



**ENGAGING WITH**

**AQA  
GCSE  
(9-1)  
History**

**ELIZABETHAN  
ENGLAND  
c1568-1603**  
**BRITISH DEPTH STUDY**

**DALE BANHAM**



**DYNAMIC  
LEARNING**



**HODDER  
EDUCATION**  
LEARN MORE



# CONTENTS

**Introduction** to the British Depth Study

## Part 1: Elizabeth I's court and parliament

<b>1 Elizabeth I and her court</b>	<b>10</b>
1.1 Elizabeth's background and family tree	10
1.2 Court life, patronage and power	12
1.3 The structure of Elizabeth's government	14
1.4 Elizabeth's key ministers	16
1.5 Propaganda and censorship	18

<b>2 The difficulties of a female ruler</b>	<b>20</b>
2.1 The problems Elizabeth had to face	20
2.2 Relations with parliament	22
2.3 The problem of marriage and the succession	24
2.4 Case study: Kenilworth Castle	26
2.5 Elizabeth's authority at the end of her reign and Essex's rebellion	28

<b>Part 1: Elizabeth I's court and parliament review</b>	<b>30</b>
--	-----------

## Part 2: Life in Elizabethan times

<b>3 A 'Golden Age'</b>	<b>32</b>
3.1 The structure of society, living standards and fashions	32
3.2 Growing prosperity and the rise of the gentry	34
3.3 Case study: Hardwick Hall	36
3.4 Elizabethan London	38
3.5 The Elizabethan theatre and its achievements	40
3.6 Attitudes to the theatre	42
3.7 Case study: The Globe	44

<b>4 The poor</b>	<b>46</b>
4.1 Attitudes towards poverty	46
4.2 Reasons for the increase in poverty	48
4.3 Government action to tackle poverty	50

<b>5 English sailors</b>	<b>52</b>
5.1 Reasons for exploration	52
5.2 Drake and circumnavigation, 1577–80	54
5.3 Voyages and trade	56
5.4 The role of Raleigh	58
5.5 Case study: The 1585 and 1587 expeditions to North America	60

<b>Part 2: Life in Elizabethan times review</b>	<b>62</b>
---	-----------

## Part 3: Troubles at home and abroad

<b>6 Religious matters</b>	<b>64</b>
6.1 The question of religion, English Catholicism and Protestantism	64
6.2 The Northern Rebellion	66
6.3 Elizabeth's excommunication and the arrival of Catholic missionaries	68
6.4 Catholic plots and the threat to the Elizabethan Settlement	70
6.5 The response of Elizabeth's government to the Catholic threat	72
6.6 The nature and ideas of the Puritans and Puritanism	74

<b>7 Mary Queen of Scots</b>	<b>76</b>
7.1 The arrival of Mary Queen of Scots in England	76
7.2 Elizabeth and parliament's treatment of Mary	78
7.3 Mary's execution and its impact	80

<b>8 The conflict with Spain</b>	<b>82</b>
8.1 The reasons for conflict with Spain	82
8.2 Naval warfare – tactics and technology	84
8.3 The Spanish Armada: key events	86
8.4 The defeat of the Spanish Armada	88
8.5 The consequences of the defeat of the Spanish Armada	90

<b>Part 3: Troubles at home and abroad review</b>	<b>92</b>
---	-----------

<b>Glossary</b>	<b>94</b>
-----------------	-----------

<b>Index</b>	<b>96</b>
--------------	-----------

# Topic 1 Elizabeth I and her court

## 1.1 Elizabeth's background and family tree



### Focus on ... Elizabeth's childhood

#### A bright, hard-working student

This portrait of Elizabeth was painted when she was just 13 years old. It gives us clues to Elizabeth's character. The book in the background reflects her love of learning. Elizabeth was a bright, hard-working student. She loved music. She learnt to speak French, Italian, Latin and Greek. Her costume has been carefully painted to show her wealth and status. Our eyes are drawn to the expensive materials used to make her dress and to the fine jewellery.

#### A difficult childhood

However, the young lady in the picture looks serious and thoughtful. Elizabeth had a difficult childhood. The portrait was probably made by a painter who worked for her father, Henry VIII. He executed her mother, Anne Boleyn, and sent Elizabeth away from the royal **court**.

