

Elizabethan society

Task: These definitions are matched to the incorrect key words. Draw a line linking each key word to the correct definition.

The Royal Court	Noblemen who, appointed by the government, governed English counties and raised ordinary people to be soldiers in an emergency.
Justices of the Peace (JPs)	Someone who is legally and morally entitled to rule.
Lord Lieutenants	Major landowners; often lords, dukes and earls.
The Privy Council	The monarch could use the granting of lands, jobs and titles to reward her supporters. People who received these positions could use them to become wealthy.
Parliament	Made up of noblemen who acted as the monarch's advisors and friends. They advised the monarch and helped display her wealth and power.
Nobility	The idea that God alone appointed the monarch, meaning that to challenge the monarch was to challenge God. Successful monarchs claimed their actions were based on divine providence (God's guidance/control), reinforcing their legitimacy. Less successful monarchs could be seen as having incurred God's disapproval and find their legitimacy undermined.
Legitimate ruler	This advised Elizabeth's government and was made up of the House of Lords (comprised of noblemen and bishops) and the House of Commons (which was elected, though very few people could vote). They passed laws and approved taxes.
Divine Right (of Kings)	Members of the nobility who helped govern the country. They monitored Parliament and JPs, and they oversaw law and order and the security of the country.
Patronage	Large landowners, appointed by government, who kept law and order locally and heard court cases.

The Middle Way (Elizabethan religion)

Task: These definitions are matched to the incorrect key words. Draw a line linking each key word to the correct definition.

Roman Catholic beliefs	Under the Act of Supremacy, this was established with the job of maintaining discipline within the Church and enforcing the religious settlement. Members of the clergy whose loyalty was in doubt could be punished.
Protestant beliefs	A set of instructions issued by William Cecil on behalf of the Queen to reinforce the Acts of Supremacy and Uniformity. It included instructions on how people should worship God and on the structure of services.
Clergy	<ul style="list-style-type: none"> • The Pope is the Head of the Church. • The Bible and church services should be in Latin. • Bread and wine become the body and blood of Christ. This is called transubstantiation. • Priests are special and should wear special vestments to reflect this. • Churches should be highly decorated.
Middle Way	A settlement introduced in 1559 to create a compromise between the religions. The aim was to establish a form of Protestantism that Catholics could accept, so this kept some elements of Catholicism in the Church of England.
Book of Common Prayer	Religious leaders such as bishops and priests.
Act of Supremacy	Set the form of church services and had to be used in all churches under the Act of Uniformity.
Acts of Uniformity	<ul style="list-style-type: none"> • There shouldn't be a Pope; the monarch is Head of the Church. • The Bible and church services should be in your own language. • The transformation of the bread and wine is a metaphor. • Priests are not special and shouldn't wear special clothing. • Churches should be plain and simple.
Royal Injunctions	Elizabeth was made Supreme Governor of the Church of England. All clergy and royal officials had to swear an oath of allegiance to her as Head of the Church.
Ecclesiastical* High Commission (*adjective to describe the Church)	Established the appearance of churches and the form of services they held.

Challenges at home and abroad

Task 1: The definitions below are matched to the incorrect key words. Draw a line linking each key word with the correct definition.

Task 2: For each key word, in the box with the word itself write a 'P' if this threat is more associated with the challenge of Puritanism, and a 'C' if the threat came from Catholics. The first two have been done for you.

Puritans 'P'	Elizabeth's Catholic cousin, who had a claim to the English throne. Catholics held her to be the legitimate queen.
Crucifix challenge 'P'	Being formally excluded from the Catholic Church and unable to receive its sacraments.
Vestment* challenge (*special clothing worn by clergy during worship)	The system of Church government ruled by the Pope. The Counter-Reformation meant the Pope was prepared to end Protestant rule in England. He disapproved of the steps that Elizabeth had taken to suppress Catholicism following the Revolt of the Northern Earls. The Pope had already excommunicated Elizabeth in 1570, which encouraged Catholic powers, such as France and Spain, to attack England.
Heresy	Elizabeth didn't want to upset her Catholic subjects so demanded that crucifixes be displayed in churches. Puritans opposed this, and when some Puritan bishops threatened to resign, Elizabeth backed down as she could not (yet) replace them with educated Protestant clergy of similar ability.
Recusants	Radical Protestants who wanted to 'purify' the Christian religion by getting rid of anything that wasn't in the Bible. They strongly opposed Catholics and their 'superstitions'.
The papacy	These people practised the Catholic religion in secret. Elizabeth tolerated them initially as she did not want them to turn into religious martyrs (people prepared to die for their religion) or to spark a Catholic rebellion.
The Counter-Reformation	This involved denying the teachings of the Catholic Church. Catholics dealt with heretics severely, with many being executed for their beliefs.
Excommunication	The Catholic Church's attempt to reverse and stop the spread of the Protestant Reformation in Europe. Many Protestants in Europe were charged with heresy. In 1566, the Pope issued an instruction to English Catholics not to attend Church of England services.
Mary Queen of Scots	Elizabeth wanted the clergy to wear special vestments, as described in the Royal Injunctions. Puritans resisted this, arguing that clergy should wear either no vestments or simple vestments. In 1566, the Archbishop of Canterbury in his Book of Advertisements required priests to attend an exhibition showing the vestments they must wear. This resulted in the resignation of 37 Puritan priests who refused to attend church and to wear the new vestments as required.

Plots against Elizabeth

There were four key plots against Elizabeth. Read through the key notes for each plot and complete the summary task for each one.

The Northern Earls' Revolt: 1569

Why/how?

