showed just how determined she was to take the throne of England.
- Mary also had nothing to lose after being forced out of Scotland. Executing Mary was the only way to stop this.

REASON: Francis Walsingham

- In 1586, **Francis Walsingham** discovered the letters which had been written between Mary and Babington. In the letters it was clear that Mary had agreed to sending six men to execute Elizabeth.
- Now, Walsingham had written evidence against Mary to use in a trial.
- **Walsingham** used his skills to **de-code the ciphers** in the letters sent between Mary and the plotters involved in the Throckmorton and Babington plots.
- It was this **evidence** that uncovered the plots and was then used against Mary to accuse her of treason during her trial.

REASON: Elizabeth's Parliament

- Elizabeth's **close advisors** and **parliament** were so keen to execute Mary, that one of them **wrongly informed** Elizabeth that the Spanish Armada was on its way to invade England and put Mary on the throne.
- This prompted Elizabeth even more to sign Mary's death warrant.

REASON: Mary's Imprisonment

- Elizabeth had put Mary under **house arrest** in several castles in England to reduce the chances of Mary attempting a revolt. However, she always found a way to **contact** the plotters.

REASON: Pressure

- Elizabeth had pressure to execute Mary from most of her Protestant government, Francis **Walsingham** and her **Privy Council**.
- Knowing how **indecisive** Elizabeth was with her decision making, once Elizabeth had agreed to the execution, **parliament** arranged the execution quickly.
- This gave Elizabeth no opportunity to change her mind. Therefore, Elizabeth's government were responsible for the execution.

REASON: Elizabeth's Personality

- Elizabeth had been sympathetic towards Mary for a long time and hesitated to have her executed. After the Babington Plot Elizabeth's **sympathy** ran out when Walsingham was able to show her clear evidence against Mary.

REASON: Mary's Popularity

If Mary, Queen of Scots was alive, **Catholics** in England would be more likely to plot against Elizabeth. Her death would stop her being a **figurehead** of the counter-reformation and leader for the Catholics.

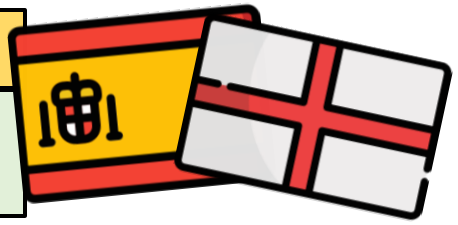
REASON: Spanish Links

Elizabeth had been making enemies with **Philip II** and it was clear that Spain were becoming more likely to **invade** England. Removing Mary would take away the most obvious Catholic monarch Spain could put in control after their invasion.

Significance of the Execution

- ❑ The execution of Mary, Queen of Scots left England **without an heir** as Elizabeth had no children. This might make England more likely to be invaded.
- ❑ The execution further **angered Spain**. The Spanish were already angry with Elizabeth for helping the Protestants in the Netherlands.
- ❑ **Catholics** in England would be more determined to support a plot against Elizabeth.
- ❑ Mary's execution clearly showed that Elizabeth wanted to remove the Catholic faith from England. This would make her even more of an enemy to the **Pope**.

The Declining Relationship between England and Spain in the 1570s and 1580s



Since Elizabeth's support for the Protestant faith in the Religious Settlement of 1559, tensions had been growing between England and Spain. Both countries became rivals in the search for new land in the Americas and with the trade they could potentially gain from this. The actions of Francis Drake in the Americas angered Spain further. Religious tensions also grew resulting from the Catholic threats to Elizabeth & her punishment of Catholic plotters. Tensions also grew in the Spanish controlled Netherlands.

Rivals in Trade & Exploration

- Throughout the 1500s England and Spain found new countries around the world to trade with and explore further for goods and resources. Importantly, they discovered new lands in the Americas.
- The money which could be made there from trade was enormous. The Americas offered goods such as **tobacco, sugar cane,** and it had vast amounts of **silver.**
- **Spain** had already claimed much of the Americas as their own and controlled important seaports there. This meant that other countries who wanted to trade in the New World needed a **special license** from Spain to do this. However, Spain were not willing to give England a trading licence.
- Tension increased as English **merchants** (traders) **ignored** Spain's rules and traded goods **illegally** without a license. To make matters worse, Elizabeth seemed to be encouraging this.
- Some English merchants attacked Spanish **ports** and **ships** in the Americas to try and gain the upper hand. Some merchants simply stole from the Spanish as acts of piracy. **Philip II** could not sit back and ignore this challenge to his wealth in the New World.

- In **1582**, The Spanish conquered its neighbouring land **Portugal**. This sent a very strong message to England that Spain's **empire** was becoming more powerful and wealthier. Portugal was a key country as it offered Spain even more access to the sea as much of its land was next to the coast of the Atlantic Ocean.

The Actions of 'Sir' Francis Drake

- **Francis Drake** was a famous Elizabethan **explorer, privateer** and **merchant**. He was keen to find goods in the **Americas** to bring back to England and eager to **impress** Elizabeth.
- Drake was popular with Elizabeth as his goods made huge sums of money for her and those who **invested** in his voyages. She saw him as a grand '**Privateer**' - a sailor who was given permission from the government to trade abroad.
- However, the Spanish had little respect for Drake and a very different opinion of him. They saw him as a **pirate** who stole from their ships.
- In **1572**, he captured **£40,000** worth of **Spanish silver – something Elizabeth supported.**
- In **1577**, Elizabeth gave Drake **secret orders** to attack Spanish ships and gave him **100,000 crowns** to support this. The Spanish were made to feel weak and humiliated by Drake's actions.
- This 1577 voyage also became a famous as Drake became the first sailor to **circumnavigate** the world. This further humiliated Spain who saw themselves as a great sea fairing nation. Drake became a **national hero** and showed England's strength. From this voyage, Drake returned to England in **1580** with around £**400,000 of Spanish treasure.**

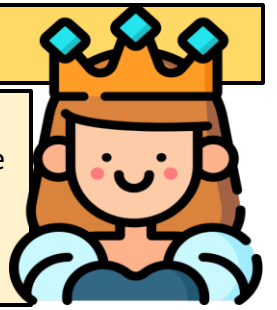
- The Spanish were angered even more when Elizabeth rewarded Drake for his raiding expeditions by **knighting** him on board his ship ***The Golden Hind*** **in 1580**. This was a very **public stunt** to show Drake's power. Philip II was outraged by Elizabeth giving him the title Sir Francis Drake such a public ceremony.

Drake raided Spanish ships throughout the 1570s. The Spanish labelled him a pirate and gave him the nickname of *El Draque* meaning The Dragon. Philip offered a reward of 20,000 ducats (the Spanish currency) for Drake's head!