For many years Elizabeth rarely saw Henry and she lost the title of princess. Despite this, Elizabeth remained proud of him and by the time this portrait was produced, Henry had married for a sixth time and Elizabeth was once again living with her father.

### Reflect

- 1 Read page 10. You have probably studied Henry VIII before. Link the story of Elizabeth's childhood with what you already know.
  - a Why did Henry VIII execute Elizabeth's mother, Anne Boleyn?
  - b Why did Henry break away from the Catholic Church and set up the Church of England?
- 2 Read page 11.
  - a Check what you have written down against the details contained in the family tree.
  - b What problems did Elizabeth's father, brother and sister face when they ruled England?

#### A prisoner in the Tower of London

When Henry died in 1547, Elizabeth's brother Edward became King. But just a few years later Elizabeth's world was turned upside down again when Edward died and her sister, Mary, became Queen.

Edward had been a Protestant, just like Elizabeth, but Mary was a Catholic. She was determined to make England a Catholic country again. Nearly 300 Protestants who refused to change their religious beliefs were burnt at the stake.

When a rebellion broke out in 1554, Mary suspected that her sister was involved. Elizabeth was arrested and charged with **treason**. For two months, Elizabeth was a prisoner in the Tower of London, knowing that if she was found guilty, she would face execution. She survived because not enough evidence was found to prove that she had been involved in the rebellion.

Just four years later Mary died and Elizabeth became Queen.

# Elizabeth's family tree

## Henry VIII (ruled 1509–47)



For 40 years Henry was a loyal Catholic but when the Pope refused to give him permission to divorce his first wife, Catherine of Aragon, Henry made himself Head of the new Church of England. Henry closed the monasteries and seized their wealth. As a result, in 1536, a serious rebellion broke out in the north of England. Over 200 rebel leaders were executed.

In 1533, Henry married Anne Boleyn who was already pregnant with Elizabeth. But he had her executed just three years later, accusing her of treason and adultery. Henry's third marriage to Jane Seymour produced a much-wanted son, Edward.

When Henry died, he was short of money because of his expensive wars against France, Scotland and Spain. Around the country the number of people living in poverty was increasing because prices were rising and some people were unemployed.

Married

Catherine of Aragon (divorced)

Married

Anne Boleyn (beheaded)

Married

Jane Seymour (died)

## Mary I (ruled 1553–58)



Mary was a devout Roman Catholic and was determined to make England a Catholic country again. She burnt to death more than 300 Protestants who refused to change their beliefs. When she announced plans to marry

Philip of Spain many people thought that this would lead to Spain controlling the country. In 1554, a rebellion broke out. Mary thought that Elizabeth had been involved. Mary locked up her half-sister in the Tower of London and executed 90 of the rebels.

Mary also faced economic problems. There were two terrible harvests, prices rose sharply and thousands of people died of starvation and disease. Mary made things worse by joining Spain in an unsuccessful war against France. Mary died in 1558, leaving behind enormous debts and an unhappy country.

Elizabeth I

## Edward VI (ruled 1547–53)



Edward was only nine years old when he became king. Before his father, Henry, died, he appointed nobles to rule the country for Edward when he ascended the throne. They made the Church of England more Protestant. Decorations,

such as wall paintings and stained-glass windows, were removed from churches. A new prayer book, which used English rather than Latin, was introduced. In 1549, Catholics in Devon and Cornwall rebelled because of these changes; 2500 of them were executed for their role in the rebellion.

The number of people living in poverty continued to grow. Harvests were bad so prices rose. Many farm workers lost their jobs when some landowners started enclosing land to keep sheep instead of growing crops. This caused a rebellion in Norfolk in 1549, which resulted in the deaths of 3000 rebels who were killed fighting against soldiers sent by the government to crush the rebellion.

