

# GCSE Elizabeth I knowledge organiser

Name:

Class:



# Big questions: Key topic 1

## Queen, government and religion.

**BQ1:** Who had power in Elizabethan England?

**BQ2:** To what extent was Elizabeth's gender a problem when she became Queen in 1558?

**BQ3:** What challenges did Elizabeth face other than her gender at home and abroad?

**BQ4:** Why was religion an issue in Elizabethan England?

**BQ5:** How did Elizabeth try to solve her religious problems?

**BQ6:** What was the impact of Elizabeth's religious settlement?

**BQ7:** Who was the biggest challenge to the religious settlement – the Puritans or Catholics?

If you were 16 in 1558, when Elizabeth I became queen, you would have already outlived at least 21% of those born in the same year as you. You might also be fast approaching the half-way point of your life, as the average life expectancy was between 28 and 41.

In those 16 years, hundreds of people would have been put to death by the English government. It is likely that you would have heard about, or even witnessed, the agonies of those being burned alive for their religious beliefs. Holding religious beliefs different from the monarch's was extremely dangerous. Since the reign of Henry VIII, religion in England had changed with every new king or queen. From November 1558, England's religion was decided by Elizabeth I.

Traitors also faced execution. Elizabeth had herself been imprisoned as a traitor in the Tower of London in 1554. She was suspected of treason against her sister, Mary I. After becoming queen herself, Elizabeth often found her life threatened by plots.

Elizabeth was 25 when she took the throne. Her first task was to secure her position as queen. To do so, she arranged her coronation for January 1559 and then drew up her plans for England's religion. By doing these things, Elizabeth would be the ultimate source of political and religious power in England.



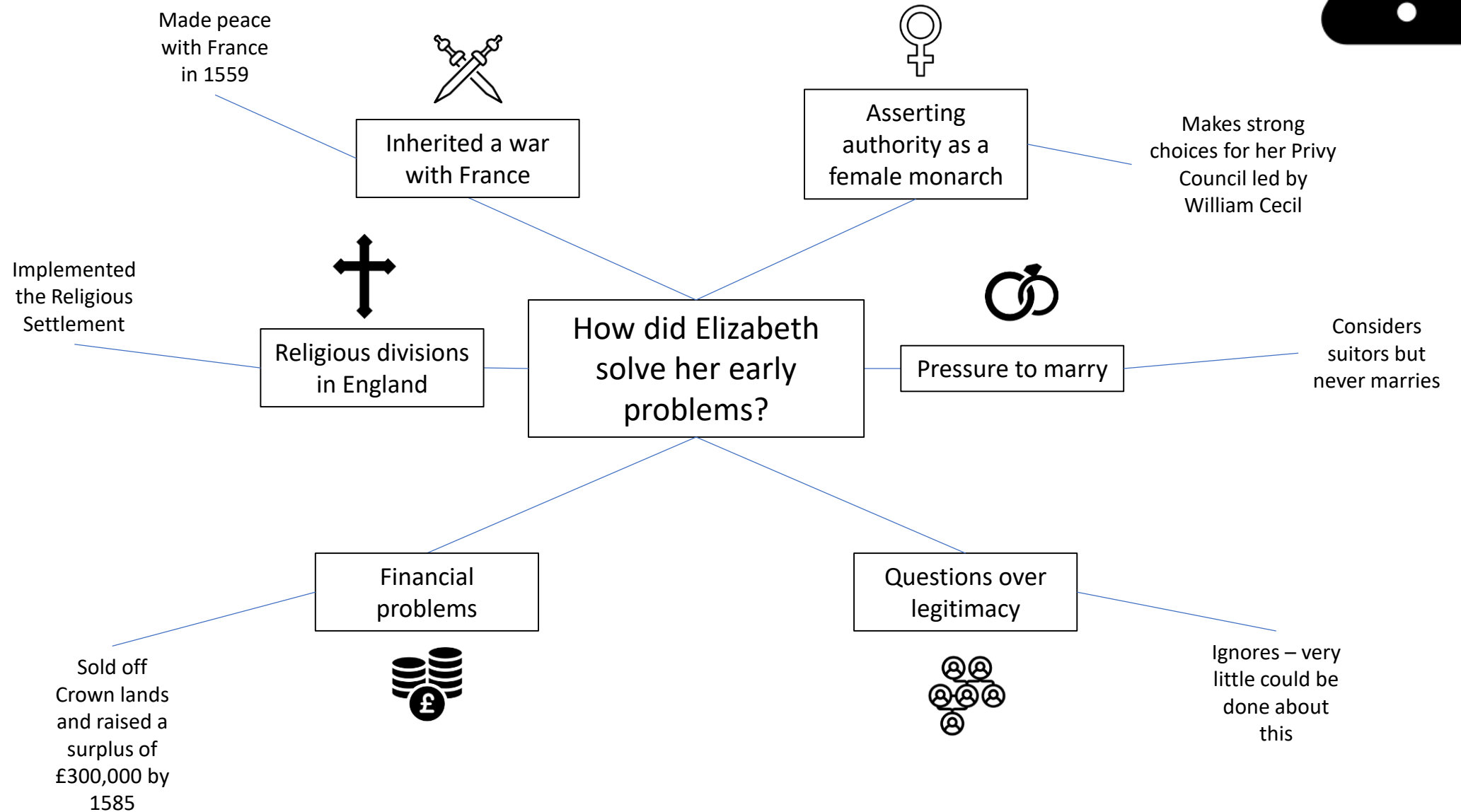
## Key Dates:

**1558 – Elizabeth I becomes Queen of England**

**1559 - Treaty of Cateau-Cambrésis ends the war with France**

**1559 – Religious Settlement passed**

## GCSE History Knowledge Organiser: Elizabethan England – Challenges faced by Elizabeth in 1558



## Key Terms:

**Reformation** – a religious movement in the 16<sup>th</sup> century which began to challenge the teachings and power of the Catholic Church.

**Pope** – the head of the Catholic Church

**Clergy** – religious leaders such as priests and bishops.

**Excommunication** – a severe punishment imposed by the Pope where someone is expelled from the Catholic Church.

**Mass** – a Roman Catholic service in which bread and wine is given.

**Recusants** – Catholics who refused to attend Protestant church services

## GCSE History Knowledge Organiser: Elizabethan England – Religious Settlement



1558: England divided between a Catholic majority and Protestant minority



Religious Settlement (1559)

Act of Supremacy

Elizabeth became Supreme Governor of the Church of England

All clergy had to swear allegiance to Elizabeth



Most people accepted the settlement and attended Church every Sunday.

Some opposition such as; Catholic recusants, plots/revolts  
Puritan opposition over vestments and crucifixes



Act of Uniformity

Established appearance of churches and form of services

Ornaments, decoration and hymns allowed

Priests to wear surplice

Book of Common Prayer (English) to be used in all churches – wording deliberately ambiguous

Non-attendees on a Sunday were fined a shilling



# Big questions: Key topic 2

## Challenges to Elizabeth at home and abroad, 1569-1588.

**BQ8:** What threats did foreign countries pose to Elizabeth?

**BQ9:** How much of a threat was Mary, Queen of Scots to Elizabeth?

**BQ10:** How significant was the revolt of the Northern Earls in 1569?

**BQ11:** How significant were the Ridolfi, Throckmorton and Babington plots?

**BQ12:** Why was Mary, Queen of Scots executed?

**BQ13:** What were Elizabeth I's foreign policy aims?

**BQ14:** What did Elizabeth do about the Netherlands?

**BQ15:** Why did Elizabeth become directly involved in the Netherlands in 1585?

**BQ16:** Why did Philip II launch the Armada?

**BQ17:** How did Elizabeth manage to defeat the Spanish Armada?

Elizabeth I faced many serious threats between 1569 and 1588, both from within England and from abroad. These threats were often linked.