Religious Rivalry

- Since the **Religious Settlement** Catholic countries demanded a **Counter-Reformation** and for England to return to the Catholic faith.
- Elizabeth had first imprisoned and then executed **Mary, Queen of Scots** in 1587.
- Elizabeth increased her attacks **against Catholics** in England due to the many Catholic plots against her and introduced new anti-Catholic laws.
- Spain supported for all **major plots** against Elizabeth. **Philip II** offered **money** and **troops** to help the plotter remove Elizabeth from the throne.
- Spain strongly believed the Protestant faith should be stamped out and tension grew as Philip gained support from **Pope Pius V**. Pius V **publicly supported** any Spanish plans to attack England. He issued an official religious order called a **Papal Bull** which formally **excommunicated** Elizabeth from the Catholic Church. This meant that the Catholics in England no longer had to obey her.
- **In 1570, Pope Pius gave a public statement about Elizabeth which said:** 'Elizabeth, Queen of England… is the servant of wickedness… '.
- The Pope gave full backing to Spain for any attack they planned on England which resulted in angering Elizabeth further.

Robert Dudley's Direct Action in the Netherlands and Francis Drake's Raid on Cadiz (1587)



Until 1585, Elizabeth had been only **indirectly** supporting Protestants in the Netherlands who were trying to overturn Spanish Catholic control. She had provided financial support and protected Dutch Protestants known as Sea Beggars in English ports. Elizabeth supported **privateers** such as **Francis Drake** to capture Spanish silver and gold in the Americas hoping it would weaken Spain and encourage them to leave the Netherlands. However, in **1585**, Elizabeth decided to **directly support** the Protestants in the Netherlands by sending in her own **English troops.** This now put England and Spain directly at war with each other in the Netherlands. The aim was to push the Spanish out of the Netherlands to restore the Protestant faith there. However, this proved very difficult for the man she put in charge - **Robert Dudley**.

A Dutch Offer in 1585

- ❑ In **1585**, Dutch Protestants came to England offering her the title of **Queen of the Netherlands**.
- ❑ However, it was too risky for her to accept the title. It would mean removing the King of Spain, Philip II from his control of the Netherlands and this could only be achieved by war.

The Treaty of Nonsuch 1585

- ❑ Instead, Elizabeth decided to **sign an alliance** with the Netherlands called the **Treaty of Nonsuch**. This officially made the Netherlands and England **allies**.
- ❑ It was also a response to Spain and France signing a similar treaty, the **Treaty of Joinville** a year earlier.

Drake in the Americas

- ❑ Elizabeth also sent **Sir Francis Drake** to raid more Spanish ships in the Americas. The aim was to disrupt Spanish wealth and trade.
- ❑ This angered **King Philip** so much that he informed the **Pope** that he planned to invade England**.**

Elizabeth Acts in the Netherlands

- ❑ Elizabeth paid for an army of **7,400 English troops** to help the Netherlands fight the Spanish.
- ❑ The leader she put in charge of these troops was to be her close advisor, **Robert Dudley**.

England's Failure in the Netherlands

Elizabeth **called Robert Dudley back** from the Netherlands in 1587 because of his poor performance.

- ❑ Elizabeth did not give Robert Dudley enough **money**, **men** or **supplies** to fight effectively against the Spanish.
- ❑ Elizabeth could **not control Robert Dudley once he was in the Netherlands. Dudley** made a **foolish mistake** of accepting the title of '**Governor General of the Netherlands'** without getting Elizabeth's permission first. This also angered Philip II who was officially in charge of the Netherlands – not Dudley.
- ❑ One English sea captain, even changed sides and returned a port in the Netherlands **back to the Spanish**.
- ❑ Dudley did not defeat the Spanish in the Netherlands or stand up to the strong Spanish leader, the **Duke of Parma**.

Dudley's main success

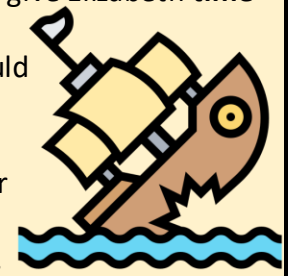
Dudley did manage to stop the Spanish **Duke of Parma** from taking a key **deep-water port** in the Netherlands called **Ostend**. It was important as the **large ships** used for the Spanish invasion of England depended on this deep-water port to help re-supply. Not being able to use Ostend, was a key factor in the **defeating the Armada.**

Drake's Raid on Cadiz: The Singeing of the King of Spain's Beard (1587)

- ❑ Spain was already preparing its invasion of England with an invasion fleet known as an armada.
- ❑ In March 1587, Elizabeth ordered Francis Drake to attack Spain's navy.
- ❑ In April **1587**, he sailed into **Cadiz harbour in southern Spain**. This was Spain's **most important port**.
- ❑ Over 3 days, he destroyed **30 ships** and most of their supplies.
- ❑ He then spent the next few weeks attacking the Spanish coast of **Portugal**.
- ❑ Drake's attack was known as the '**Singeing of the King of Spain's beard**' because of how **humiliating** it was for the Spanish and their king.

The Consequences of Drake's attack on Cadiz

- ❑ Spain were not able to **build** the invading armada while the attack was in progress.
- ❑ The disruption to Cadiz put the Spanish invasion back **a year** to give Elizabeth **time to plan**.
- ❑ It meant that Spain could not attempt to invade England until late1588.
- ❑ It was a **humiliation** for Spain but showed the strength of the English.



Causes of the Spanish Armada & Spanish Invasion Plans 1588

By 1588, King Philip II of Spain was ready to launch an invasion of England. With growing tensions between England and Spain, Philip had the full backing of the Pope. He had ordered the construction of a huge fleet of warships known as the Spanish Armada. He asked the Duke of Medina Sidonia to command the Spanish Armada which set sail with the hope of gaining further Spanish troops and supplies from the Spanish controlled Netherlands.

Reasons for the Spanish invasion of England in 1588

RELIGION

- ✓ Philip was determined to make England a **Catholic** country again.
- ✓ Philip was **angered** at the increasing tough laws on Catholics in England after Elizabeth's Religious Settlement.
- ✓ Philip was influenced by the support and encouragement of the **Pope**.
- ✓ The Pope had promised to **forgive the sins** of all those who took part in the armada.
- ✓ The Pope offered Philip a **reward** if he was successful.
- ✓ Spain had already supported **plots** to remove Elizabeth, but they had failed. This was another more direct opportunity.
- ✓ Elizabeth had been helping the **Dutch Protestants** in the Netherlands.