- Aim: to make England Catholic again.
- Aim: to regain their influence at court, and their power and land which were lost when Elizabeth was crowned.
- They wanted Mary Queen of Scots to marry the Duke of Norfolk and depose Elizabeth.

Who was involved?

- Charles and Jane Neville (Earl and Countess of Westmorland).
- Thomas Howard (Duke of Norfolk).
- Thomas and Ann Percy (Earl and Countess of Northumberland).
- Mary Queen of Scots (but only tangentially – or so she said).

Why did it fail?

- Spain declined to back the rebels with military support.
- Other northern earls backed Elizabeth to retain their own power.

Why was it significant?

- It showed that Elizabeth couldn't trust Mary Queen of Scots.
- It encouraged further threats as the Pope excommunicated Elizabeth.
- The loyalty of England's Catholics was now in doubt, which in turn led to harsher treatment by the government.

Task: Complete this gap-fill based upon the notes above.

The Northern ' Revolt occurred in 1569, and they aimed to return England to the faith. Many of the nobles involved had a grudge against as they had lost and when she had been crowned. Instead, they wanted Queen of on the throne. The main nobles involved were the Earl of W..... , the Duke of N and the Earl of N..... .

The plot failed because did not lend support. Also, other earls from the sided with Elizabeth so they could keep their own

This said, the revolt was very significant because it revealed that Mary Queen of Scots could not be Furthermore, this first move against Elizabeth encouraged further , especially after the Pope her in 1570. It also pushed Elizabeth to question the loyalty of England's , opening the way for harsher

The Ridolfi Plot: 1571

Why/how?

- Harsher laws against Catholics in the North, imposed since the revolt, made them angry.
- Ridolfi was a spy for the Pope, living in England, and the Pope wanted Elizabeth killed.
- Aims: to murder Elizabeth, start a Spanish invasion and put Mary Queen of Scots on the throne.

Who was involved?

- Ridolfi (an Italian banker).
- The Pope.
- Philip II (King of Spain).
- Duke of Alba (Spanish).
- Duke of Norfolk.

Why did it fail?

- Sir William Cecil discovered the plot through his spy network and proved the Duke of Norfolk was guilty of high treason.

Why was it significant?

- It confirmed that English Catholics and Mary Queen of Scots were still a threat.
- It reinforced the threat from Spain, as Philip II would support any plots against Elizabeth.
- The Spanish threat meant that Elizabeth needed to improve relations with France, as England couldn't fight both France and Spain at once.
- Catholics were treated even more severely and monitored closely by the government.
- Two laws passed in 1581 meant families could be fined for sheltering Catholic priests and charged with treason if they converted people to Catholicism.

Task: Read through the above summary of the Ridolfi Plot, which occurred only two years after the Northern Earls' Revolt. Use the information about both plots to complete the table of similarities and differences below. Areas of focus have been added to help you look for the significant ones, and the first has been done for you.

Focus area	Similarity or difference? Why?
Which groups were involved?	Mostly a difference. Whilst the Duke of Norfolk was a common factor in both events, it is very significant that the Ridolfi Plot involved Spain and the Pope – this foreign intervention had been absent from the Northern Earls' Revolt. It should also be noted that Mary Queen of Scots was implicated in both events.

Why were people moving against Elizabeth?	
What was Mary Queen of Scots' role or involvement?	
Did the event succeed or fail?	
How was Elizabeth affected by the event?	
How were Catholics affected after the event?	
Why did the event fail?	

The Throckmorton Plot: 1583

Task: Complete the gaps in the information below with the correct countries and nationalities.

Why/how?

- Aims: The Duke of Guise was to invade, overthrow Elizabeth, free Mary Queen of and make Catholic again.
- Philip II to pay for the revolt.
- Francis Throckmorton, a young man, would pass letters between the plotters and Mary Queen of

Who was involved? (Note the growing number of international players.)

- The Duke of Guise (.....).
- Philip II (King of).
- The Pope (who approved of the conspiracy).
- Francis Throckmorton.
- Mary Queen of

Why did it fail?

- Sir Francis Walsingham, Elizabeth's Secretary of State, discovered the plot in May 1583. (Walsingham had taken over running 's spies from Cecil.)
- In November 1583, Walsingham's spies found papers at Throckmorton's house that revealed his part in the conspiracy. He was arrested and tortured, and he confessed. He was executed in May 1584.

Why was it significant?

- It revealed the extent of the threat posed by foreign Catholic powers, Catholics and Mary Queen of Elizabeth needed to ensure that and wouldn't unite against her.
- Throckmorton's papers listed Catholic sympathisers in, confirming fears of an 'enemy within'. Catholics were thus treated with even further suspicion – many fled after this. Up to 11 000 Catholics were imprisoned or kept under surveillance. An Act of Parliament in 1585 made helping or sheltering Catholic priests punishable with death.

The Babington Plot: 1586

Why/how?

- Aims: The French Duke of Guise would invade England, murder Elizabeth and put Mary Queen of Scots on the throne – with the support of Philip II and the Pope.
- Anthony Babington, a Catholic, would write to Mary Queen of Scots about the conspiracy in 1586.

Who was involved? (Note the growing number of international players.)

- The Duke of Guise (French).
- Philip II (King of Spain).
- The Pope (who approved of the conspiracy).
- Anthony Babington.
- Mary Queen of Scots.

Why did it fail?