In northern England, Elizabeth faced threats from members of the nobility who, increasingly sympathetic to Mary, Queen of Scots and her Catholic cause, revolted in 1569. Elizabeth faced many other plots against her rule (and her life) during this time. Elsewhere, England's failing relationship with Spain prompted Philip II of Spain to offer support to English Catholics plotting to remove the Protestant Elizabeth from the English throne. Roman Catholic priests were smuggled in from Europe to keep the Catholic faith in England alive, resulting in more plots being hatched against the Protestant queen on English soil.

The rivalry between England and Spain was not just based on religion, but also trade and political power. In Europe, England's increasing involvement in the Netherlands angered Philip II, as the Netherlands was under Spanish rule.

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

By the mid-1580s, England and Spain were at war, despite Elizabeth's efforts to avoid a conflict. Philip planned an invasion of England, and in 1588 he launched his Armada.

## Key Words:

### **Recusants –**

Catholics who refused to attend the Protestant church services

**Mass –** the Catholic service where bread and wine is given

**Heretic –** somebody with ideas that are at odds with what is generally accepted

**Papacy –** the Pope, the head of the Catholic Church

## GCSE History Knowledge Organiser: Elizabethan England – Catholic Opposition to the Religious Settlement

To what extent did Catholics accept the Religious Settlement?

Evidence of acceptance

- Great majority of priests took Oath of Supremacy
- Most people in England attended Church regularly
- No Catholic plots ever gained popular support



Evidence of opposition

- All but one bishop resigned in protest
- Recusants refused to attend Protestant church services – mainly northern nobles
- Catholic plots and rebellions in 1570s and 1580s



Why were the attitudes of foreign nations important?

- Pope Pius IV took no action to excommunicate Elizabeth which gave the new church time to become established.
- No support for Catholic rebellion from France or Spain
  - Spain an English ally in 1559; did not want to replace Elizabeth with pro-French Mary, Queen of Scots
  - France occupied with its own civil war from 1562

Therefore England's Catholics were left without support or leadership



### **Leadership**

Supreme Governor, not Supreme Head



### **Appearance and organisation**

Ornate gowns, stained glass windows, organs



### **Enforcement**

Fines only for persistent non-attenders; did not burn heretics



### **Nationalism**

Little enthusiasm in England for connections with Catholic Europe



## Key Individuals:

**Mary, Queen of Scots** – Elizabeth's Catholic cousin who was at the centre of plots to overthrow Elizabeth.

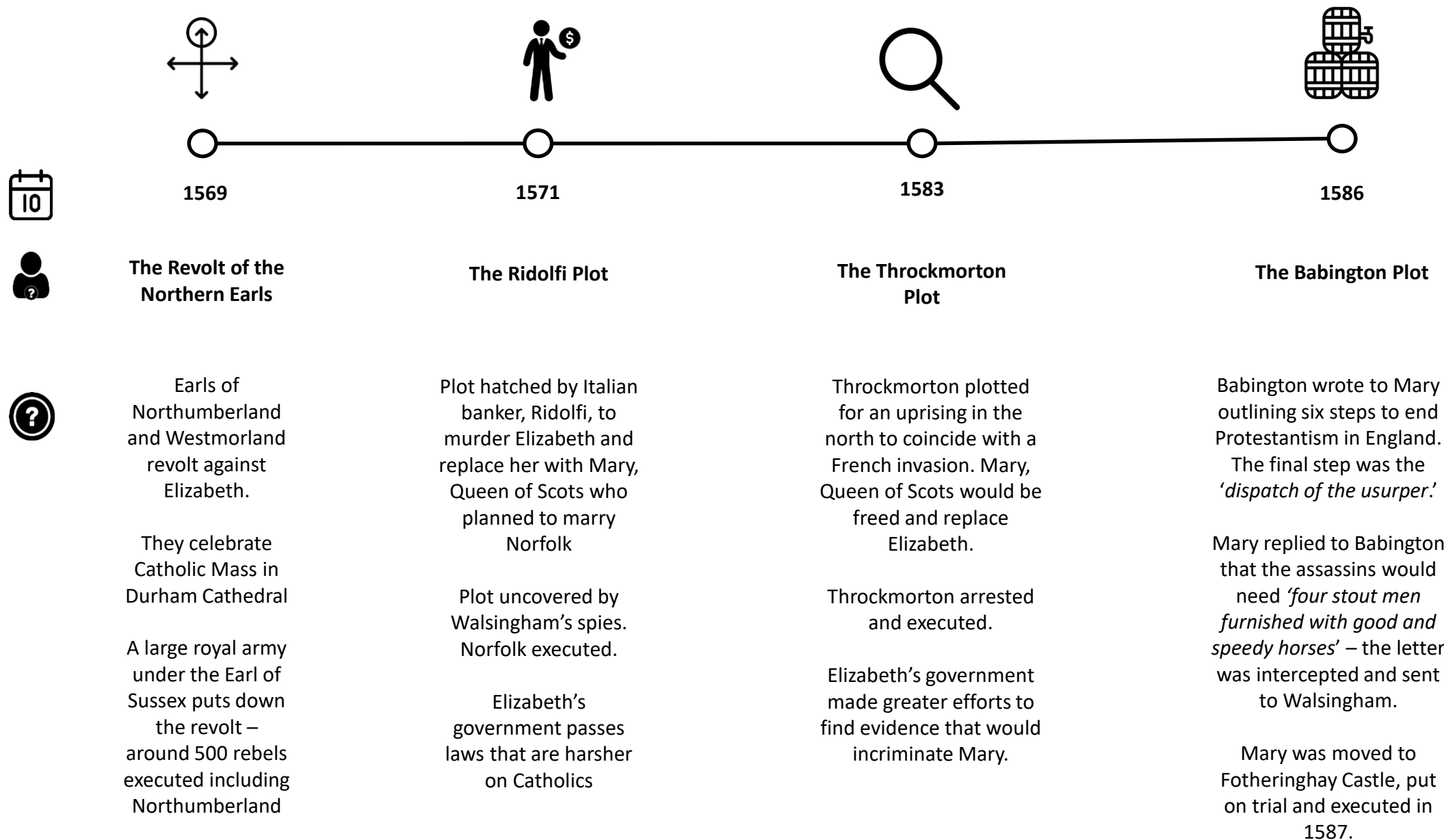
**Duke of Norfolk** – Protestant nobleman with close links to Catholics.

**Earls of Northumberland and Westmorland**  
Catholic earls from the north who were unhappy at their loss of power and wealth.

