

The causes of the war between England and Spain (the Spanish Armada 1588)

1. Rivalry with Spain



- Elizabeth refuses to marry Philip II of Spain
- Philip hated Elizabeth's Religious settlement
- Spain involved in Catholic plots with MQoS to remove Elizabeth
- Elizabeth after 1570 was harsher with Catholics in England because of the Revolt of Northern Earls and MQoS captive in England

2. Sir Francis Drake and the New World



- Spain controlled the New World and other markets such as Turkey, Russia and China.
- Valuable goods found here such as Gold, Silver, Sugar and Tobacco
- Elizabeth encouraged Francis Drake to capture and raid Spanish ships
- Drake was very successful in 1580 captured £400,000 of Spanish silver and gold
- Spain could not afford to pay their soldiers in Netherlands
- Elizabeth knighted Francis Drake for circumnavigating globe.
- Philip was outraged by this privateering! And Elizabeth's approval of this.

3. Direct involvement in the Netherlands



- Elizabeth secretly helped Dutch Protestants (Money, Weapons and providing safety for Sea Beggars).
- She disliked the way Dutch Protestants were treated by Philip 'Council of Blood' – many executed
- Spain seized firm control of Netherlands – led by Duke of Parma.
- **Pacification of Ghent** – 17 Dutch provinces joined an alliance against the Spanish, but the Spanish regained control and William of Orange (the Dutch leader) was assassinated (supporter of England)
- Spain and France united against England – **Treaty of Joinville** 1584
- Elizabeth signed the **Treaty of Nonsuch** with the Dutch rebels (1585) and sent 7400 soldiers under Robert Dudley to help the Dutch against the Spanish. This invasion simply held up Spanish forces, but did capture Ostend (deep-water port)

4. 1587 Drake and the raid on Cadiz. 'Singeing of the King of Spain's beard'



- Spain was building up its Armada (fleet of war ships)
- 1587 Francis Drake attacked Cadiz and destroyed 30 ships and much of the supplies.
- This is called the 'Singeing of the King of Spain's beard'
- Drake then continued to attack Spanish coastal ports and treasure ships.
- Spain had to take a break from building the Armada to defend against Drake.
- This delayed the launch of the Armada by one year, giving England more time to prepare.

5. 1588 Spanish Armada and the Consequences



The Spanish Armada was defeated:

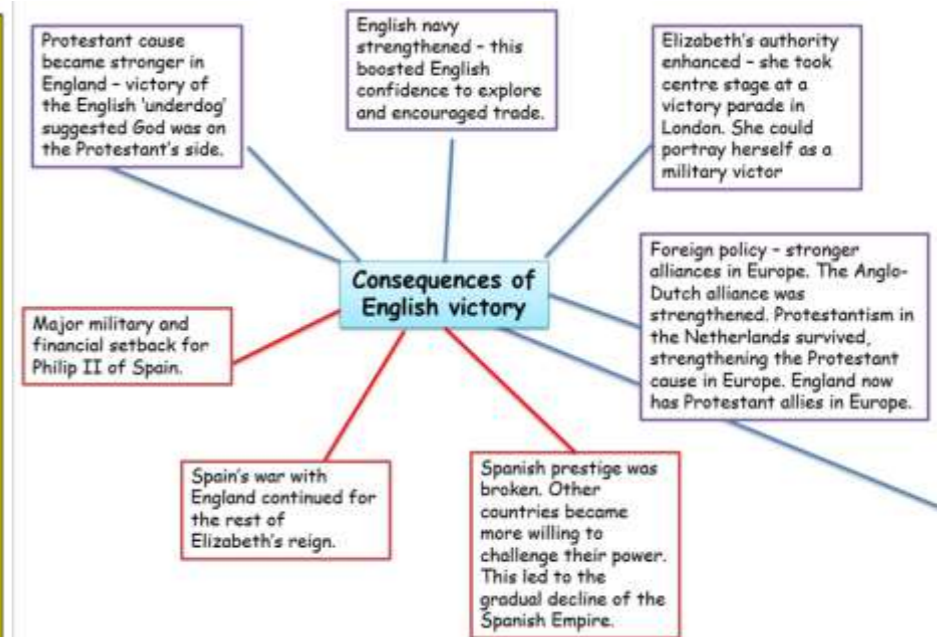
- Spanish were poorly equipped
- Spotted in English Channel
- English tactics (fire ships)
- Weather

Defeat of the Armada was a major setback for Spain. War continued with Spain for the rest of her reign!