GEOGRAPHICAL

- ✓ Spain now had control of **Portugal** which gave Philip access to more **ships** and **ports** for an invasion.
- ✓ The Spanish leader, the **Duke of Parma** had been successful in the Netherlands. This gave the Spanish another country they could use in their attack of England as well as more confidence for an invasion.

POLITICS

- ✓ Spain now had the support of **France** for the invasion after they became allies with the **Treaty of Joinville** in 1584. Spain could use ports in France such as Calais to take on more supplies.
- ✓ Philip was angered when Elizabeth signed the **Treaty of Nonsuch,** with the Netherlands in 1585 which effectively made the two countries enemies.
- ✓ Successfully invading England would give Spain even more power with a bigger empire.
- ✓ Despite time **to compromise**, it was clear that neither side were willing to back down peacefully. War seemed the only option left.
- ✓ Elizabeth always hesitated to fully support the Dutch Protestants. This showed weakness & gave the Spanish more confidence of victory.

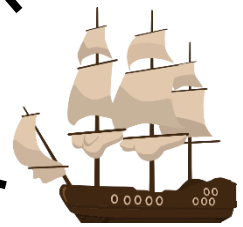
ECONOMIC

- ✓ **Drake's attacks** on Spanish ships in the **New World** left Spain without their supplies of silver and gold. This angered Philip greatly.
- ✓ Drake's attack on **Cadiz** also caused the loss of Spanish treasure as well as being a huge humiliation for Philip.

The main aim of Philip's invasion

- ❑ To **remove Elizabeth** from the throne of England.
- ❑ To replace Elizabeth with a **Catholic monarch** and restore England to the Catholic faith.

FEATURES OF THE SPANISH INVASION PLANS



Philip ordered 130 ships.

30,000 men in total to invade.

2431 guns on board the ships.

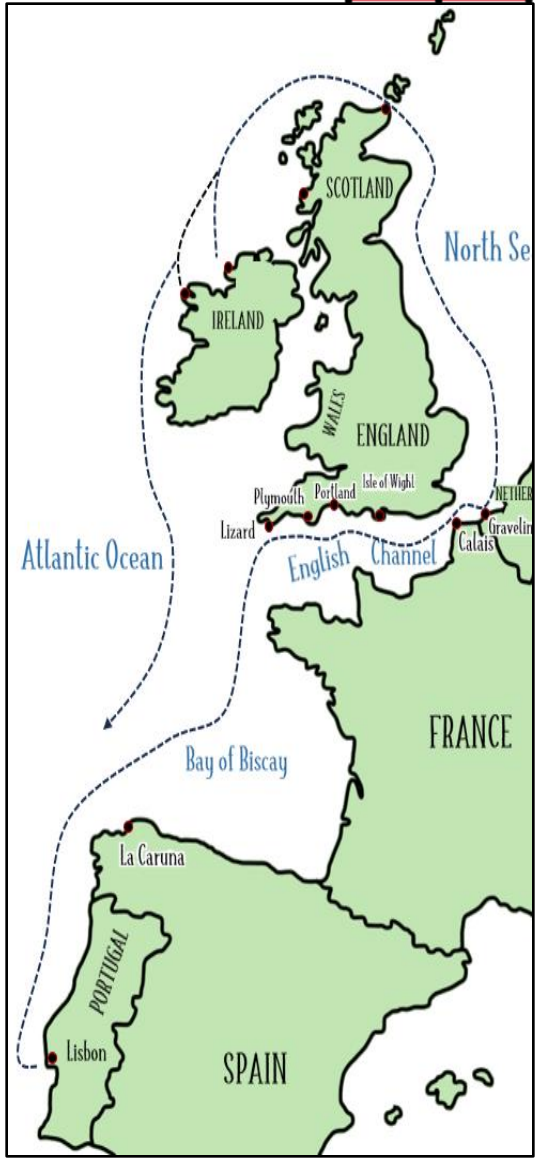
Under the command of The Duke of Medina Sidonia.

To march on London and remove Elizabeth.

To sail up the English Channel to the Netherlands, meet the Duke of Parma and then sail to London.

To gain more supplies and men in the Netherlands.

27,000 troops to land in England and march to London.



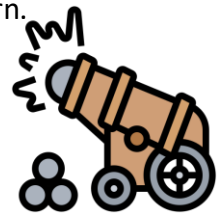
The Reasons for the English Victory against the Spanish Armada (1588)

King Philip's Spanish Armada was defeated by the English in the Summer of 1588. Their attempt to invade England, remove Elizabeth from the throne and restore the Catholic faith in England failed. There were many reasons for the English victory. Make sure you not only know the facts but can clearly explain the reasons for the English victory in your own words.

Ship Design

The Spanish

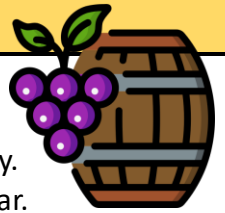
- The Spanish **ships** were **slower** to turn.
- Loading **cannons** was slow due to little space on deck.



The English

- Elizabeth ordered **new ships** to be built that were bigger and faster.
- The English built new ships called **galleons.** They were **easier** and **faster** to turn in battle.
- **English canons** could be quickly re-loaded could fire more cannon balls.
- The English canons could **fire further.**

Planning for invasion



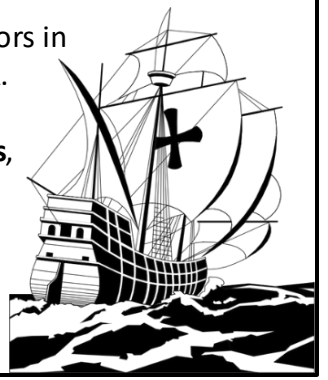
The Spanish

- Food was stored in barrels made of **poor-quality wood**. Food supplies rotted quickly.
- **Drake's raid on Cadiz** put the invasion back a year.
- The Spanish wanted to meet with the Duke of Parma in the **Netherlands**, but poor communication meant this didn't happen.
- It took **2 days** for supplies to be taken on board the Spanish ships from smaller boats in the Netherlands.
- There were over **118 Spanish Catholic priests** on board the ships with little military experience.
- The Spanish had been at sea for **10 weeks** before they reached the English Channel. They were low on energy and **morale**.

Tactics

The Spanish

- The Spanish did not know how to deal with the English fire ships or better cannon power.
- Many Spanish ships cut their anchors in the storms and were sent off track.



The English

- At the famous **Battle of Gravelines**, the English sent in **fire ships** to **break up the Spanish** fleet. This tactic created **panic** amongst the Spanish who had to **cut their anchors** and flee.

Leadership on Land

Philip

- Philip **ignore the advice** he was given from his commanders.
- Philip wanted to command the invasion from Spain!