**Sir William Cecil** – Elizabeth's Secretary of State until 1573

**Sir Francis Walsingham** – Elizabeth's Secretary of State and spymaster from 1573

## GCSE History Knowledge Organiser: Elizabethan England – Revolts & Plots





## Key Words:

**Phillip II** – the king of Spain

**Dukes of Alba and Parma** – led Spanish armies in the Netherlands.

**Duke of Medina-Sidonia** – admiral of the fleet known as the Spanish Armada.

**John Hawkins** – an English naval commander

**Francis Drake** – a privateer who became the first Englishman to circumnavigate the globe.

**Sea Beggars** – Dutch Protestant rebels sheltered by Elizabeth I

**Bullion** – solid gold blocks.

# GCSE History Knowledge Organiser: Elizabethan England – The Path to War with Spain



Elizabeth became Queen. At the time England and Spain were still allies given that Mary I had been married to the King of Spain, Phillip II.

Elizabeth rejected Phillip's offer of marriage.



Phillip II sends a large Spanish army 10,000-strong to the Netherlands, led by the Duke of Alba, to put down the Dutch Revolt.

Elizabeth was worried about the proximity of a Spanish army so close to England. She lent support to the Dutch Protestant rebels by sheltering the 'Sea Beggars' and seizing gold bullion from Spanish ships.



Skirmish at San Juan de Ulua. John Hawkins was attacked by the Spanish at lost four ships and over 300 men.



Mary, Queen of Scots arrives in England.

English Catholics might now rally behind Mary, possibly with foreign Catholic support.



During his circumnavigation of the globe, Drake pursued and captured a Spanish treasure ship called the *Cacafuego*.

Its cargo was worth £140,000.



Under the Treaty of Nonsuch, Elizabeth agreed to direct English involvement in the Netherlands.

She sent an army, led by the Earl of Leicester, to fight Spain. Phillip interpreted this as an act of war.



Drake inflicted heavy damage of the Spanish ships in Cadiz harbour, delaying the construction of the Armada by 12 months.

This event was nicknamed 'the singeing of the King of Spain's beard.'



130 Spanish ships planned to sail to the Netherlands to meet up with the Duke of Parma's army, and then invade England.

English naval superiority, the use of fireships, and weather conditions all helped bring about the defeat of the Armada.