## 1.2 Court life, patronage and power

### Research & Record

#### How did Elizabeth use the power of patronage and her court?

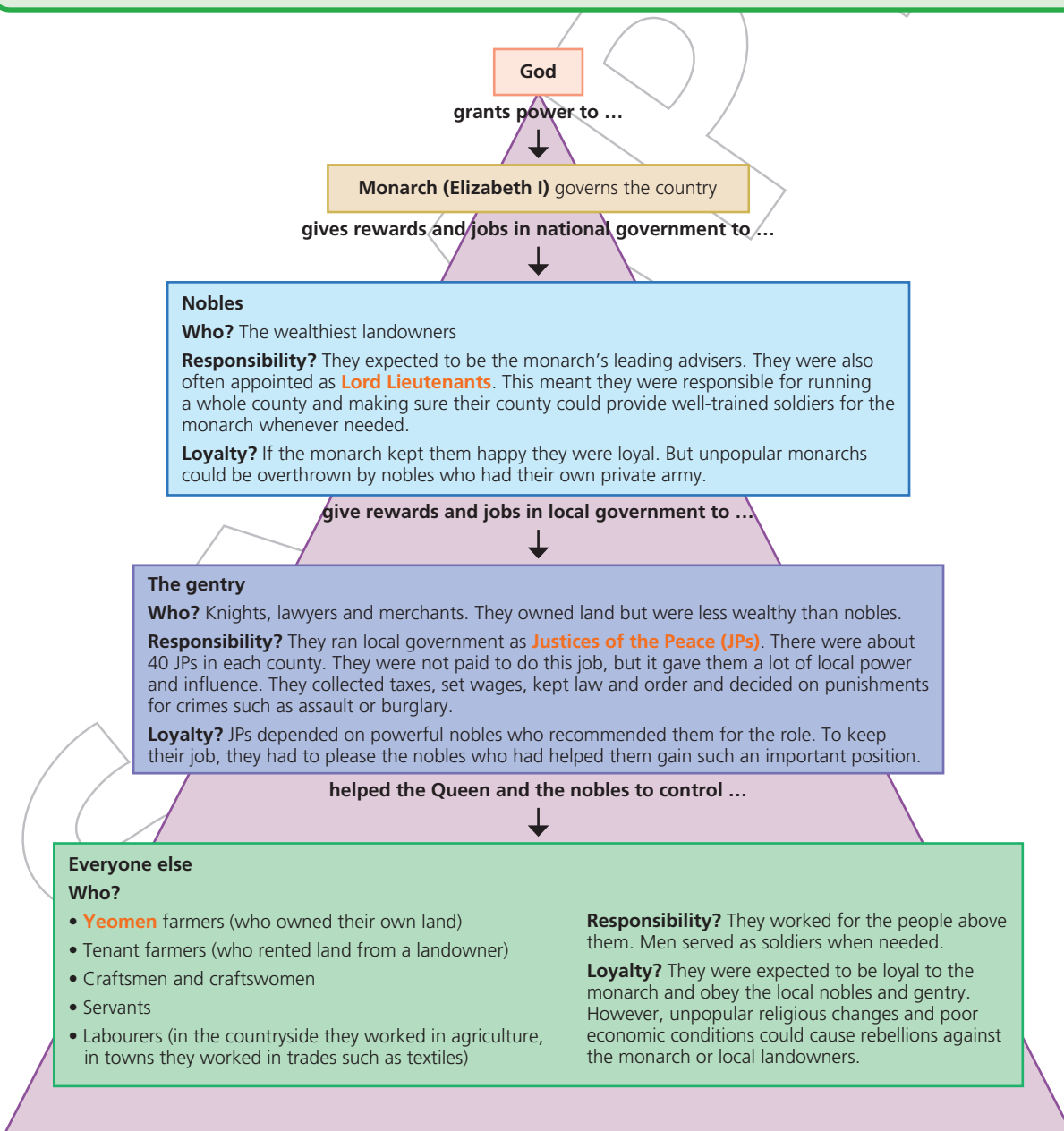
Read pages 12–13.

- 1 The diagram below summarises important information that you will need to learn to understand Elizabeth's reign. Read it carefully, then cover it up and try to redraw it **from**

**memory only** using these headings as prompts:

- God
- Monarch
- Nobles
- The gentry
- Everybody else

- 2 Look again at the diagram in the book. Add any details you have missed and correct any mistakes you made.
- 3 Write a paragraph explaining why the royal court was important in Elizabethan society.





## The importance of patronage

People believed their monarch was appointed by God to run the country, so Elizabeth had a lot of power. However, she could not do it all alone! Power, wealth and responsibility passed down through a system known as patronage (as shown in the diagram).