Elizabeth

- Elizabeth **listened to her naval experts**.
- She put Francis Drake in charge & trusted his decisions rather than trying to take charge of the invasion plans herself.

Communication

The Spanish

- The Spanish were meant to tell the Duke of Parma when they were about to arrive in the Netherlands. This **took over a week** and gave the English more time to prepare.

The English

- A set of **fire beacons** were lit along the coastline of England when the Spanish were first spotted. This quickly informed Francis Drake in Plymouth that his ships needed to be ready.

The weather….luck!

The Spanish

- The Spanish were **not used** to the English weather or coastline.
- The Spanish struggled in the **storms**.

The English

- The **strong winds** heading towards the Spanish, gave the English to idea of sending out **fire ships** (ships on fire) to break up the Spanish formation.
- The English were **used to** fighting in poor weather conditions and knew the **coastline** well.

Weapons

The Spanish

- The Spanish had **poor quality cannon balls** and **too few** of them.

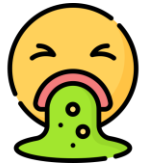
The English

- The English were able to fire **6 times** the number of cannon balls and from a **longer distance**.

Leadership at Sea

The Spanish

The **Duke of Medina Sidonia** did not want to lead the invasion. He had little experience and was **seasick**.



The English

Francis Drake and the other commanders were some of the **most experienced and respected** in Europe who knew the English seas well.

Elizabethan Education in the Home and Schools

Dame Schools - Girls

- Dame Schools were specifically set up for **girls**. They would provide a basic education such as **reading** and **writing** in English and they would be run by a local **educated woman** in their home.
- Women were simply expected to go from being under the control of their fathers to being under the control of their husband. For most girls, education was about learning important skills to be a wife and a mother. For example, learning how to **sew**, **bake** and **treat injuries**.

Petty Schools - Boys

- Petty Schools were run for middle class boys from the age of around 4 to 7 years old. Boys were educated in a teacher's home.
- Boys who parents could afford to send them would go here. They would learn reading and writing in English as well as basic arithmetic (maths).
- Punishments were harsh and beatings for poor behaviour or not achieving well enough were common.
- After attending a Petty school, the brighter or well-off boys would go to a grammar school.

Labourers and Poorer Children

- Most people in Elizabethan England had **no formal education** as most people were labourers (workers) or farmers. They learned the practical skills they needed from their family, from their homes or from working on the land.
- In most cases, children needed to contribute towards the family income from a very early age to support their family.
- Most jobs that the poor had did not need any need for literacy or numeracy.

Middle Class Boys – Grammar Schools

- Grammar schools were private schools set up for **wealthy**, **bright boys** – mainly from the towns. Boys would move to a grammar school around the age of 7.
- 42 Grammar schools were formed in the 1560s and by 1577, every **major town** in England had a grammar school. This meant there were more schools in Elizabethan England than there had ever been before.
- Families would pay a **fee** for a place at a grammar school based on how wealthy the boy's family were and so some families would pay more than others. There were also some very bright, lower-class boys who attended grammar schools whose fees were paid for by wealthy people who left money in their **wills** to help those who could not pay for their education.
- School days were very long, beginning sometimes at **6am** and lasting for **10 hours**. The main subjects taught would be **Latin** as well as **Ancient History** and **Philosophy**. There was also time for **archery**, **chess** and **wrestling**. **Debating** was an important skill taught to all boys as well as an emphasis put on **public speaking to encourage a career in politics**. There was also school on a Saturday morning.
- **Discipline** in a grammar school was strict. Boys were made monitors and had to report misbehaviour. Punishments might include **corporal punishment** such as caning. Children could be placed on report, kept in at break times and could even be excluded.

Apprenticeships

- Some grammar schools ran an alternative curriculum for the sons of **merchants** (those involved in trade), **craftsmen and yeomen**. This focussed on more **practical academic subjects** such as Literacy, Arithmetic and Geography.
- There were also Grammar schools for the children of craftsmen and yeomen farmers, but most of their education would be in the form of a **university apprenticeship** where they would learn the skills that were needed to run the **family business** or **farm**.
- For most children in the middle orders, whether they went to school or not depended on if their family could cope without them to help with the family trade. As school was not compulsory, there was no legal school leaving age.

What Impact did Schools have?

- Before 1500, it was estimated that **20%** of men and **10%** of women were literate. By the end of Elizabeth's reign, around 30% of men and 10% of women were literate. Therefore, there was an improvement in education for **men** but not for women.
- However, for wealthy women in the nobility, there was an improvement in the opportunities for education they were given – perhaps inspired by Elizabeth herself as a highly respected and educated monarch.
- For the poor, there was still no need for a formal education and families still needed their children to work towards the family income.

Expectations for Elizabethan Children based on Age, Gender and Class

Noble Girls	Private Tutor until early teens	Noble household until late teens	Expected to marry	
Noble Boys	Private Tutor until early teens	Noble household until late teens	University Oxford or Cambridge	
Middle Class Girls	Dame School	Expected to marry		
Middle Class Boys	Petty School age 4-5 until 7-8	Grammar School age 7-8 until 14	University Apprenticeship	

Lower class boys and girls were not expected to have any formal education. They worked as soon as they were old enough.

Elizabethan Education in the Home and Schools

During the reign of Elizabeth I, what a person did in their leisure time would largely depend on their status in society. The **wealthy** had more opportunities to learn skills and take part in organised sports. They could afford to buy expensive equipment and animals and many owned large areas of land. The poor had far less free time due to their long hours of work and very rarely mixed with anyone in a higher social status. Strict gender roles in Elizabethan society also meant that men and women took part in different sports and pastimes.