### Key Dates:

**1568** – Mary Queen of Scots arrives in England

**1569** – Revolt of Northern Earls

**1570** – Pope Pius V excommunicates Elizabeth

**1571** – Ridolfi Plot

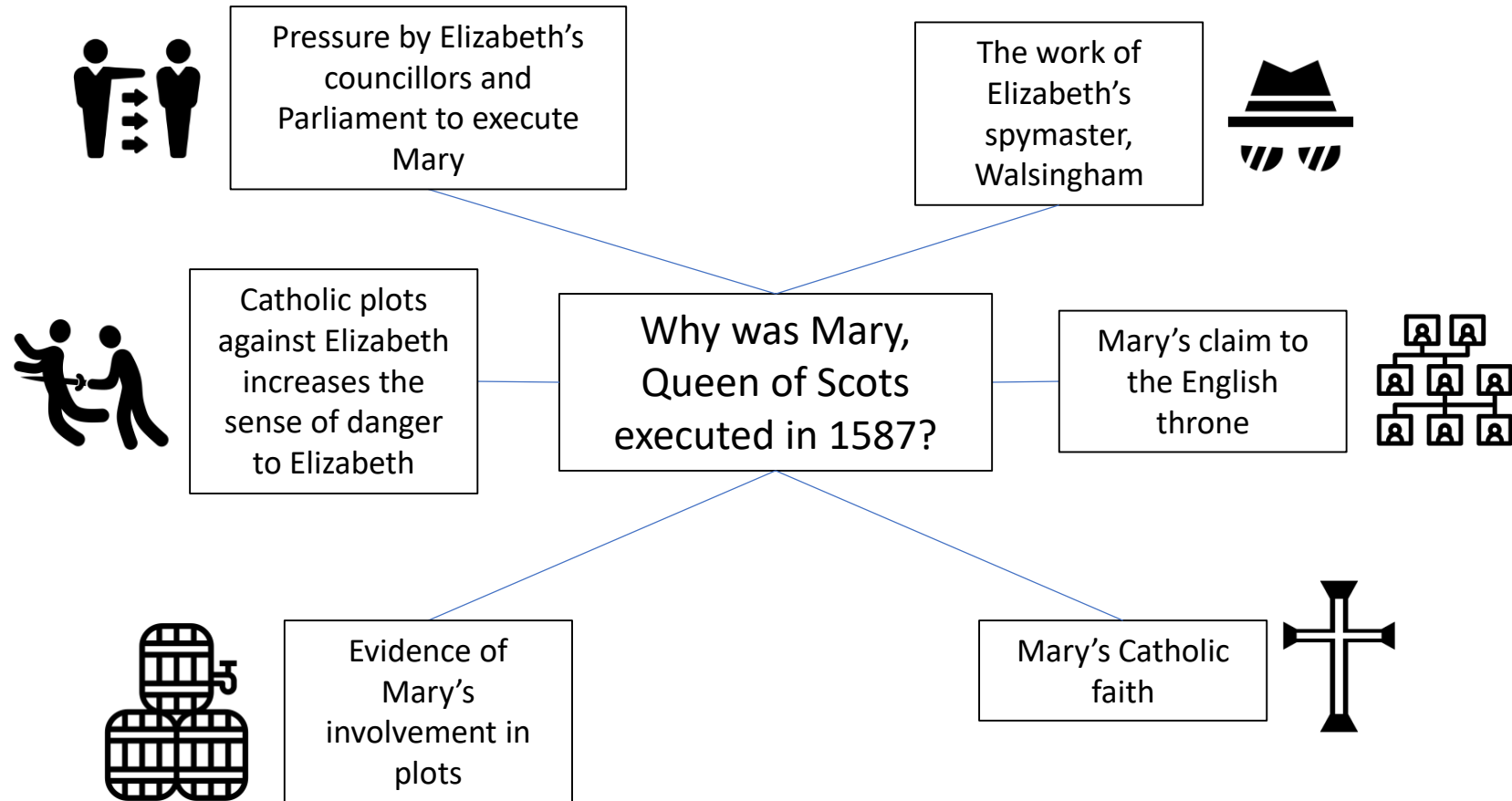
**1583** – Throckmorton Plot

**1585** – War with Spain breaks out

**1586** – Babington Plot

**1587** – Mary was executed at Fotheringhay Castle

## GCSE History Knowledge Organiser: Elizabethan England – Why was Mary, Queen of Scots executed in 1587?



## Key Words

**Cadiz** – a Spanish harbour where the Armada's ships were being built.

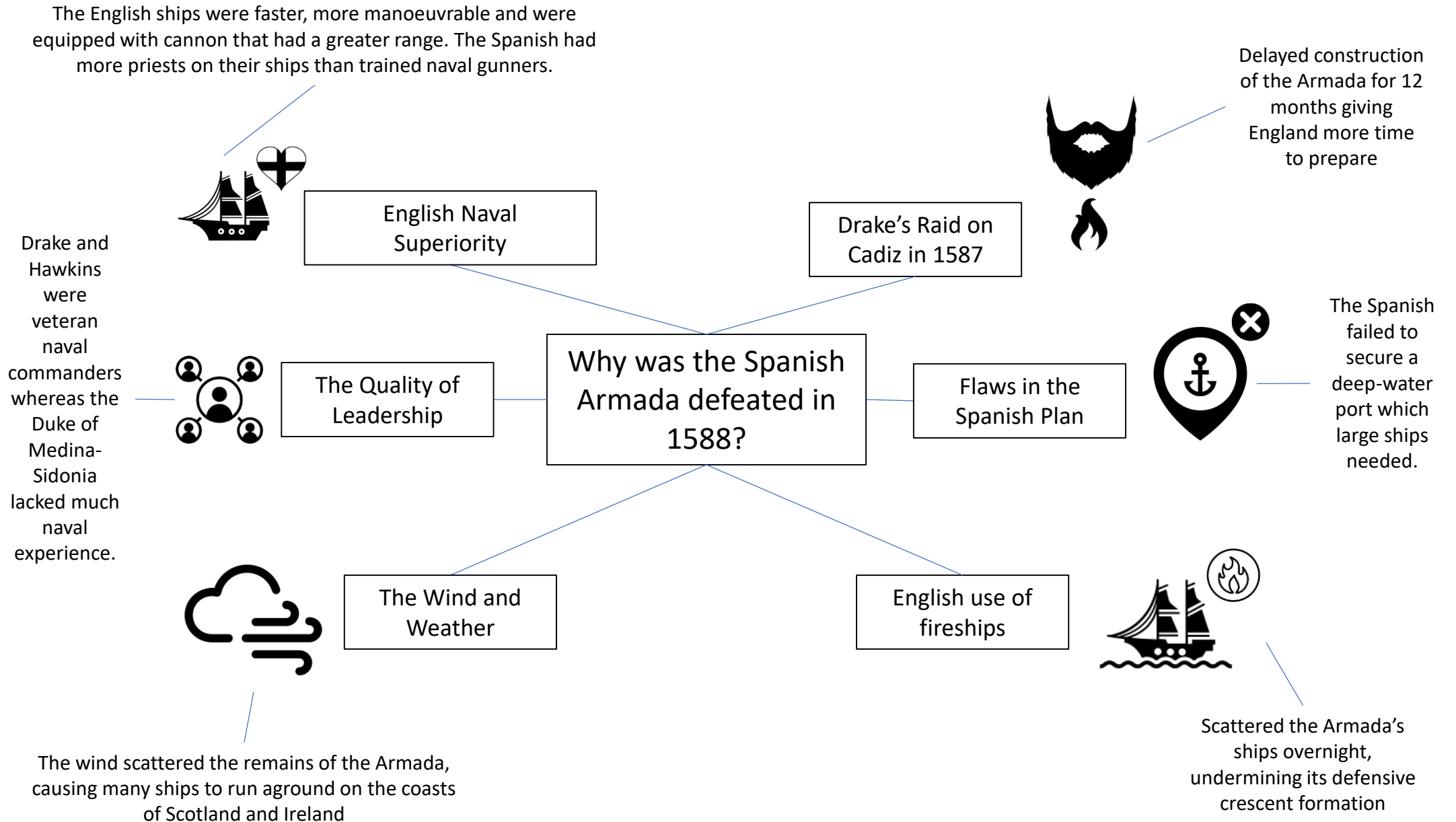
**Duke of Parma** – commander of the Spanish army in the Netherlands.

**Duke of Medina-Sidonia** – the commander of the Armada.

**Galleon** – a new, faster and more manoeuvrable design of ship.

**Battle of Gravelines** – the decisive battle between the two navies following the Royal Navy's use of fireships

## GCSE History Knowledge Organiser: Elizabethan England – Reasons for the Defeat of the Spanish Armada in 1588



# Big questions: Key topic 3

## Elizabethan society in the Age of Exploration, 1558-1588.

**BQ18:** How did education change under Elizabeth I?

**BQ19:** What was the Elizabeth attitude to leisure?

**BQ20:** How were the poor treated in Elizabeth's reign?

**BQ21:** What led Elizabethans to explore?

**BQ22:** How important were Raleigh and Virginia?

**BQ23:** Why did the colony fail in Virginia?



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

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

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

## Key Words:

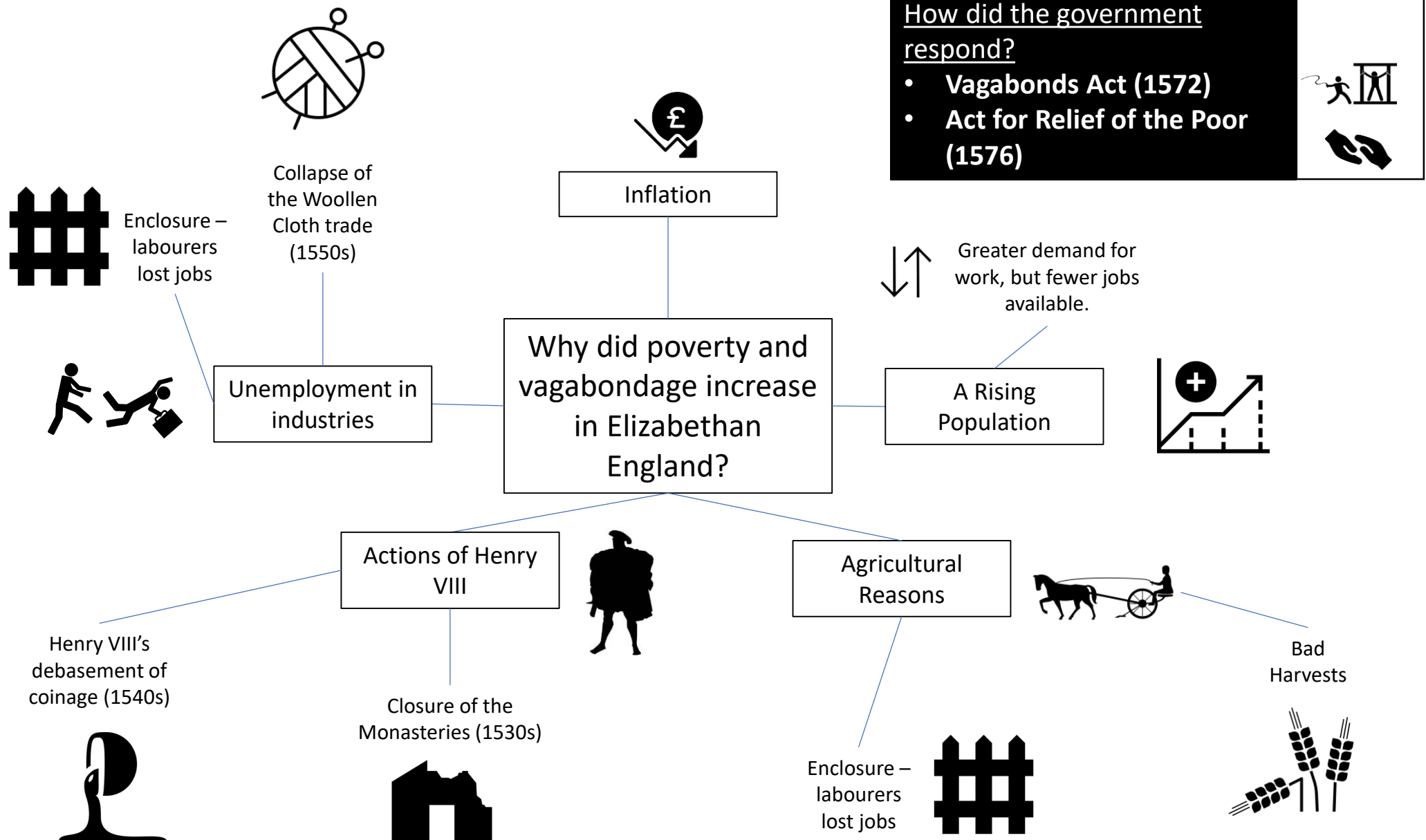
**Vagabond** – wandering beggars and unemployed

**Enclosure** – the practice of enclosing a farmer's field with hedges or fences. Often farmers put sheep there rather than grow crops.