- Sir Francis Walsingham intercepted and read Babington's letters to Mary. These letters clearly demonstrated her support of and involvement in the conspiracy. Walsingham arranged it so that he caught one of Mary's letters in which she explicitly signed her permission for the plot.
- Babington and the plotters were sentenced to death; they were to be hanged, drawn and quartered.
- Mary Queen of Scots was sentenced to death in October 1586. Elizabeth delayed at first but then signed Mary's death warrant in February 1587, and she was beheaded shortly afterwards.

Why was it significant?

- Elizabeth's situation was more precarious than with previous plots, as by 1585 England and Spain were virtually at war.
- Elizabeth's government became determined to crush the Catholic threat, and the persecution of Catholics intensified. In 1586, 31 priests were executed across the country.
- The plot led to Mary Queen of Scots' execution, which ended any hope of replacing Elizabeth with a Catholic heir. Equally, Mary had been a French queen, and executing her risked inviting foreign wrath.

Task: Using the summary of the Babington Plot above, create a comic strip on the following page to tell the story. Be sure to include the causes and consequences, as well as the actual plot itself. You are allowed to add only individual words, numbers and names as text – everything else must be communicated through the pictures and symbols.

Anglo-Spanish relations (including the Netherlands)

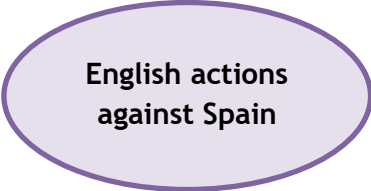
These definitions are all in the correct places. Read through them, then find your task below the table.

Spanish Inquisition	A political and religious body set up by Spain in 1478 to keep Spanish territories true to the Catholic faith. Anyone caught by the Inquisition who wasn't Catholic could be tortured or burned alive in a public execution.
Duke of Alba	In 1567, this man was sent by Philip II with an army of 10 000 men to the Netherlands to put down a revolt and establish a Council of Troubles (nicknamed the Council of Blood) to enforce Catholicism and obedience to the Spanish Crown in the Netherlands. This expedition ignored local law and condemned thousands of Protestants and rebels to death, leading thousands more into exile in England.
Sea Beggars	Dutch rebels who fled the Spanish Inquisition and attacked Spanish ships in the English Channel that were carrying men and resources to Alba's army in the Netherlands. Elizabeth allowed them to shelter in English harbours.
Genoese Loan	The loan to Philip II from Italian bankers in Genoa which Elizabeth stole when, in 1586, Spanish ships carrying the gold to pay Alba's troops in the Netherlands took refuge in English ports from the Sea Beggars.
Pacification of Ghent	All 17 Dutch provinces, Catholic and Protestant, united to demand that all Spanish troops be expelled from the Netherlands, political independence be restored and religious persecution be ended. This was following the 'Spanish Fury' (Spanish troops sacked Antwerp in protest at not being paid for war).
Duke of Parma (for Spain)	An effective military leader sent to the Netherlands by Philip II instead of Don Juan, giving the Spanish the upper hand.
Duke of Alençon (French)	This man came to England in 1581 and was given £70 000 by Elizabeth to support the Protestant rebels in the Netherlands. He returned to the Netherlands in 1582 but failed, and he returned to France in 1583. He died in 1584.
William of Orange	The leader of the Dutch Protestant rebels, who was assassinated in 1584, leaving Elizabeth unsure about how to proceed in the Netherlands.
Treaty of Joinville	A 1584 agreement signed between the French Catholic League and Philip II of Spain to secure the Spanish King's help against French Protestants in order to rid France of heresy. This meant Catholic France and Spain were now allies against Protestantism, causing further strain on Anglo-Spanish relations and Elizabeth's decision on how, or even whether, to intervene in the Netherlands.


Treaty of Nonsuch	A 1585 agreement between Elizabeth and Dutch Protestants which effectively put England and Spain at war as she would be directly intervening in the Netherlands.
Robert Dudley	The Earl of Leicester, a favourite of Elizabeth's whom she chose as a commander for the army of 7 400 English troops who would work with the Dutch rebel government, the Council of State, in the Netherlands.
Treaty of Berwick	A treaty signed in 1586 between England and Scotland which made England's northern border more secure so Elizabeth could focus on the Netherlands. Elizabeth and James VI of Scotland agreed to maintain Protestantism as their countries' religion and to help each other if invaded.
Singeing of the Beard	Francis Drake was ordered by Elizabeth to attack the Spanish navy. He sailed into Cádiz harbour (Spain's most important Atlantic port), and over three days destroyed 30 ships and many provisions.

Task: Sort each key word into one of the three mind maps below. Add to the mind maps with key summaries, but do not copy these word for word from the table.

**Conflict over the
Netherlands**



English actions
against Spain



Conflict over
religion

Challenge: Can you add to this diagram with your own knowledge or with details from other sections?

Elizabethan education and leisure

These definitions are all in the correct places. Read through them, then find your task below the table.