	Taking part in sports	Spectator Sports	Literature	Theatre	Music & dancing
The Rich (Gentry, nobility and middle orders)	**The rich took part in a wide range of sports. For many, betting on the outcome of a game was very popular.** ❑ **Hunting –** On horseback with dogs or birds of prey. ❑ **Fishing –** Enjoyed by men and women. ❑ **Bowls –** Similar to the modern game but men only. ❑ **Fencing –** Using blunt swords ❑ **Real Tennis –** Played indoors by men only. It was a mix of modern-day tennis and squash. ❑ **Wrestling** – In private.	**ALL** Elizabethans enjoyed watching sports such as **wrestling** and **tennis**. Watching **animals fight** was also seen as a form of entertainment for people of all classes. Large amounts of money would be **gambled** on the outcome of these **blood sports**. ❑ **Bear Baiting** • This involved animals fighting. • The most common was **bear baiting** where a bear would be chained to a post and dogs set against it. • However, care was taken not to kill bears as they were very expensive. • **Special arenas** were built in London as this was such a **popular** form of entertainment. • Even the **queen** enjoyed watching this as it was still seen as a sport. • **Bulls** were also used and attacked by dogs to the death. ❑ **Cock-fighting** • Cockerels were made to wear **metal spikes** around their feet and trained to attack each other. • In many **towns**, **special arenas** were built for this, and huge amounts of money would be bet on the outcome.	❑ A lot of **new literature** was written during this period. ❑ **History** was a popular subject. ❑ The increasingly **exploration of the world** led to new **adventure stories** being written which captured people's imaginations about the world they lived in. ❑ The **printing press** also made reading books cheaper and more available. ❑ **Poetry** and **plays** were very popular with the rich. The most educated people wrote poetry, including **Queen Elizabeth** herself. ❑ Plays written for the theatre were going through a **revolution** at the time.	❑ **Religion** had a huge influence on the growth of theatre. Before Elizabeth's Religious Settlement, Catholics would tour the country with their **Mystery Plays**. These would tell the story of famous **Catholic Saints** and **miracles**. However, Elizabeth wanted this to end and so encouraged more **non-religious** plays to be written. This would stop the influence of the Catholic Church on the ordinary people of England. ❑ The **secular (non-religious) plays** were more entertaining, funny & exciting for ordinary people and became popular. Theatre companies increased and even the nobility would help pay for them. For example, Elizabeth formed her own theatre company called '**The Queen's Men**' in 1583. ❑ The first purpose-built theatres were constructed, especially in London. The first to be built was the **Red Lion** in Whitechapel. ❑ The theatre was popular with **all classes,** but the seats divided the rich and poor. The poor could pay a penny to stand in **The Pit** at the front of the stage. ❑ **Women** were not allowed to perform.	❑ Music and dancing was popular with men and women of **all classes**. However, the classes would never dance together. ❑ Many played instruments such as **lutes** (like a guitar) and **harpsichords** (like a piano). ❑ Wealthy families would **employ** their own musicians to play during meals and feats. ❑ **Books** of popular music could be bought by the rich.
The Poor (farmers, craftsmen and labourers)	❑ **Mob Football** – This was the most popular game for the labouring poor. It was very violent, and some men were killed during matches. The aim was to get the ball to the other side's goal like today. ❑ **However:** • The ball could be picked up • The number of players was not restricted. • There were no rules about tripping up other players. • The size of the 'pitch' could be as much as between two villages. ❑ **Wrestling** – Competed in public.		❑ **Literacy rates** among the poor were very low. ❑ The poor relied on stories told word of mouth. ❑ The type of work they had to do also gave them very little time for leisure activities such as reading.		❑ The poor would enjoy listening to music at **fairs**, **markets** or **public occasions**. There was music at the **church** and in the **taverns** (pubs).

Why was there an increase in poverty and vagabondage in Elizabethan England?

Background:
During the reign of Elizabeth I, the number of people living in poverty increased. The poorest in society were vagabonds. Vagabonds were homeless and unemployed and often had to travel around looking for work. The main causes of poverty linked to population growth, falling wages, inflation, poor harvests, the increase in sheep farming and the enclosure of land.

Features of poverty in Elizabethan England

- ❑ There was very **little help** for those without work, living in poverty. For many, an illness could mean **starvation** for them & their family.
- ❑ There was some help for the poor from '**Poor Relief**' from the local town or '**alms**' (charity) from the church.
- ❑ **Vagrants** were people without a home or regular work. They would be given more help and sympathy by Elizabethan society.
- ❑ **Vagabonds** were those who committed crimes or were too lazy to find work. There was no sympathy towards vagabonds in Elizabeth society.
- ❑ The poor at this time were those who spent **80%** or more of their income on **bread**.
- ❑ **40%** of the poor in some places were under **16** years old.
- ❑ Families with **mothers** only, lived in more poverty as women were paid a lot less than men.
- ❑ The type of people more likely to live in poverty were **widows**, the **sick**, the **elderly** and **orphaned** children.

POPULATION GROWTH

The population grew by 35%. The population of England grew from 3 million in 1551 to 4.2 million by 1601. Most of the growth was in towns and cities. London became the fastest growing city in England and had a population of 150,000. The food needed in these growing towns was grown in the countryside and so had to be brought in. Food prices therefore increased as there was more demand for it.

LOWER PAY

With more people living in towns, less work was available, and the wages could fall. This gave people fewer opportunities for work and a lower wage could also mean less money for rent and food.

INCREASED RENT

A bigger population also produced a bigger demand on places for people to live. Landowners took advantage of this by increasing their prices. The price of rent therefore increased so people had less money to spend on food.

LAND PRICES

As the population grew in the countryside, the demand for land also increased. Landowners took advantage of this by charging higher rent for land. If a family could not afford this rent, they would all be evicted.

SHEEP FARMING & THE WOOL TRADE

The trade in wool, was big profit for farmers at this time. The wool trade made up 81% of all England's export trade. Farmers began to farm sheep for their wool rather than grow crops for food. This caused more poverty as:

- Keeping large flocks of sheep used up land which would have been used by locals to grow food.
- Farming sheep did not require as many workers as growing crops, so more people were made unemployed.
- Feeding the sheep meant using more land to grow food just for the sheep, not people.

CLOSING OF THE MONASTERIES

The monasteries used to help the local poor by giving them handouts of food or offering shelter. After Henry VIII had closed the monasteries and with the decline of the Catholic faith, this form of help was no longer available for the poor.

ENCLOSURE OF LAND

In order for farmers to keep their animals (sheep) many began to fence off the land or 'enclose' it. Often, this took more land away from the local villages which was once 'common land'. Families who once lived on the land that was now enclosed would be left homeless.

POOR TRADE WITH SPAIN

Due to the tension and conflict with Spain, there was less demand for goods to be made which were then sold abroad. This increased unemployment further and even led to an economic recession.

INFLATION OF FOOD PRICES

With less land, sheep farming, more people and enclosure of land, the price of food increased as there was less of it. It was harder for families to feed themselves with what they earned.

POOR HARVESTS

During 1565 and 1562, there were particularly poor harvests due to the bad weather. With less food, prices increased further.

Elizabethan Society – Changing Attitudes & Policies towards the Poor

There was some help for the very poor at the start of Elizabeth's reign, but the government had to respond to the increasing problem of **poverty** and **vagabondage**. Help, called **Poor Relief** was given out and paid for by a special local tax called the **poor rate**. Some Elizabethans also saw helping the poor as their Christian duty. In Elizabethan England more help was offered for those in **genuine need** and the attitude towards some of the poor changed. There was a more national approach to how the poor were dealt with, who should be helped and who should be punished.