**Debasement** – Henry VIII melted down coins so extract the gold and silver. Newly minted coins contained less and were far less valuable. Merchants raised prices to compensate.

**Inflation** – when prices increase over time.

# GCSE History Knowledge Organiser: Elizabethan England – Reasons for the Growth of Poverty in England



**Key Words:**

**The 'Fourth Sort'** – the lowest class of society.

**Vagabond** – a travelling beggar

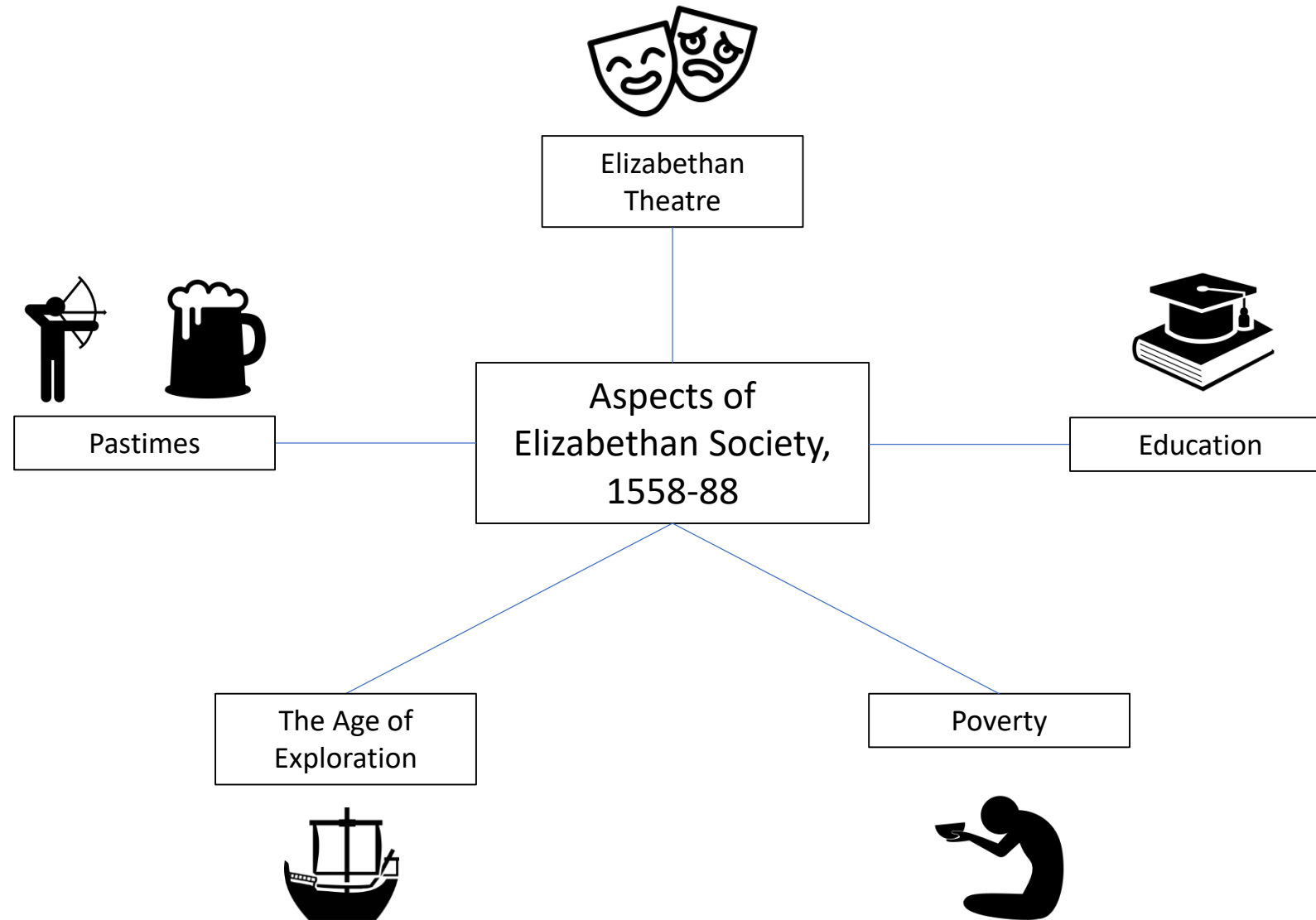
**The Theatre** – the first Elizabethan theatre, opened by James Burbage in 1576