Powerful nobles ran national government for her and the gentry ran local government. However, they always had to ensure they pleased the Queen. If they did not, she could take away their position, wealth or land. That was her real power, not that she made all the decisions herself but because she controlled the people who did.

## The importance of the court

**The royal court was the centre of government.** It was where the Queen brought together the most important people in the country, to give them rewards, settle arguments and ask for advice. However, the court was **not** a place, it was people. It consisted of about 500 nobles, advisers and servants. A **courtier** was anyone who attended the court.

**Wherever the Queen went, the court moved with her.** The Queen rarely spent more than two weeks in one place. Elizabeth's main palace was at Whitehall, in London, but she regularly stayed at her other palaces, such as Windsor, Greenwich or Richmond. She also visited grand houses belonging to nobles around the country.

**Power depended on keeping close to the Queen.** The system of patronage meant it was important to keep good relationships with those above you. Ambitious nobles wanted to keep near the Queen so they could win her trust. Every noble wanted a place in Elizabeth's court. If a noble

had Elizabeth's favour and patronage they in turn would find it easier to attract loyal supporters from the gentry. This would help to keep their own lands and wealth secure.

**The Queen used patronage to keep courtiers loyal.** Her favourite courtiers were given accommodation, while others had to find their own place to stay. However, Elizabeth skilfully used patronage to keep as many nobles happy as possible. She shared titles and positions around. Even though she was Protestant, Elizabeth allowed some Catholics to come to court so that she did not lose their loyalty.

## Court life

**Elizabeth was at the centre of the royal court.** She would spend a lot of time in her privy chamber (private rooms). A small group of ladies-in-waiting looked after the Queen. They were usually from wealthy families. Elizabeth expected her ladies-in-waiting to tell her what was happening at court.

**Elizabeth used ceremonies and entertainments to demonstrate her power.** Courtiers were expected to display their obedience and loyalty towards Elizabeth at ceremonies. Entertainment often involved riding and hunting, as Elizabeth was proud of her abilities in this area. She also loved dancing, music, art and sport. The entertainment was for fun but it was also designed to impress anyone who saw it.

### Entertainments at court

- Feasts and banquets
- Dances
- Plays and musical performances
- Jousting tournaments
- Hunting expeditions

## 1.3 The structure of Elizabeth's government

### Research & Record



#### What was the importance of Elizabeth's Privy Council?

To do well in history you need to be able to support key points with examples. Read pages 14–15 then copy and complete the table. Aim to provide at least two examples to support each statement.