Elizabethan Attitudes Towards the Poor

- People were sympathetic towards those who could not work because of genuine illness or disability.
- People were worried that poverty in England would lead to disorder and more crime.
- People were worried about the cost of dealing with the poor.
- People were worried as the poor were more visible around them, especially in towns and cities.

Elizabethan had little sympathy when…

- They believed the poor were fit to work but too lazy called the '**idle poor**').
- They believed beggars or **vagabonds** were committing crimes.
- They believed vagabonds were **deceiving** or **conning** the public about a fake illness just to get money.

Punishments for the Idle Poor

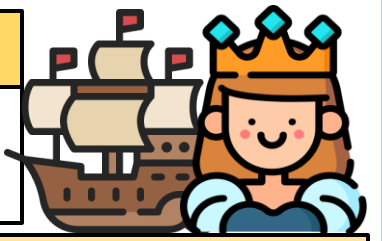
Many punishments were carried out in public as a deterrent (or warning) to others against begging in the streets.

- Imprisonment – House of Correction
- Publically whipped through the streets
- Put in the stocks or pillory
- Hanged if caught three times.

Elizabethan Government Policies Towards the Poor

Policy	Overview	Specific Detail
The Poor Rate	These types of help existed before Elizabeth came to power but were allowed to carry on during her reign.	A **local tax** was organised by a **Justices of the Peace** (JP). He then decided who deserved this help. The poor were given either money, or items which they **could make** and then sell in order to earn money.
Charity	This existed before Elizabeth's reign. Monasteries used to give help to the poor, but they were closed by Henry VIII.	The **Church** and **wealthy people** donated money to help the poor. There was a belief that it was a **Christian duty** to help the poor. Wealthy people would give their name to a charity.
Statute of Artificers 1563	A change which helped the poor.	• This law made sure that the tax and collection of Poor Relief was **collected** from all those who had to pay. • Anyone who **refused** to pay the Poor Rate could be put in **prison.** • Any **officials** who failed to organise the collection of Poor Relief could be fined up to £20.
Poor Relief Act 1576	This law aimed to make it clear which people were in genuine need of help and which people were the 'idle' poor who were simply too lazy.	1. Justices of the Peace JPs would provide the able-bodied poor with wool and raw materials to make items to sell. This would allow them to make money and further fund their work. 2. Those who refused to work were sent to a special prison called the '**House of Correction**', where they would be forced to work for no pay.
Vagabond Act 1572	Aimed to stop criminal vagrants and vagabonds using harsh punishments.	• **Criminal vagrants** would be **whipped** and a **hole drilled through each ear** as a mark of shame, and as a **deterrent** to others. • Vagrants given the **death penalty** if caught a third time. • The Justices of the Peace had to keep a **register of the poor** who they had to find work for.

Why was there an increase in Exploration during the Elizabethan period?



For those with the money and resources, the opportunity to explore the world was better than ever during the Elizabethan era. Elizabethan England experienced an **Age of Discovery** with those who set sail searching for fame and fortune. The reasons below contributed to this increased interest in exploration during Elizabeth's reign with the queen herself keen to support and take full advantage of the benefits exploration could bring to England.

Expanding Trade

- ❑ The **Americas** was offering more opportunities for trade.
- ❑ Conflict with Spain had closed some **trade routes** in the Americas and so it was vital for explorers to find **new places** to trade with. This included Africa, Asia & South America.
- ❑ English explorers and traders worked with each other to find new trading routes in the Americas.
- ❑ There were reports of **new exciting crops & resources** in the Americas which could make money in England.

Adventure

- ❑ Young **men** were **inspired** to go on voyages of discovery and adventure hoping to make a fortune and become a heroes like **Francis Drake**, **John Hawkins** & **Walter Raleigh**
- ❑ They were **inspired** by the printing of **books** and journals from explorers such as Drake and Raleigh.
- ❑ The development of the **printing press** made more stories of adventure available to the young men of the **gentry** and **nobility** who could then afford to take their own journeys of exploration.

New Technology

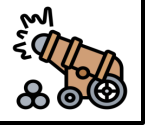
- ❑ **Navigation equipment** became more **accurate** and **longer lasting**.
- ❑ Voyages were **safer**, more **direct** and **faster** as a result.
- ❑ This gave **confidence** to encourage further exploration to new places from less experienced sailors.
- ❑ **Quadrants** and **astrolabes** were able to calculate a ship's position using the stars more accurately. Calculations could be written down and printed in books.

Printing Press & Maps

- ❑ Improved navigation led to **maps** becoming more accurate.
- ❑ In 1569, the first map with **longitude and latitude** was published to help sailors navigate safely.
- ❑ The development of the **printing press** meant maps could be easily printed and sold cheaply. This helped encourage more explorers by making them feel confidence and safe.
- ❑ Maps were printed & not hand-copied which meant they were **standardised** (the same) & more reliable.

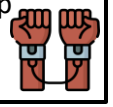
Improved Weapons

- ❑ **New galleons** designed by John Hawkins had bigger and stronger decks for **guns**. Cannons could be fired from **both sides** of the ships in case of attack and were able to fire further than the canons from other countries – even the Spanish.
- ❑ The ships could **defend** as well as **attack** if needed.
- ❑ This was key during the tension with the Spanish in the **Americas** and against possible pirate attacks.



The Slave Trade

- ❑ **Slave Traders** had discovered they could trade goods such as guns and metals in **West Africa** in return for slaves.
- ❑ **African slaves** were then be taken to the Americas and used to grow valuable crops such as **sugar**, **spices**, **coffee** and **tobacco**.
- ❑ **John Hawkins** was one slave trader who helped develop this trade further and **influenced** others who saw his **success**. He made huge fortunes from the slave trade.



Ship Design

- ❑ **Galleons** were developed which were much **larger** and **more stable** than previous ship designs.
- ❑ Galleons could hold **more cargo** and **weapons** and were much better for **longer journeys** to the New World and journeys of exploration.
- ❑ Ships were **easier to manoeuvre** which also made them safer to avoid pirate attacks and gave sailors more confidence at sea.

Investment

- ❑ **Rich**, **private investors**, including **Elizabeth** herself, funded new voyages of discovery. They knew the **rewards** could be enormous and wanted the power and the glory that this gave.
- ❑ Elizabeth had seen how rich **Spain** had become from its trading in the Americas from **tobacco**, **sugar** and **exotic crops** and so was willing to spend huge amounts to explore further. Goods brought back could then **fund the government** too.