Parish schools (up to age 10)	Set up locally by the church and run by the clergy, these taught basic literacy to the children of yeoman farmers and craftsmen.
Grammar schools (for boys aged 10–14)	These provided an education independently of the church and charged fees, although scholarships were available for poorer families. Attended by the children of the gentry, merchants, yeomen farmers and craftsmen. Boys were taught the Bible, debating, Latin, French, Greek and philosophy. The sons of yeomen farmers and craftsmen were taught reading, writing and mathematics.
Petty schools (up to age 10)	Run privately from people's homes, these were attended by children of the gentry, merchants, yeomen, farmers and craftsmen.
Dame schools	A basic education for some girls, often run by an educated local woman. Women would go from being under the care of their father to that of their husband, so for most girls education was focused on the home. As future wives and mothers, girls would need a variety of domestic skills, such as how to preserve food, bake, brew, sew, and treat simple ailments and injuries.
Private tutors	These delivered education privately to members of the nobility, who often finished their education in the household of another noble family.
Universities (age 14/15 onwards)	In Elizabethan England there were only two universities: Oxford and Cambridge. There, you studied geometry, music, astronomy, philosophy, logic and rhetoric (persuasive speaking used in law), medicine, law and divinity. The highest possible university qualification was the doctorate.
Baiting	Involved watching animals fight to the death. Typically, dogs were encouraged to attack chained bears and bulls, and bets were made on the outcome of fight.
Cockfighting	Cockerels attacked each other using metal spurs and their beaks. In many small towns, special arenas were built for cockfighting. Money was bet on the outcomes of these fights.
Apprentice	Someone learning a trade or skill. In Elizabethan times, apprentices were not paid. In fact, it cost money to be an apprentice. Once qualified, skilled craftsmen usually enjoyed a very good standard of living.
Merchants and craftsmen	Some grammar schools ran an alternative curriculum for the sons of merchants and craftsmen focusing on more practical subjects like English, writing, arithmetic and geography. This shows an education reflecting what the economy needed but still focused on preparing boys for the life they were expected to lead.

Task: Read each of the case studies below. They are made-up statements from people who could have lived in the Elizabethan period. Under each one, write which of the places of education or entertainment they might be attending.

Henry: ‘I knew this sport could be quite violent, but goodness me the birds really attacked each other!’

.....

Mary: ‘I am glad that my parents can pay for this private education – I get to learn languages and rhetoric, which is uncommon for ordinary girls. I don’t even have to leave my home!’

.....

Robert: ‘My parents are new members of the gentry and have just bought a new shop. They want my education to help me run it when I am older, so my education has been shaped to support me in this.’

.....

Agnes: ‘As a young girl, I think I am lucky to get this level of education, which is preparing me for later family life.’

.....

John: ‘My arms hurt from hammering at the forge all day! Still, I am glad to be learning a respected trade, even if I have to pay for the training.’

.....

William: ‘I go to school in my local church sometimes, and they help me learn my letters.’

.....

Jane: ‘Watching those animals fight, I didn’t know whether to cheer or hide! I made some good money with my bets, though.’

.....

Katherine: ‘My noble parents don’t want me going out and mingling with the ordinary peasants, so I do all of my learning with top scholars from the comfort of my friend’s home.’

.....

Edward: ‘There are quite a few different types of people in my school. My parents aren’t rich, but we’re lucky enough to live near a school that gave me a good scholarship. I’m learning basic reading and writing at the moment, but I’m interested in the Latin and debating classes.’

.....

The Elizabethan poor

Task: The definitions in the table are missing their key words. Read the following list of key words and add them to the correct definitions.

Key words: Poor Rate, Vagrants, Deserving/impotent poor, Statute of Artificers (1563), Itinerants, 1572 Vagabonds Act, Idle poor, 1576 Poor Relief Act, Vagabonds, Enclosure / enclosure system

	Homeless people who moved from their parishes looking for work. They were often involved in crimes, which worried those in authority.
	People without a settled home or regular work. Many were also seen as vagabonds.
	Idle and dishonest people who wandered from place to place, committing crimes.
	Replacing large, open fields that were farmed by villagers with individual fields belonging to one person. This often led to small farms being merged and tenant farmers evicted. It also resulted in unemployment and rural depopulation because the population of the countryside fell as people moved away in search of a better life. This system caused great anger and resentment.
	The old and sick who could not help themselves.
	Those who could work but chose not to do so.
	A local tax organised by JPs, with the proceeds spent on improving the lives of the poor. The poor were given money or things to make and sell.
	A progressive government response to increased unemployment caused by falls in the wool trade. Those refusing to pay this tax could be put into prison. Officials who failed to organise poor relief could pay a penalty of up to £20.
	Another progressive government response to increased unemployment caused by falls in the wool trade. JPs were required to provide the poor with wool and raw materials to enable them to make and sell things. The poor who refused to do so were sent to a special prison known as a house of correction.
	Repressive change that targeted vagrants. Parliament felt that vagrants posed a threat to public order and had to be deterred through harsh punishment. However, the Act also recognised the need to help the poor by providing them with work. Vagrants were whipped and a had holes drilled through each ear as a mark of shame to warn others of their vagrancy, were imprisoned if arrested again for vagrancy, and were then given the death penalty for a third offence. The Act introduced a national Poor Rate to provide support, including money and work, for the impotent poor. JPs had to keep a register of the poor. Those in authority (mainly JPs and parish councils) were tasked with finding work for the able-bodied poor.

Elizabethan discovery and exploration

These definitions are all in the correct places. Read through them, then find your task below the table.