**Christopher Marlowe** – the first famous Elizabethan playwright

**Grammar School** – a school for bright, lower-class boys

**Public School** – a fee-paying school for ruling-class boys.

## GCSE History Knowledge Organiser: Elizabethan England – Elizabethan Society



## Key Words:

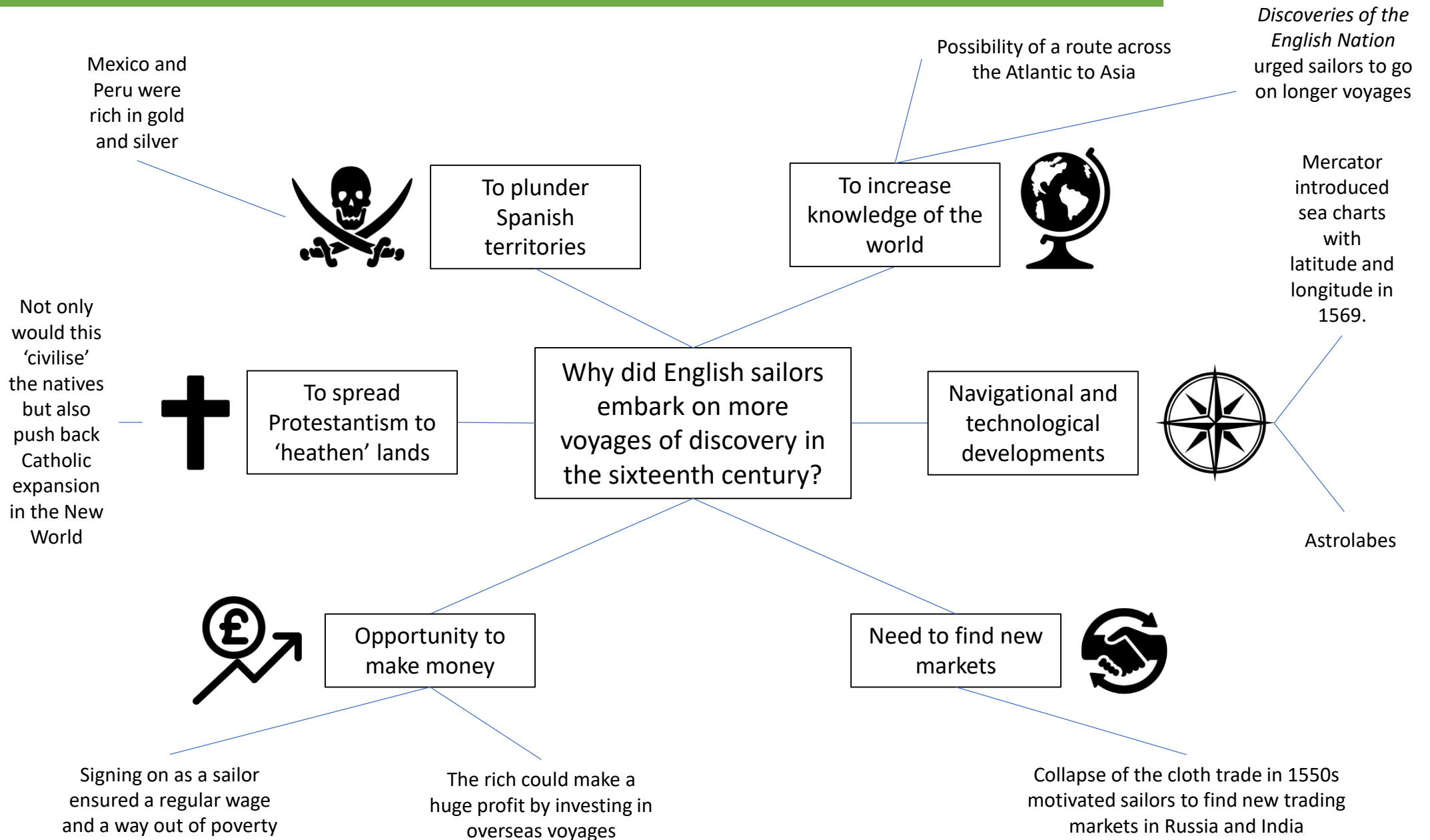
**Astrolabe** – a navigational tool to determine latitude