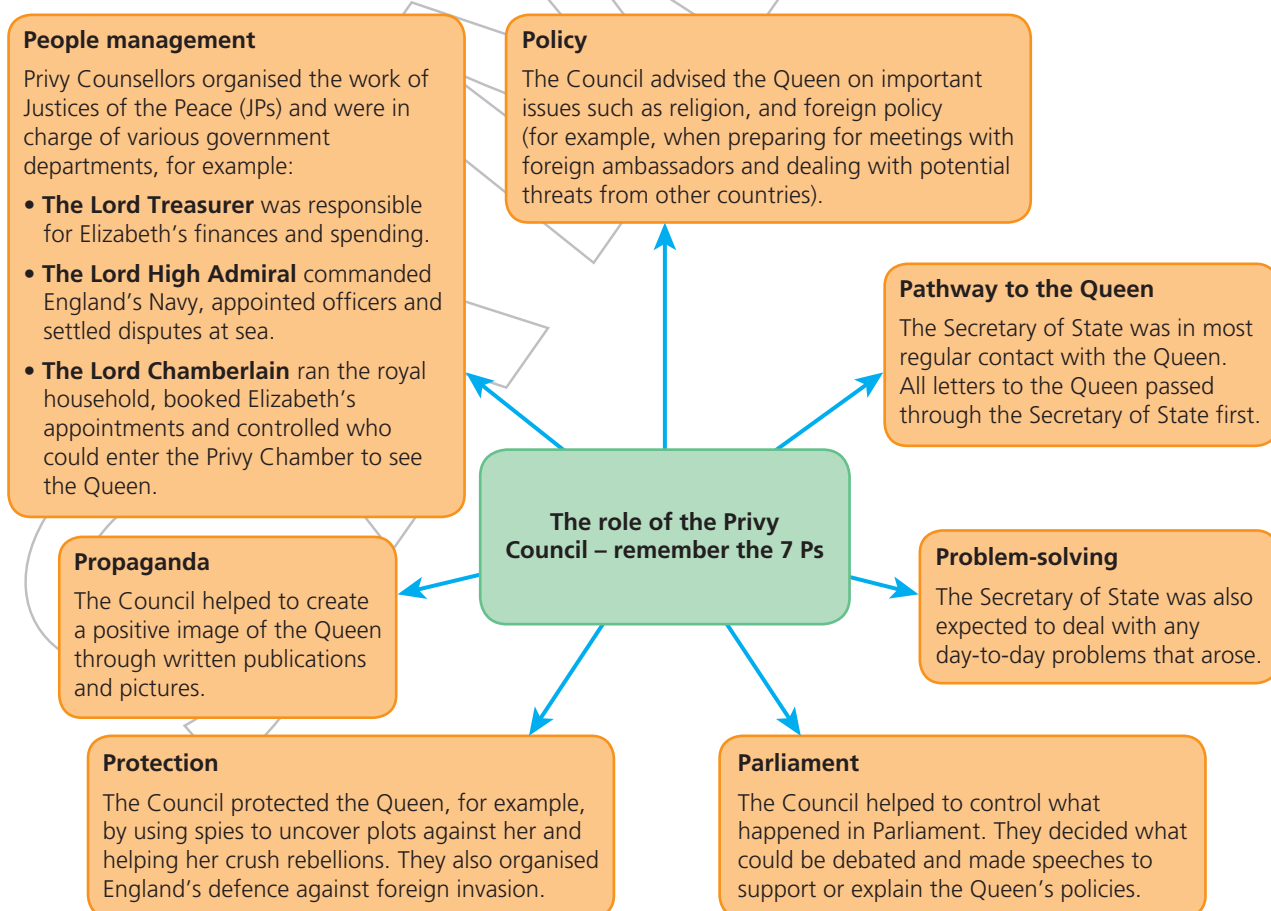
Statement	Supporting examples
The Privy Council provided important <b>advice</b> to the Queen.	It advised the Queen on threats from foreign countries.
The Privy Council carried out important <b>jobs</b> for Elizabeth.	
Elizabeth <b>controlled</b> her Privy Council skilfully.	

### The importance of the Privy Council

The most powerful courtiers were members of Elizabeth's Privy Council. They met most days at court. Their job was to advise the Queen and help her run the country. Elizabeth needed the support

of as many nobles as possible, but she could only choose a few as her closest advisers. The Privy Council were the people she trusted most.

The **Secretary of State** was the Queen's main adviser and the leading Privy Counsellor.



## How did Elizabeth control her Privy Counsellors?

- **Delay:** She made it clear who would make the big decisions. Elizabeth's counsellors often wanted her to agree quickly to their ideas. However, Elizabeth was a cautious ruler who refused to be rushed into making important decisions. This often frustrated her counsellors but it reminded them who was in control.
- **A small team:** Mary used to have 50 counsellors but Elizabeth limited the team to 19, which made them easier to control. Elizabeth sometimes attended smaller meetings of just eight or nine counsellors.
- **Written records:** Elizabeth used the detailed notes of discussions to question counsellors or catch them out.
- **Careful selection:** Elizabeth chose her counsellors very carefully. She took care not to offend powerful nobles who could turn against her. For example, she did not appoint her closest friend, Robert Dudley, as a counsellor for four years because she thought that might make existing counsellors jealous.
- **Divide and rule:** She deliberately chose counsellors with different viewpoints. This allowed her to listen to all sides then make the final decision herself.
- **Rewards:** If a counsellor did their job well she gave them jobs that allowed them to become rich. This encouraged counsellors to remain loyal to their Queen.
- **Punishments:** If a counsellor upset Elizabeth he would be quickly **dismissed**. Elizabeth also used displays of **anger** at court, often for no apparent reason, to keep counsellors on their toes. Only two counsellors rebelled against her (the Duke of Norfolk and the Earl of Essex). Both were executed.