Triangular trade	The trader and explorer John Hawkins discovered that iron goods and guns could be sold in West Africa to buy enslaved people, who could then be sold in the 'New World' in exchange for rum, spices and tobacco, which would then be sold in Europe. Other merchants and traders across England copied this lucrative three-way model.
Circumnavigation	Travelling all the way around the globe.
Sir Walter Raleigh	A nobleman and courtier, this man became an explorer during Elizabeth's reign. In 1584, Elizabeth gave Raleigh a grant to explore and settle lands in North America. Raleigh needed to raise huge amounts of money and encourage potential English colonists to leave their homes and settle in a land few knew anything about. Raleigh did not lead the colonists, but he was significant because he raised funds for the project and persuaded people to leave England and settle in Virginia.
Colonisation	Sending people to settle in another country to lay claim on foreign lands.
Manteo and Wanchese	Two Native Americans who were brought back to England from the 1584 expedition. They helped Thomas Harriott, a mathematician, to create an English-Algonquian 'dictionary' and also helped the first English colonists to establish contact with their people.
Algonquians	The Native Americans in the region that the English wanted to settle in. The people of the region had a common language and culture. They were much more advanced than the English first thought, having their own political system, culture and laws. English colonists were disappointed as they expected to be able to take rule over from them.
Wingina	A local paramount chief of the Algonquians who was met by the English expedition of 1584. He ruled several settlements on Roanoke Island.
Astrolabe	An instrument used by sailors to help with navigation at sea. It was circular.
Quadrant	Similar to an astrolabe, this was used by sailors to help with navigation at sea. It was the shape of a quarter circle.
New World	A term used to refer to the Americas, which Europeans considered 'new' because they had had almost no contact with it prior to the Early Modern period.

Task: For each of the key words above, you must find another part of the Elizabethan England course to link it to and explain how it links. You can use any other words from this resource, including other words within the same table. The only rule is that you cannot use a word more than once. The first has been done for you.

<p>Triangular trade</p>	<p>Link: 'New World'. Explanation: Elizabethan traders included the 'New World' as the westernmost point of the triangular trade. It supplied the spices and plants that would sell well back in England.</p>
<p>Circumnavigation</p>	<p>Link: Explanation:</p>
<p>Sir Walter Raleigh</p>	<p>Link: Explanation:</p>
<p>Colonisation</p>	<p>Link: Explanation:</p>
<p>Manteo and Wanchese</p>	<p>Link: Explanation:</p>
<p>Algonquians</p>	<p>Link: Explanation:</p>
<p>Wingina</p>	<p>Link: Explanation:</p>
<p>Astrolabe</p>	<p>Link: Explanation:</p>
<p>Quadrant</p>	<p>Link: Explanation:</p>
<p>New World</p>	<p>Link: Explanation:</p>

Elizabethan England timeline

Read through this timeline and find your task at the end.

1558

Elizabeth succeeds to the throne upon the death of Mary I (Mary Tudor).

1559

- Elizabeth is crowned Queen.
- Acts of Supremacy and Uniformity (Religious Settlement).
- Treaty of Cateau-Cambrésis signed, with England giving France control of Calais.
- Scottish Protestant nobles take control of Scotland.

1560

Treaty of Edinburgh signed, creating a new English–Scottish accord.

1561

Mary Queen of Scots returns from France to live in Scotland following the death of her husband (the King of France).

1563

Act for the Relief of the Poor establishes the idea of ‘deserving poor’.

1565

Mary Queen of Scots marries Henry Darnley.

1566

Mary Queen of Scots gives birth to her son, James.

1567

- Henry Darnley (Mary Queen of Scots’ husband) is murdered.
- Mary Queen of Scots marries the Earl of Bothwell (a suspect in the murder of Henry Darnley).
- Mary Queen of Scots is forced to abdicate the Scottish throne in favour of her infant son, James.

1568

Mary Queen of Scots flees imprisonment to England and is then imprisoned by Elizabeth.

1569

The Revolt of the Northern Earls begins.

1570

Pope Pius V excommunicates Elizabeth (this event is also called the Papal Bull).

1571

The Ridolfi Plot.

1572

- The Earl of Northumberland is executed for his role in the Revolt of the Northern Earls.
- Thousands of Protestants are murdered in France in the St Bartholomew's Day Massacre.
- Elizabeth sends secret aid to Protestants in the Netherlands, who are rebelling against the ruling Spanish.
- The Vagabonds Act.
- The Duke of Norfolk is executed following the Ridolfi Plot.

1573

A disastrous harvest.

1576

Poor Relief Act – this required Justices of the Peace to find work for beggars.

1577

- Opening of the first theatre in London (The Curtain).
- Francis Drake sets off on his circumnavigation of the world.

1578

Large Spanish army, led by the Duke of Parma, arrives in the Netherlands.

1579

Francis Drake attacks Spanish ships at Callao, Peru, capturing large quantities of treasure.

1580

Francis Drake completes his circumnavigation of the world.

1583

The Throckmorton Plot.

1584

William of Orange is assassinated.

1585

- Treaty of Nonsuch leads to the English army helping Dutch rebels against the Spanish.
- Act of Association.
- Establishment of the first colony in Virginia.

1586

The Babington Plot and the trial of Mary Queen of Scots, who is found guilty of plotting to kill Elizabeth.

1587

- Mary Queen of Scots is executed.
- Francis Drake leads a raid on the Spanish fleet at Cádiz.
- Second attempt at colonisation in Virginia.

1588

- The Battle of Gravelines and subsequent defeat of the Spanish Armada.
- Elizabeth's famous speech to her troops at Tilbury.
- Robert Dudley dies.

1590

- Shakespeare writes his first play, *Henry VI, Part 1*, sometime between 1589 and 1592.
- Sir Francis Walsingham dies.
- The first of the 1590s poor harvests, prompting urbanisation.

1591

Robert Cecil (William Cecil's son) is promoted to the Privy Council.

1592

Walter Raleigh is banished from court when Elizabeth finds out about his secret marriage to Elizabeth Throckmorton the previous year.

1593

The Act against Seditious Sectaries clamps down on religious divisions.

1594

Another particularly bad harvest.

1595

- Shakespeare writes *Romeo and Juliet*.
- Walter Raleigh leaves England in search of El Dorado.

1596

- Robert Cecil is appointed Secretary of State.
- The worst harvest of the century.
- The Swan Theatre opens in London.
- The Earl of Essex raids Cádiz (in Spain).