**Colony** – a settlement in new lands occupied by settlers from that country

**Heathen** – a person who does not belong to a widely held religion especially Christianity

**Empire** – a group of countries ruled over by a single monarch

## GCSE History Knowledge Organiser: Reasons for Growth of Exploration during Elizabeth's Reign



## Key Words:

**The Golden Hind** – Drake's ship

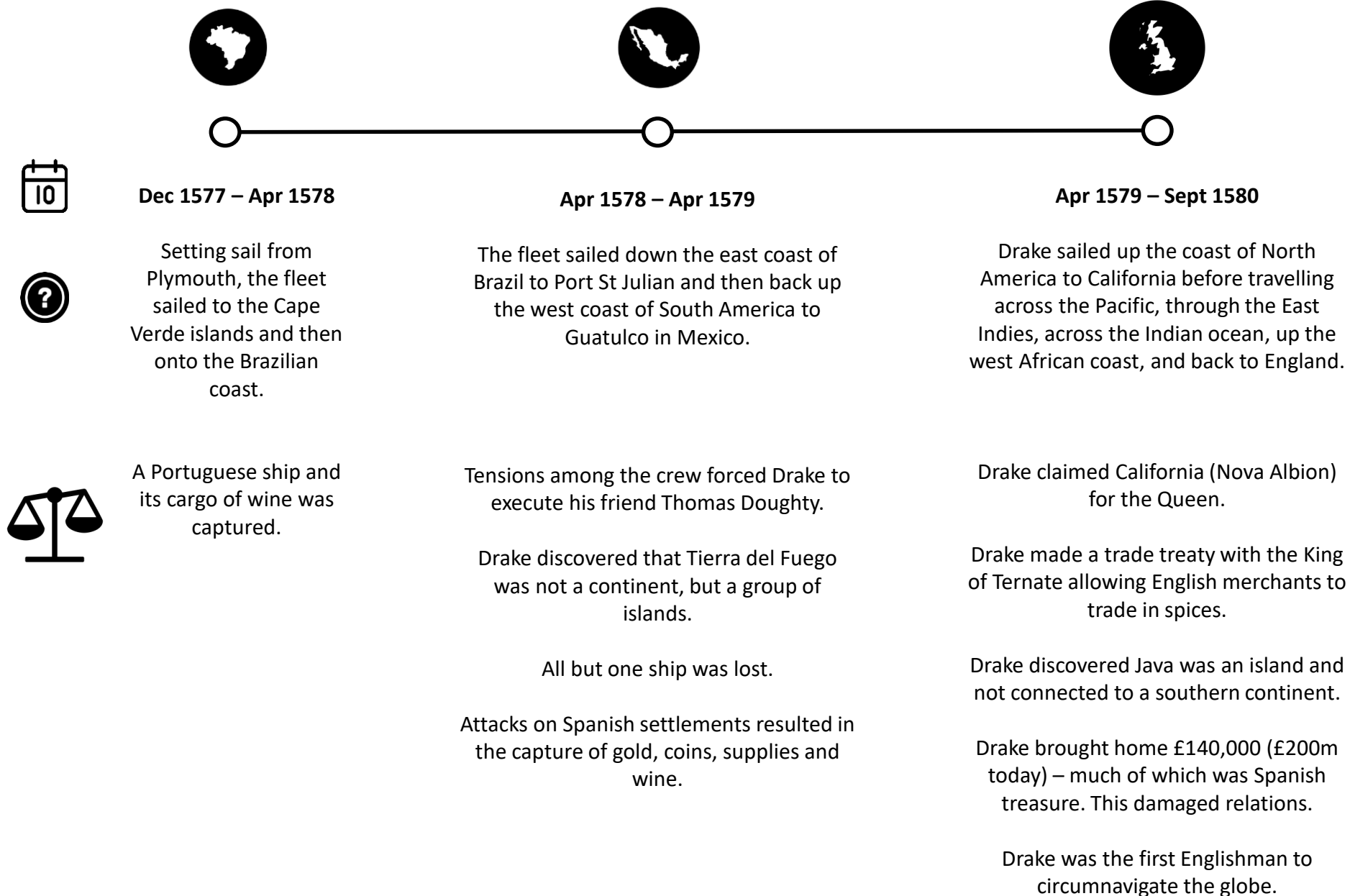
**Cargo** – what a ship is carrying

**Mutiny** – refusing to obey orders by someone in authority

**Nova Albion** – 'New England' – a part of California claimed by Drake on behalf of the Queen.

**Circumnavigation** – to travel completely around the world

## GCSE History Knowledge Organiser: Elizabethan England – Drake's Circumnavigation of the Globe



**Drake's ship was re-named the 'Golden Hind' mid-voyage.**

**5 ships set sail with a combined crew of 164 men.**



## Key Words:

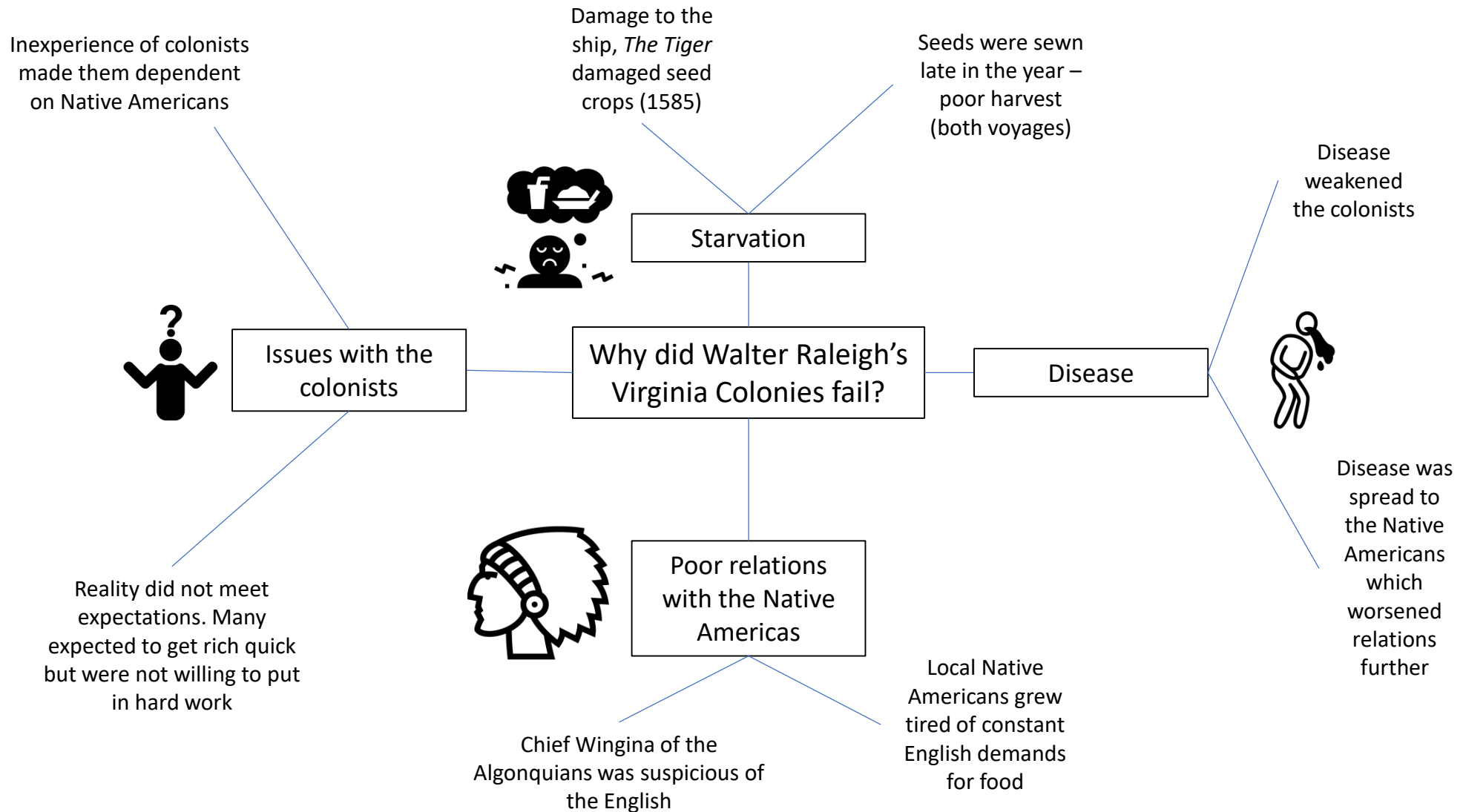
**Walter Raleigh** – the Englishman who sponsored two voyages to Virginia in 1585 and 1587. He did not travel on the voyages.

**Colonists** – another word for settlers.

**Roanoke** – the island where Raleigh attempted to found an English colony.

**Algonquians** – a tribe of Native Americans who lived around Roanoke

## GCSE History Knowledge Organiser: Elizabethan England – Reasons for failure of Virginian Colonies



# How would I answer the exam questions?

## 4 mark 'describe two features'

The 4 mark describe question is the same as the World War One describe two features question.

### 4 Mark Features Up Question Guide

Question 1 on this paper asks you to 'Describe two features of....'

There are 4 marks in total, 2 for each feature you describe. It is an easy question, simply identify the feature and describe it



- Do not spend more than five minutes on this question, or write too much!
- Make sure you read the question clearly and remain focused on it
- Features just mean the 'main characteristics', so what you can simply remember in detail
- Do not go into explanation, judgement or analysis

#### Example Answer

#### **Example Answer**

This is a sample 4/4 answer based on the question on the right.



**Describe two features of the Trench System in the British Sector on the Western (4 Marks)**

#### **Feature 1**

The Trench System contained the frontline trench, where attacks would be launched from and defend against, it was the most dangerous part of the trenches

#### **Feature 2**

The trench system also contained the support trench, this was 80m behind the frontline trench, troops would retreat here if under attack using the communication trenches

#### **Identify**

Identifies the feature  
(1 mark)

#### **Description**

Describe the feature in detail (1 Mark)

# How would I answer the exam questions?

The 12 mark explain why question is the same technique needed for Medicine and Germany 12 markers!



This question asks you to explain the cause/consequence of a specific event  
The question is testing both your knowledge and also ability to explain causation.

| Mark Scheme                                  |       |   |
|--|-------|---|
|  | Level | Mark  |
| AO1: Specific and relevant subject knowledge |       |   |
| AO2: Analysis of cause/change                |       |   |
| 1  | 1-4   | A simple answer that attempts to answer the question<br>Basic subject knowledge of the topic  |
| 2  | 4-6   | Explanation that answers the question e.g. <i>Why Gustav Stresemann was able to achieve the recovery of Germany?</i><br>Good subject knowledge is used to back up explanation<br>Maximum 5 marks for Level 2 answers that only use the two bullet points      |
| 3  | 7-9   | Two to three clear and detailed explanations that answer the question but can lack organisation<br>Accurate and specific subject knowledge<br>Maximum 8 marks for Level 3 answers that only use the two bullet points   |
| 4  | 10-12 | An analytical explanation that answers the question, sticks to question and is structured<br>Uses specific, relevant and accurate subject knowledge<br>Level 4 can ONLY be reached if answers provide at least 1 extra explanation with the two bullet points |

## 12 mark 'explain why'



1. First you need to identify the cause/consequence in your first sentence
2. Explain in detail this cause/change using specific knowledge and examples
3. Always link back to the question at the end of the paragraph.

See the example paragraph below

### Tips and Tricks

- 18 minutes in total
- No conclusion or judgement needed
- You don't need to use the bullet points, you can use ANY other piece of relevant information to answer the question. Aim for 3-4 to get Level 4.
- The bullet points are simply there to guide you, they can be used as paragraphs or as examples within paragraphs.



### Example Paragraph

This is one paragraph of the question on the right.  
The key parts have been identified.