The Reasons & Significance of Francis Drake's Circumnavigation of the Globe 1577-1580

Francis Drake and his crew took **3 years** to **circumnavigate the world**. However, he did not set out with the aim of being the first Englishman to sail around the world. His initial aim was to raid Spanish colonies and ships in the **Americas**. The voyage almost ended in disaster. Setting out with 5 ships, by the time Drake reached the Pacific Ocean in 1578, he only had one ship left – ***The Golden Hind***. Drake had even executed one of his sailors, who he accused of mutiny for helping the Spanish. By 1580, only 56 men had survived on board the *Gold Hind* and returned to England. For his achievement he was **knighted** by Queen Elizabeth I on board *The Golden Hind* before he took a key role in the defeat of the Spanish Armada in 1588. This achievement had a significant impact and influenced many other voyages of exploration. It also sent a **powerful message** to the Spanish about the quality of the English navigators and navy at the time.

Why did Drake Circumnavigate the globe?

POLITICAL GAIN OVER SPAIN

Carrying out such an achievement of circumnavigating the world sent a powerful message out to the Spanish about the power and reputation of the English in the world.

TRADE & WEALTH

- There was a huge amount of money to be made from a voyage like this to the Americas. Many people were willing to invest in Drake's voyage with the hope of making a huge amount of money.
- The voyage made his investors very rich from the treasure and foreign goods which he brought back.
- Drake's treasure haul was worth **500 million** today.
- Elizabeth I was willing to invest in his voyage in the knowledge that great wealth could be made for her country.

REVENGE

- Drake wanted **revenge** for a Spanish attack on his fleet in 1567. Drake and **John Hawkins** were on their third transatlantic voyage from Africa to the Americas. The Spanish, were angry with Drake for attempting to destroy the Spanish control of trading.
- They attacked Drake and Hawkins' ships at a place called **St Juan**. The English fleet were devastated, and **325** English sailors were killed. Drake and Hawkins returned to England with only 15 sailors.

The Significance of Drake's Circumnavigation

Angered the Spanish

- ❑ Drake's attack on Spanish ships and his looting of their resources led to the further decline of Anglo-Spanish relationships.
- ❑ Elizabeth's knighting of Drake for his actions, on board the Golden Hind clearly showed Elizabeth's support for what he had done. Phillip II was said to be furious with Elizabeth knighting Drake who he saw as a pirate.

Encouraged more exploration

- ❑ Drake and his crew travelled up the coast of America. and collected very useful and fascinating information about what they saw in detailed logs and maps.
- ❑ Drake's logs were an **inspiration** to other sailors and explorers to find out more about the Americas knowing that they could **survive** like Drake did.

English Reputation

- ❑ Drake became **famous** as this was only the **second crew** in History to have achieved the circumnavigation and the first ever English circumnavigation.
- ❑ It improved the English **morale** (made them feel better and more motivated), especially at a time when their relationship with Spain was poor.
- ❑ It gave English sailors a **great reputation** as the best in the world.

New English Land – Nova Albion

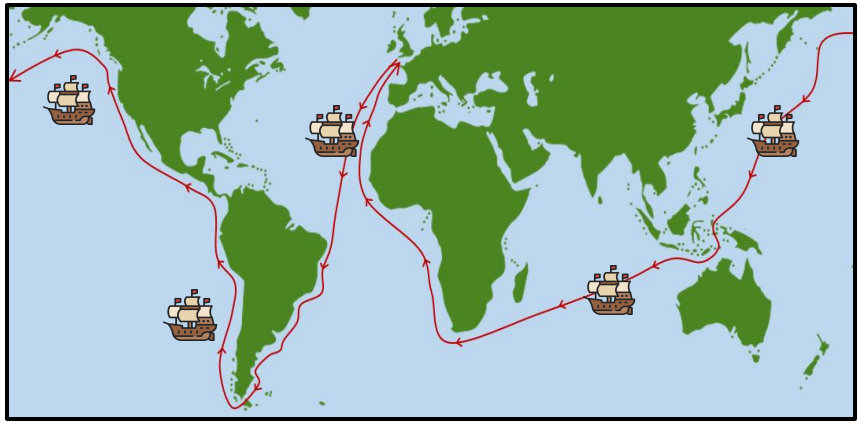
- ❑ ***In 1579, The Golden Hind*** needed repairing and reached west coast of America. They met **Native Americans** who treated the sailors well and they even performed a ceremony that made Drake the **leader** of their land.
- ❑ Drake named the land ***Nova Albion (New England)*** and declared **Elizabeth** its Queen.
- ❑ This **encouraged** other English sailors to conquer any land that had not already been taken. For example, **Sir Humphry Gilbert** set off to North America in 1578 to colonise land for England.
- ❑ However, the rights of the Native Indians were not thought about and this eventually led to their decline.

Drake - A National Hero

- ❑ Drake's ship, the Golden Hind was only 1 of 5 ships to survive and Drake was only one of 56 remaining men who returned.
- ❑ His voyage, and the published stories that came from it made Drake a hero and inspiration to others who heard about his adventure.

Published Accounts of Davy Ingram

- ❑ One of the most famous accounts from the voyage was from explorer Davy Ingram. Ingram walked **3,000 miles** up the coast of America. He wrote down his amazing tales of great wealth including precious metals such as silver and gold.
- ❑ He wrote about exotic animals and acts of **cannibalism** practiced by the **Native American** people who killed and then ate their sick.
- ❑ These fascinating tales were **published** across England and encouraged younger members of the gentry and nobility to carry out their own voyages of exploration.



Walter Raleigh's failed attempts to Colonise Virginia

With encouragement from Elizabeth I, **Walter Raleigh** organised a voyage to **colonise** an area of North America called **Virginia** - named after Elizabeth, 'The Virgin Queen'. Raleigh was born into **rich** landowning family and known for bringing back **tobacco** and making it popular in England. Raleigh did not go on the voyage to Virginia himself but was key in helping **fund** and **plan** the colonisation. Importantly, he had to find **volunteers** to leave England and settle in North America. The **Virginia Project** aimed to settle English people in a community in Virginia with the aim of being able to expand English territory abroad and d evelop trade. Raleigh wasn't part of the exhibition himself as Queen Elizabeth thought he was too important during a time of heightened tensions with Spain. Ultimately, the attempted colonisation of Virginia failed. We need to examine the reasons for the attempted colonisation and the reasons for its failure.

The First Stages of the Colonisation

Sending out a Fact-Finding Voyage

Raleigh first sent a team to Virginia to investigate the Native Indians who lived in this part of North America. The relationship between the English and the **Native Americans** was at first friendly. They exchanged English goods for food from the native Americans. On their return to England, the team reported that Virginia was like a '**paradise**' and that the native people there were very **friendly**. This was important as it gave Raleigh the opportunity to **promote** Virginia in a positive way to persuade English people to travel and settle there.