1597

The first national Poor Law is passed, requiring each parish to appoint 'Overseers of the Poor'.

1599

- The Globe Theatre opens in London.
- The Earl of Essex is sent to Ireland to put down (Catholic) rebellions.

1601

- Essex returns from Ireland in disgrace. He rebels against Elizabeth but fails and is executed.
- The revised Poor Law is passed.

1603

Elizabeth dies and James VI of Scotland becomes James I of England.

Task: Write down all the events from the above timeline on this page. Be careful: you don't just have to order them chronologically along the timeline; you also need to line up each one with one of the themes along the edge of the timeline.

Plots and
rebellion

Foreign
policy

Religious
conflict

1558

1603

Economic
events

Political
events

Social and
cultural
changes

Teaching notes

This resource is suitable for revision activities for a GCSE Elizabethan England unit. The chosen topics are taken directly from the Edexcel 'Early Elizabethan England, 1558–1588' unit, although the resource can also support delivery of other exam boards' units which cover other date ranges. With this in mind, the resource includes a 'key dates' timeline for the entire Elizabethan period. Teachers should be aware that different examination boards cover different date ranges and thus may wish to edit the scope of this timeline.

The tasks on pages 1 to 21 have been designed for students to undertake more active revision; they include matching key terms, gap-fills and sorting tasks. The timeline on p.21 would benefit from being printed on A3 paper to allow space for students to write.

Answers

Elizabethan society

The Royal Court	Made up of noblemen who acted as the monarch's advisors and friends. They advised the monarch and helped display her wealth and power.
Justices of the Peace (JPs)	Large landowners, appointed by government, who kept law and order locally and heard court cases.
Lord Lieutenants	Noblemen who, appointed by the government, governed English counties and raised ordinary people to be soldiers in an emergency.
The Privy Council	Members of the nobility who helped govern the country. They monitored Parliament and JPs, and they oversaw law and order and the security of the country.
Parliament	This advised Elizabeth's government and was made up of the House of Lords (comprised of noblemen and bishops) and the House of Commons (which was elected, though very few people could vote). They passed laws and approved taxes.
Nobility	Major landowners; often lords, dukes and earls.
Legitimate ruler	Someone who is legally and morally entitled to rule.
Divine Right (of Kings)	The idea that God alone appointed the monarch, meaning that to challenge the monarch was to challenge God. Successful monarchs claimed their actions were based on divine providence (God's guidance/control), reinforcing their legitimacy. Less successful monarchs could be seen as having incurred God's disapproval and find their legitimacy undermined.
Patronage	The monarch could use the granting of lands, jobs and titles to reward her supporters. People who received these positions could use them to become wealthy.

The Middle Way (Elizabethan religion)

Roman Catholic beliefs	<ul style="list-style-type: none"> • The Pope is the Head of the Church. • The Bible and church services should be in Latin. • Bread and wine become the body and blood of Christ. This is called transubstantiation. • Priests are special and should wear special vestments to reflect this. • Churches should be highly decorated.
Protestant beliefs	<ul style="list-style-type: none"> • There shouldn't be a Pope; the monarch is Head of the Church. • The Bible and church services should be in your own language. • The transformation of the bread and wine is a metaphor. • Priests are not special and shouldn't wear special clothing. • Churches should be plain and simple.
Clergy	Religious leaders such as bishops and priests.
Middle Way	A settlement introduced in 1559 to create a compromise between the religions. The aim was to establish a form of Protestantism that Catholics could accept, so this kept some elements of Catholicism in the Church of England.
Book of Common Prayer	Set the form of church services and had to be used in all churches under the Act of Uniformity.
Act of Supremacy	Elizabeth was made Supreme Governor of the Church of England. All clergy and royal officials had to swear an oath of allegiance to her as Head of the Church.
Acts of Uniformity	Established the appearance of churches and the form of services they held.
Royal Injunctions	A set of instructions issued by William Cecil on behalf of the Queen to reinforce the Acts of Supremacy and Uniformity. It included instructions on how people should worship God and on the structure of services.
Ecclesiastical* High Commission (*adjective to describe the Church)	Under the Act of Supremacy, this was established with the job of maintaining discipline within the Church and enforcing the religious settlement. Members of the clergy whose loyalty was in doubt could be punished.

Challenges at home and abroad

Puritans 'p'	Radical Protestants who wanted to 'purify' the Christian religion by getting rid of anything that wasn't in the Bible. They strongly opposed Catholics and their 'superstitions'.
Crucifix challenge 'p'	Elizabeth didn't want to upset her Catholic subjects so demanded that crucifixes be displayed in churches. Puritans opposed this, and when some Puritan bishops threatened to resign, Elizabeth backed