Explain why Gustav Stresemann was able to achieve the recovery of Germany between 1924-29. You may use the following in your answer:

- The Dawes Plan
- The Locarno Treaty

During the period of 1924-9, Chancellor **Gustav Stresemann** was able to succeed in **securing the recovery of the Germany economy**. In 1923, the German economy was in serious trouble with the impact of the **£6.6 billion reparations** and the ongoing Ruhr Crisis and Hyperinflation. **Stresemann was able to secure the Dawes Plan, a deal with US banker Charles Dawes in 1924 which vastly improved the German economy**. **Firstly, the plan tackled hyperinflation by destroying the old currency and replacing it with a new currency, the Rentenmark which reset the value of the mark**. Furthermore, he secured valuable loans to help the German economy, the first of these was worth **800 million marks**. These loans allowed Germany to begin paying off her reparations again and it also helped kickstart the German economy again. **Therefore, Stresemann's securing of the Dawes Plan was crucial in helping the German economy recover by 1929.**

**Identify**  
Clearly identifies the cause

**Explain**  
Explains in detail the point made

**Link**  
Links back to the question at the end of the paragraph

**Knowledge**  
Specific subject knowledge

You are being examined on two skills:

- **Subject Knowledge**
- **Analysis of cause/change**




So to get top marks (12/12)  
What should I do?

- A minimum of three points (paragraphs) needed to reach Level 4
- Uses a wide range of specific subject knowledge
- Always link back to the question and analyses the causes
- Use both bullet points & at least one of your own

# How would I answer the exam questions?

## 16 mark 'assess' question

### Interpretation Question Mark Explain Question Guide

| 16 Mark Question Mark Scheme  |   | <br><b>To get 16/16 you need the following in 24 min</b><br>1. Read the statement!<br>2. Write a paragraph (or depending on question argues why you <u>agree</u> .<br>3. Write a paragraph to balance why you <u>disagree</u> with the statement.<br>4) Use examples (3 per paragraph) and specific subject knowledge<br>5) ALWAYS refer to how agree/disagree. This is essential for Level 3<br>6) For Level 4, you can balance your analysis with paragraph, to show the to how much you agree<br>7) Write a detailed conclusion that agrees or disagree statement with link to question.<br>8) Remember SPaG is 4 marks |
|-------------------------------|---|---|
| Grades                        | Description   |   |
| <b>Level 1</b><br>1-4 Marks   | <ul style="list-style-type: none"> <li>Simple answer with no development or organisation</li> <li>Limited knowledge &amp; understanding</li> <li>Overall judgement missing</li> </ul>   |   |
| <b>Level 2:</b><br>5-8 Marks  | <ul style="list-style-type: none"> <li>Agrees or Disagrees in detail, or does both but with weak explanation</li> <li>Attempts to explain HOW FAR they agree or disagree but lacks analysis</li> <li>ONLY discusses the 2 suggested bullet points</li> <li>Accurate &amp; relevant information</li> <li>Overall Judgement on agree or disagree but not backed up clearly (8 marks with judgement)</li> </ul>  |   |
| <b>Level 3:</b><br>9-12 Marks | <ul style="list-style-type: none"> <li>Agrees and Disagrees with interpretation with strong explanation and detail</li> <li>Uses 2 bullet points and provides 1 of own</li> <li>Argues well HOW FAR they agree or disagree with clear analysis that links clearly to the question.</li> <li>Good, accurate &amp; relevant knowledge</li> <li>Overall judgement with some justification</li> </ul>   |   |
| <b>Level 4:</b><br>13-16 Mark | <ul style="list-style-type: none"> <li>Agrees and Disagrees with interpretation with strong explanation and detail</li> <li>Uses 2 bullet points and provides 1 or 2 of own</li> <li>Strongly argues HOW FAR they agree or disagree with clear analysis that links clearly to the question.</li> <li>Sticks to question throughout and well structured</li> <li>Accurate, relevant and wide ranging contextual knowledge</li> <li>Judgement is well justified with clear explanation</li> </ul> |   |
| <b>SPaG</b><br>1-4            | To get 4/4 you need to spell and punctuate accurately, use grammar properly and use key words correctly and often   |   |

#### Model Paragraph

The key parts have been identified of a model 'agree' paragraph to the question on the right



**Germ theory was the most significant medical breakthrough in the 1800's. How far do you agree?**

- The Germ Theory
- Anaesthetics

#### Model Paragraph

The key parts have been identified of a model 'agree' paragraph to the question on the right



**Germ theory was the most significant medical breakthrough in the 1800's. How far do you agree?**

- The Germ Theory
- Anaesthetics

Some historians would agree that the Germ Theory was the most significant breakthrough in the 1800s, due the fact it finally proved the cause of disease and had a considerable long term impact. Ideas on the cause of disease remained incorrectly based on old (Miasma theory) and new (spontaneous generation) until the mid 1800s when Louis Pasteur came up with the Germ Theory in 1861. His theory, which was finally proved by Robert Koch in the 1880s, was that germs cause disease. This was a significant breakthrough as it finally ended old ideas on the cause of disease with a scientifically proven one that Koch could show cause Cholera and Smallpox. Consequently, the Germ Theory significantly improved surgery as Joseph Lister used the theory to create Carbolic Acid, the first antiseptic which was vital in reducing deaths from surgery. Moreover, it helped prove Edward Jenner right and led to the later development of vaccinations for such disease as rabies. The only limitations to the Germ Theory is the lack of immediate impact and resistance it faced. Whilst the Germ Theory became the basis for medical thinking in the Modern age, it took almost 50 years for it to be accepted and doctors like Henry Bastian openly challenged it. Nevertheless, there is little doubt that the Germ Theory was the outstanding breakthrough of the Industrial period.

#### Signposts

Identifies agree/disagree point in opening sentence

#### Explanation

Explains the impact of Germ Theory with background

#### Language

Uses analytical language

#### Link

Links back to the question to ASSESS how far the Germ Theory WAS a breakthrough

#### Knowledge

Specific subject knowledge

The 16 mark 'assess' question is the same technique needed for Medicine 16 markers (except for Medicine you get 4 marks for SPaG, on Elizabeth you do not!)

# Wider reading and resources.



## Something to read...

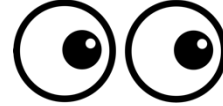
*Elizabeth, the Queen*  
by Alison Weir

*The Spanish Armada*  
by Robert Hutchinson

*Elizabeth, apprenticeship*  
by David Starkey

*Tudors: The History of England*  
*volume II*  
by Peter Ackroyd

*Elizabeth I, women in history*  
by Anne Somerset.



## Something to watch...

*The History teacher on You Tube*

Key topic 1 –

[https://www.youtube.com/watch?v=6QQiBA7fUUA&list=PL0ifbTeFrUEshmfGwLaF\\_KFqhVHD5Gve](https://www.youtube.com/watch?v=6QQiBA7fUUA&list=PL0ifbTeFrUEshmfGwLaF_KFqhVHD5Gve)

Key topic 2 –

<https://www.youtube.com/watch?v=ldZYD51Ohjo&list=PL0ifbTeFrUEuvEdFM6NHKGtBtgxrcxoxD>

Key topic 3 –

[https://www.youtube.com/watch?v=ZdHP5b4Uwbw&list=PL0ifbTeFrUEvp7Yod\\_AzGrAHPGeKSAjvo](https://www.youtube.com/watch?v=ZdHP5b4Uwbw&list=PL0ifbTeFrUEvp7Yod_AzGrAHPGeKSAjvo)