The use of Manteo and Wanchese

As well as bringing back exotic goods and foods to promote the project, the fact-finding exhibition **returned with** two Native Americans called **Manteo and Wanchese**. Manteo and Wanchese were also used to promote the Virginia Project. They helped English explorers learn the Native American **language** and they were taught English. It was hoped that having the support of Manteo and Wanchese would help the colonists contact other indigenous tribe people with the aim of having them as workers in the new settlements.

Raising Money for the Colonisation

Elizabeth refused to fund this voyage on her own – she needed to think about the funds she might need to potentially fight against the Spanish now that tensions with Spain were high. However, she did give Raleigh a **ship**, **gunpowder** worth £400 and her **official royal backing**. This royal backing is what attracted other wealthy people to **invest** in the project to colonise Virginia. Raleigh also had to invest money of his own to find the voyage to Virginia. Anyone who invested their own money in the colonisation would hope to gain money back from the trading opportunities it would give in the long term.

Persuading people to leave England

Raleigh used information from the fact-finding trip to **persuade** a group of Englishmen and women to make the dangerous and long voyage to Virginia across the Atlantic Ocean. These people were led to believe they could find their fortune and live in a '**paradise**'. They had to be people who were willing to leave their life in England and live in Virginia permanently.

The Organisation and Planning of the Virginia Project

Supplies

The colonists needed enough:

- ❑ Food to get across the long voyage over the Atlantic.
- ❑ Fresh water and drink for the voyage.
- ❑ Farming tools and seeds
- ❑ Animals such as chickens to use as food
- ❑ Weapons for the voyage and the colonisation.

Ships

- ❑ They needed enough ships which were big enough to carry all of the colonists and their supplies.
- ❑ The ships needed to have weapons in case of attack by the Spanish or pirates.
- ❑ The ships needed to be strong enough to survive the voyage.

Timing

- ❑ They had to reach Virginia during a time of year when they could **grow crops** that would help them survive over the **winter**.
- ❑ **Arriving too late** or growing the wrong crops would cause problems.

Spain

Spain controlled a lot of the land and sea around Virginia. This meant that they would need to safely find a route through without being attacked by the Spanish. They also needed soldiers on board to protect the colonists from any Spanish attack.

People

- ❑ Raleigh believed he needed 300 colonists with a variety of skills to first reach Virginia and then survive. He listed hunters, farmers, soldiers and stone masons (to build forts).
- ❑ He chose **Richard Grenville** as his **Expedition Leader**. He was an experienced sailor as well as an experienced soldier
- ❑ **Ralph Lane** was chosen to be the **Governor of Virginia** (a soldier and an expert fort builder).
- ❑ **Thomas Harriot** had worked with **Manteo and Wanchese** and understood their language, as well as being skilled at map making. He too was taken on the voyage.

Why did the attempted colonisation of Virginia Fail?

The Voyage

- ❑ The colonists left England **too late in the year** and did not arrive in Virginia in time to **plant the crops** they needed to be able to feed themselves over winter. They had to rely on the good will of the Native Americans for food. At first the Native American people were generous but then felt that they were being taken advantage of. This made the relationship between the two groups difficult.
- ❑ The **food** on board the ships rotted too quickly and so resulted in the colonists being too weak and sick.
- ❑ One of the ships called ***The Tiger*** was damaged and flooded on the voyage. This ship contained most of the voyages' food stores as well as some important seeds for planting in Virginia.
- ❑ Many of the colonists were **ill** on the journey. With little medical knowledge, **morale** became low even before they reached Virginia.

Inexperience

- ❑ The colonists did not understand how to **survive** in North America or how different it would be to England. They failed to adapt to many of the changes they experienced.
- ❑ The colonists had to **relied on the Native Americans** too much. When the Native Americans began to refuse to give any more help, this left the colonists without.
- ❑ The colonists did not expect the colonisation to be such **hard work** and require so many **skills**. Many of the wealthier members of the party still expected that their social status would mean others would do all the hard work. This led to tensions increasing between the colonists.

The Colonists

- ❑ The colonists found it difficult to cope with the **hot** and **humid** climate as well as the impact of insects such as **mosquitos** which were everywhere.
- ❑ Many who came on the trip just wanted to **get rich quick** rather than put in the **hard work** that was needed to survive.
- ❑ The colonists did **not work well together**. The richer **gentlemen** were not prepared to do any hard work and expected the poorer settlers to do it for them. Farmers **refused to work** for the rich as they had agreed to travel to North America for their **OWN** land not work on someone else's land.
- ❑ There were **too many soldiers** on the voyage. They did not have important farming skills to help the colonists survive and they were poorly disciplined.
- ❑ The **hunters, farmers** and the **fishermen** struggled. Different farming and hunting methods were needed in such a different climate. Some of the **seeds** brought over from England would not grow in the different types of soil in Virginia.
- ❑ Most of the **gunpowder** on the ships was damaged so shooting animals for food was difficult. English fishing techniques did not work.

Native American Resistance – Roanoke Island

- ❑ Despite having **Manteo** and **Wanchese** with them, this was not enough to set up a **good relationship** with the Native American people.
- ❑ A group of natives on one of the English settlements in Virginia called **Roanoke Island** were **unpredictable** and **suspicious** of the English. The **chief of Roanoke Island** became fed up with the constant demands from the colonists for food and supplies.
- ❑ The **Roanoke people feared the English**. They believed the colonists had strange supernatural powers to kill them. For example, when the colonists left their settlement, many of the Roanoke people died. We now know that this was due to the **English diseases** that had been brought over that the Roanoke people were not protected from. However, the Roanoke people did not know this and so feared the English.
- ❑ Finally, through fear and anger, the Roanoke set out to fight against the colonists. The colonists found out about this planned attack and prepared to fight back. With better weapons and armour, the English colonists killed many of the Roanoke as well as their tribal chief. However, there were also many deaths amongst the English colonists.
- ❑ The colonists who survived decided to return to England in 1586. They simply could not cope - the colonisation failed.

False Expectations

- ❑ In reality, the belief that Virginia was a '**paradise**' was not true. The colonists felt that they had been **lied to** by people such as Walter Raleigh who 'sold' them the idea of colonising Virginia.
- ❑ When they were promised exotic foods, in fact they were forced to search for **nuts and berries** to eat in order to survive.
- ❑ The richer colonists simply believed that the **Native American Indians** would be willing to do all the hard physical work for them. This was not the case as it was difficult to form friendly relationships with the natives.
- ❑ The Native American people were more hostile towards the English colonists than they had been led to believe.