## Apply Exam Practice

### Question 2

**Explain what was important about Elizabeth's Privy Council. (8 marks)**

Use the Exam Tips below to help you.

## Exam Tips

### Question 2: Developing strong explanations

This type of question is worth 8 marks so you need to do more than simply list reasons why the Privy Council was important. The examiner will look for how well you support **and** develop the points you make.

- You should write two paragraphs – each focusing on a reason why it was important.
- Spend 5 minutes planning your answer then around 10 minutes writing it.

Look at the model above. Use a similar approach to write your second paragraph.

You could focus on the important role counsellors played in helping Elizabeth run the country. Use

#### Technique

**Identify** a main point you want to make.

#### Advice

Make this your opening sentence.

#### Example

The Privy Council played an important role in advising the Queen.

**Support** this point with evidence/examples.

Add examples from the table that you copied from page 14.

For example, they advised her on religion and relations with foreign countries.

**Develop** this point by explaining why it was important.

This is the part that gets you best marks! Explain why it was important for a ruler to listen to advice.

To make sure she got good advice Elizabeth chose counsellors who had different views on key issues. This helped her to make balanced decisions and to consider different options rather than rushing decisions without thinking through the consequences.

the examples you have already collected but remember to develop your point by explaining why this was important. Elizabeth skilfully controlled her counsellors but she could not run the country on her own!



## 1.4 Elizabeth's key ministers

### Research & Record



#### What qualities did Elizabeth look for in her key ministers?

The full Privy Council did not meet every day. A lot of their most important day-to-day business was dealt with by a smaller group of Elizabeth's most trusted counsellors. These were her key ministers. Elizabeth chose them carefully.

As you read the four profiles on pages 16–7 find and record examples of ministers who had each of the key characteristics listed in this bingo card. Can you get a 'full house' of examples?

#### Characteristics of Elizabeth's key ministers

Experienced at government	Well educated and intelligent	Different opinions from other counsellors
Willing to disagree with the Queen	Hard-working	Experienced soldier
From the nobility – a powerful family	Well connected (for example, good contacts abroad)	Loyal

#### Sir William Cecil, Lord Burghley (1520–89)

##### Background and previous experience

- Member of the gentry
- Studied at Cambridge University
- Well-educated lawyer
- Privy Counsellor for Edward VI



##### Religion

- A moderate Protestant (did not want to see major changes to the Church)

##### Personality and relationships with other counsellors

- Intelligent, serious and hard-working
- Wanted to bring the country together and avoid war
- Not afraid to disagree with Elizabeth but very loyal

##### How he served Elizabeth

- Elizabeth's most trusted adviser; he served her for 40 years
- Became Secretary of State in 1558 (the most important position on the Privy Council)
- Managed meetings of parliament
- Became Lord Treasurer (in charge of government finances) in 1572
- Took over as Secretary of State again in 1590
- Died in 1598. His son, Robert Cecil, took over the position for the rest of Elizabeth's reign.

#### Sir Christopher Hatton (1540–91)

##### Background and previous experience

- Member of the gentry
- Studied at Oxford University
- Lawyer



##### Religion

- Moderate Protestant; sympathised with Catholics

##### Personality and relationships with other counsellors

- Intelligent, calm and kind

##### How he served Elizabeth

- Organised the Queen's **progresses** (see page 18)
- Captain of the Queen's bodyguard
- Elected to parliament where he helped Elizabeth control MPs and pass laws
- Made Lord Chancellor in 1587 (in charge of judges and the law courts)
- He died in 1591, leaving behind large debts after building a mansion in Northamptonshire. He refused to sleep in the mansion until Elizabeth had visited.