	down as she could not (yet) replace them with educated Protestant clergy of similar ability.
Vestment* challenge (*special clothing worn by clergy during worship) 'P'	Elizabeth wanted the clergy to wear special vestments, as described in the Royal Injunctions. Puritans resisted this, arguing that clergy should wear either no vestments or simple vestments. In 1566, the Archbishop of Canterbury in his Book of Advertisements required priests to attend an exhibition showing the vestments they must wear. This resulted in the resignation of 37 Puritan priests who refused to attend church and to wear the new vestments as required.
Heresy 'C'	This involved denying the teachings of the Catholic Church. Catholics dealt with heretics severely, with many being executed for their beliefs.
Recusants 'C'	These people practised the Catholic religion in secret. Elizabeth tolerated them initially as she did not want them to turn into religious martyrs (people prepared to die for their religion) or to spark a Catholic rebellion.
The papacy 'C'	The system of Church government ruled by the Pope. The Counter-Reformation meant the Pope was prepared to end Protestant rule in England. He disapproved of the steps that Elizabeth had taken to suppress Catholicism following the Revolt of the Northern Earls. The Pope had already excommunicated Elizabeth in 1570, which encouraged Catholic powers, such as France and Spain, to attack England.
The Counter-Reformation 'C'	The Catholic Church's attempt to reverse and stop the spread of the Protestant Reformation in Europe. Many Protestants in Europe were charged with heresy. In 1566, the Pope issued an instruction to English Catholics not to attend Church of England services.
Excommunication 'C'	Being formally excluded from the Catholic Church and unable to receive its sacraments.
Mary Queen of Scots 'C'	Elizabeth's Catholic cousin, who had a claim to the English throne. Catholics held her to be the legitimate queen.

The Northern Earls' Revolt: 1569

The Northern **Earls'** Revolt occurred in 1569, and they aimed to return England to the **Catholic** faith. Many of the nobles involved had a grudge against **Elizabeth** as they had lost **power** and **land** when she had been crowned. Instead, they wanted **Mary** Queen of **Scots** on the throne. The main nobles involved were the Earl of **Westmorland**, the Duke of **Norfolk** and the Earl of **Northumberland**.

The plot failed because **Spain** did not lend **military** support. Also, other earls from the **North** sided with Elizabeth so they could keep their own **power**. This said, the revolt was very significant because it revealed that Mary Queen of Scots could not be **trusted**. Furthermore, this first move against Elizabeth encouraged further **threats**, especially after the Pope **excommunicated** her in 1570. It also pushed Elizabeth to question the loyalty of England's **Catholics**, opening the way for harsher **treatment**.

The Ridolfi Plot: 1571

Focus area	Similarity or difference? Why?
Which groups were involved?	Mostly a difference. Whilst the Duke of Norfolk was a common factor in both events, it is very significant that the Ridolfi Plot involved Spain and the Pope – this foreign intervention had been absent from the Northern Earls' Revolt. It should also be noted that Mary Queen of Scots was implicated in both events.
Why were people moving against Elizabeth?	Broad similarity. Both events were ultimately motivated by religion and sought to restore England's Catholicism.
What was Mary Queen of Scots' role or involvement?	Similarity. Whilst Mary kept both plots at arm's length, she was a target of both events, which saw her taking England's throne as the 'rightful Catholic Queen'.
Did the event succeed or fail?	Similarity. Both plots failed.
How was Elizabeth affected by the event?	Similarity. Whilst Elizabeth was threatened by both, ultimately neither came that close to really risking her position as a monarch. What's more, by surviving both Elizabeth showed herself to be a more resilient monarch than many believed.
How were Catholics affected after the event?	Similarity. Catholics were treated increasingly harshly after each event, with increased restrictions and harsher punishment escalating after each.
Why did the event fail?	Difference. The Northern Earls' Revolt failed because it lacked foreign backing and did not have enough local support from other nobility, whereas the Ridolfi Plot failed because it was discovered by Cecil's spy network.

The Throckmorton Plot: 1583

Why/how?

- Aims: The French Duke of Guise was to invade **England**, overthrow Elizabeth, free Mary Queen of Scots and make **England** Catholic again.
- Philip II was to pay for the revolt.
- Francis Throckmorton, a young **Englishman**, would pass letters between the plotters and Mary Queen of Scots.

Who was involved? (Note the growing number of international players.)

- The Duke of Guise (**French**).
- Philip II (King of **Spain**).
- The Pope (who approved of the conspiracy).
- Francis Throckmorton.
- Mary Queen of Scots.

Why did it fail?

- Sir Francis Walsingham, Elizabeth's Secretary of State, discovered the plot in May 1583. (Walsingham had taken over running **England's** spies from Cecil.)
- In November 1583, Walsingham's spies found papers at Throckmorton's house that revealed his part in the conspiracy. He was arrested and tortured, and he confessed. He was executed in May 1584.

Why was it significant?

- It revealed the extent of the threat posed by foreign Catholic powers, **English** Catholics and Mary Queen of **Scots**. Elizabeth needed to ensure that **France** and **Spain** wouldn't unite against her.
- Throckmorton's papers listed Catholic sympathisers in **England**, confirming fears of an 'enemy within'. **English** Catholics were thus treated with even further suspicion – many fled **England** after this. Up to 11 000 Catholics were imprisoned or kept under surveillance. An Act of Parliament in 1585 made helping or sheltering Catholic priests punishable with death.

The Babington Plot: 1586

Students' own ideas.

Anglo-Spanish relations (including the Netherlands)

Students' own ideas.

Elizabethan education and leisure

Henry: Cockfighting.

Mary: Petty school.

Robert: Merchants and craftsmen.

Agnes: Dame school.

John: Apprentice.

William: Parish school.

Jane: Baiting.

Katherine: Private tutor.

Edward: Grammar school.

The Elizabethan poor

Itinerants	Homeless people who moved from their parishes looking for work. They were often involved in crimes, which worried those in authority.
Vagrants	People without a settled home or regular work. Many were also seen as vagabonds.
Vagabonds	Idle and dishonest people who wandered from place to place, committing crimes.
Enclosure / enclosure system	Replacing large, open fields that were farmed by villagers with individual fields belonging to one person. This often led to small farms being merged and tenant farmers evicted. It also resulted in unemployment and rural depopulation because the population of the countryside fell as people moved away in search of a better life. This system caused great anger and resentment.
Deserving / impotent poor	The old and sick who could not help themselves.
Idle poor	Those who could work but chose not to do so.
Poor Rate	A local tax organised by JPs, with the proceeds spent on improving the lives of the poor. The poor were given money or things to make and sell.
Statute of Artificers (1563)	A progressive government response to increased unemployment caused by falls in the wool trade. Those refusing to pay this tax could be put into prison. Officials who failed to organise poor relief could pay a penalty of up to £20.
1576 Poor Relief Act	Another progressive government response to increased unemployment caused by falls in the wool trade. JPs were required to provide the poor with wool and raw materials to enable them to make and sell things. The poor who refused to do so were sent to a special prison known as a house of correction.
1572 Vagabonds Act	Repressive change that targeted vagrants. Parliament felt that vagrants posed a threat to public order and had to be deterred through harsh punishment. However, the Act also recognised the need to help the poor by providing them with work. Vagrants were whipped and a had hole drilled through each ear as a mark of shame to warn others of their vagrancy, were imprisoned if arrested again for vagrancy and were then given the death penalty for a third offence. The Act introduced a national Poor Rate to provide support, including money and work, for the impotent poor. JPs had to keep a register of the poor. Those in authority (mainly JPs and parish councils) were tasked with finding work for the able-bodied poor.

Elizabethan discovery and exploration

Students' own ideas.

Elizabethan England timeline

Thematic colour-code:

Plots and rebellions

Foreign policy

Religious conflict

Economic events

Political events

Social and cultural changes

1558

Elizabeth succeeds to the throne upon the death of Mary I (Mary Tudor).

1559

- Elizabeth is crowned Queen.
- Acts of Supremacy and Uniformity (Religious Settlement).
- Treaty of Cateau-Cambrésis signed, with England giving France control of Calais.
- Scottish Protestant nobles take control of Scotland.

1560

Treaty of Edinburgh signed, creating a new English–Scottish accord.

1561

Mary Queen of Scots returns from France to live in Scotland following the death of her husband (the King of France).

1563

Act for the Relief of the Poor establishes the idea of 'deserving poor'.

1565

Mary Queen of Scots marries Henry Darnley.

1566

Mary Queen of Scots gives birth to her son, James.

1567

- Henry Darnley (Mary Queen of Scots' husband) is murdered.
- Mary Queen of Scots marries the Earl of Bothwell (a suspect in the murder of Henry Darnley).
- Mary Queen of Scots is forced to abdicate the Scottish throne in favour of her infant son, James.

1568

Mary Queen of Scots flees imprisonment to England and is then imprisoned by Elizabeth.

1569

The Revolt of the Northern Earls begins.

1570

Pope Pius V excommunicates Elizabeth (this event is also called the Papal Bull).

1571

The Ridolfi Plot.

1572

- The Earl of Northumberland is executed for his role in the Revolt of the Northern Earls.
- Thousands of Protestants are murdered in France in the St Bartholomew's Day Massacre.
- Elizabeth sends secret aid to Protestants in the Netherlands, who are rebelling against the ruling Spanish.
- The Vagabonds Act.
- The Duke of Norfolk is executed following the Ridolfi Plot.

1573

A disastrous harvest.

1576

Poor Relief Act – this required Justices of the Peace to find work for beggars.

1577

- Opening of the first theatre in London (The Curtain).
- Francis Drake sets off on his circumnavigation of the world.

1578

Large Spanish army, led by the Duke of Parma, arrives in the Netherlands.

1579

Francis Drake attacks Spanish ships at Callao, Peru, capturing large quantities of treasure.

1580

Francis Drake completes his circumnavigation of the world.

1583

The Throckmorton Plot.

1584

William of Orange is assassinated.

1585

- Treaty of Nonsuch leads to the English army helping Dutch rebels against the Spanish.
- Act of Association.
- Establishment of the first colony in Virginia.

1586

The Babington Plot and the trial of Mary Queen of Scots, who is found guilty of plotting to kill Elizabeth.

1587

- Mary Queen of Scots is executed.
- Francis Drake leads a raid on the Spanish fleet at Cádiz.
- Second attempt at colonisation in Virginia.

1588

- The Battle of Gravelines and subsequent defeat of the Spanish Armada.
- Elizabeth's famous speech to her troops at Tilbury.
- Robert Dudley dies.

1590

- Shakespeare writes his first play, *Henry VI, Part 1*, sometime between 1589 and 1592.
- Sir Francis Walsingham dies.
- The first of the 1590s poor harvests, prompting urbanisation.

1591

Robert Cecil (William Cecil's son) is promoted to the Privy Council.

1592

Walter Raleigh is banished from court when Elizabeth finds out about his secret marriage to Elizabeth Throckmorton the previous year.

1593

The Act against Seditious Sectaries clamps down on religious divisions.

1594

Another particularly bad harvest.

1595

- Shakespeare writes *Romeo and Juliet*.
- Walter Raleigh leaves England in search of El Dorado.

1596

- Robert Cecil is appointed Secretary of State.
- The worst harvest of the century.
- The Swan Theatre opens in London.
- The Earl of Essex raids Cádiz (in Spain).

1597

The first national Poor Law is passed, requiring each parish to appoint 'Overseers of the Poor'.

1599

- The Globe Theatre opens in London.
- The Earl of Essex is sent to Ireland to put down (Catholic) rebellions.

1601

- Essex returns from Ireland in disgrace. He rebels against Elizabeth but fails and is executed.
- The revised Poor Law is passed.

1603

Elizabeth dies and James VI of Scotland becomes James I of England.