## Sir Francis Walsingham (1532–90)

### Background and previous experience

- Member of the gentry
- Studied at Cambridge University
- Well-educated lawyer
- Spoke French and Italian, and had contacts with important people in Europe
- Fled abroad during the reign of Mary I because he did not like her religious policies; returned to the country in 1560



### Religion

- A **Puritan** (held extreme Protestant views)
- Wanted to remove decoration from churches and make services simpler
- Believed that Catholics were a threat to the security of the country and that there should be strict laws to control them

### Personality and relationships with other counsellors

- A brilliant organiser, secretive and cunning
- Quite a cold character. He never tried to charm or flatter Elizabeth
- Was not afraid to disagree with the Queen. She once threw a slipper at his head when he criticised her. However, he remained loyal to her and Elizabeth valued his clear, honest advice
- Often disagreed with William Cecil

### How he served Elizabeth

- Put in charge of Elizabeth's secret service. Controlled a network of spies and informers all over Europe
- Helped uncover a Catholic plot against Elizabeth in 1571
- Took over from William Cecil as Secretary of State in 1572 and served in this position until he died
- In 1586, found evidence that Elizabeth's cousin, Mary Queen of Scots, was involved in a plot to murder her
- It is likely that he died from exhaustion. In 1590, he had a fit but Elizabeth demanded that he return to work. He died just four days later

## Robert Dudley, Earl of Leicester (1533–88)

### Background and previous experience

- Member of the nobility; youngest son of the Duke of Northumberland
- His father was executed for rebelling against Mary I
- Well educated
- Childhood friends with Elizabeth. Remained close when Elizabeth became Queen. Rumours spread that they were in love
- Fought against France during Mary's reign



### Religion

- A Puritan

### Personality and relationships with other counsellors

- Very ambitious
- Good organiser
- Disliked William Cecil

### How he served Elizabeth

- A loyal adviser to Elizabeth. He was made Earl of Leicester in 1564
- Appointed as Master of the Horse, which made him personally responsible for the Queen's protection
- In 1585, Elizabeth made him an army commander and he was sent to fight Spanish forces in the Netherlands
- In 1588, when the Spanish Armada threatened to invade England, he was put in charge of all the land forces guarding the country. He organised Elizabeth's visit to Tilbury, walking beside her as she gave a famous speech to troops guarding London
- His unexpected death in 1588 upset Elizabeth and she kept the last letter he had written to her in a treasure box by her bed for the rest of her life

It is often claimed that the Queen promoted Dudley and Hatton simply because of their good looks and charm. But Elizabeth had other reasons for promoting these two.

- **Dudley came from a powerful family** who the Queen wanted on her side for political reasons.

- **They were excellent courtiers.** They laid on magnificent feasts and entertainments that impressed foreign and English guests.
- **They were intelligent and able.** Before Dudley and Hatton were promoted to the Privy Council, they had already been successful administrators, soldiers or advisers.

Achieve success in your **AQA GCSE History** exam (Paper 2, Section B) and enjoy learning about the key developments in Elizabethan England from 1568 to 1603.

This book has a unique and engaging approach that will help you to:

- Remember what you need to know
- Apply your knowledge to answer exam questions effectively

**The different types of task are your steps to success:**

### Research & Record



Get the learning into your head and your notebook. Start thinking in a way that will help you to produce good exam answers.

### Summarise



Turn your learning into a memorable form, such as an acronym or image.

### Reflect



Make connections between what you have already learned and what you are about to learn.

### Apply Recall Challenge

Test your understanding and memory of key words, people and events.

### Apply Exam Practice



Practise exam-style questions, with exam tips to guide your answer.

### Review



Review the big ideas and concepts from this British depth study and review your own learning.

### About the author

**Dale Banham** has taught History in secondary schools for nearly 30 years, formerly as Head of History and Head of Humanities and currently as Deputy Head. He has written this textbook series based on his first-hand experience of teaching the AQA GCSE (9-1) course and leading students to exam success.

### Dynamic Learning

This book is supported by Dynamic Learning – the online subscription service that helps make teaching and learning easier. Dynamic Learning provides unique tools and content for:

- front-of-class teaching
- streamlining planning and sharing lessons
- focused and flexible assessment preparation
- independent, flexible student study



Sign up for a free trial – visit: [www.hoddereducation.co.uk/dynamiclearning](http://www.hoddereducation.co.uk/dynamiclearning)

**HODDER EDUCATION**

t: 01235 827827

e: [education@bookpoint.co.uk](mailto:education@bookpoint.co.uk)

w: [hoddereducation.co.uk](http://hoddereducation.co.uk)



ISBN: 9781510458949



ISBN: 9781510458918



ISBN: 9781510458925



ISBN: 9781510458932

ISBN 978-1-5104-5894-9