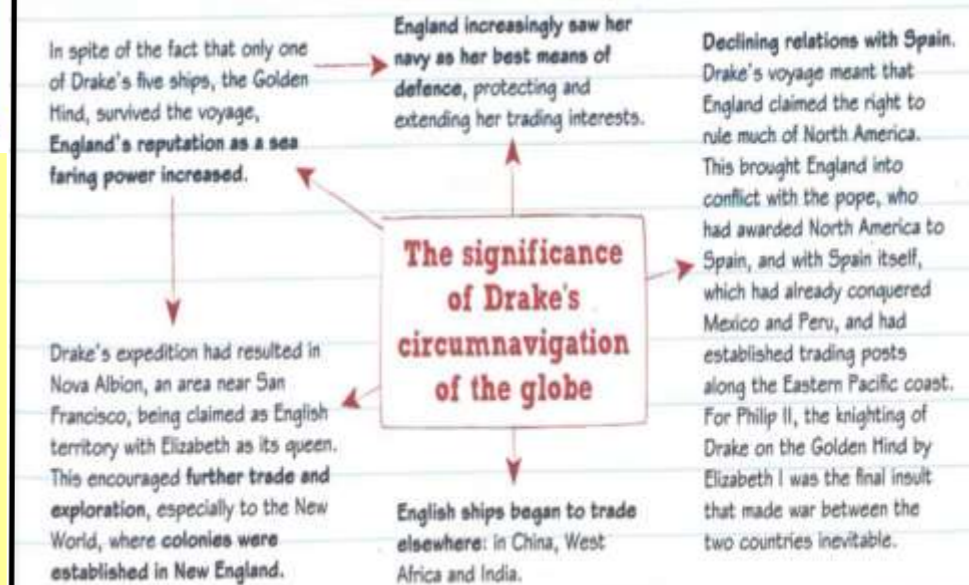
Why did England win?

- 1) Communication problems:**
No communication between the Duke of Parma and the Duke of Medina-Sidonia.
No deep-water ports. The Dutch rebels still possessed Ostend. The Armada could not stop at any ports in the Netherlands, but had to meet up with the Duke of Parma's army at sea.
- 2) English ships better armed and equipped:**
Cannons were mounted on smaller gun carriages than on Spanish ships. They could be reloaded and fired more quickly.
- 3) The Spanish panicked:**
Key turning point was the Battle of Gravelines, where the English used fireships. Many Spanish captains panicked, cut their anchors and allowed their ships to drift into the North Sea.

- 4) The weather:**
Gale fore winds caused most of the destruction to Spanish ships as they retreated home. Many were destroyed off west Ireland.
- 5) English tactics were superior:**
English ships got close to Spanish ships to fire on them, but far enough away to prevent Spanish sailors from boarding. This destroyed many Spanish ships and reduced English losses.
Drake's use of fireships was also important as it caused the Spanish to panic.
- 6) Spanish ships lacked supplies and provisions:**
The Spanish fleet was at sea for 10 weeks and by early August the food had rotted. This damaged Spanish morale and their ability to fight.



What was the significance of Francis Drake's circumnavigation of the globe, 1577-1580?



Education

Although there was no national system of schooling, education was becoming increasingly valuable due to humanist beliefs, and Protestants wanting people to be able to read the Bible.

Nobility: Children of the nobility learned a variety of subjects including languages. Girls learned the skills expected of an upper-class woman: music, dancing, needlework, horse-riding and archery. They were tutored at home. Boys were taught fencing, swimming and wrestling. They were sent to another noble household to finish their education.

Grammar schools: The greatest change in Elizabethan education: 42 were founded in the 1560s, 30 more in the 1570s. The church no longer controlled all schools. These were private schools set up for boys considered clever, largely from well-off families in towns. Girls could not attend. Fees were based on how much property the family owned.

Petty schools: These were often set up and run in a teacher's home. Boys would learn reading, writing and arithmetic. There were Dame Schools for girls although most girls did not go to school. Women were not expected to go out in the world, but would go from being under their father's care to their husband's.

Labourers and poor children: Most children had no formal, school-based education, as most people were farmers or labourers. They learned what they needed from their families by working the land or at home.

Literacy figures:

	1530s	1603
Men	20%	30%
Women	10%	10%

This suggests education improved for boys, but not for girls. The main obstacle was cost. (fees and loss of income if a child was not working)

Universities: Oxford and Cambridge universities taught Geometry, Music, Astronomy, Law, Divinity and Medicine.

Poverty: This increased in Elizabethan times due to rising prices, the introduction of sheep farming and enclosure (a farming technique which led to fewer labourers being needed).

Policies towards the poor in Elizabethan times

Action	Type of change	Detail
Poor rate	Continuity – these measures existed before Elizabeth's reign and continued throughout Tudor times.	A local tax organised by Justices of the Peace (JPs), with the proceeds spent on improving the lives of the poor. The poor were given money or things to make and sell.
Charity		Often funded by local wealthy people, who gave their name to the charitable foundation – e.g. Lady Cecil's Bequest for Poor Tradesmen, Romford.
Statute of Artificers, 1563	Progressive – government's response to increased unemployment caused by falls in the wool trade.	Those refusing to pay the poor rates could be put in prison. Officials who failed to organise poor relief could pay a penalty of up to £20.
1576 Poor Relief Act		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 the house of correction.
1572 Vagabonds Act	Repressive change that targeted vagrants. Parliament felt vagrants posed a threat to public order and had to be deterred through harsh punishment. Yet the Act also recognised the need to help the poor by providing them with work.	Vagrants were: <ul style="list-style-type: none"> whipped and a hole drilled through each ear as a mark of shame, to warn others of their vagrancy imprisoned if arrested again for vagrancy 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. Justices of the Peace had to keep a register of the poor. Those in authority (JPs, parish councils, etc.) were tasked with finding work for the able bodied poor.

Leisure: Sport and Pastimes

Social class	Leisure/Pastime	Description
Nobility	Hunting	Took place on horseback with hounds or with birds (hawking). Involved men and women.
	Fishing	Done by men and women.
	Real Tennis	Played indoors (men only), a cross between modern tennis and squash that was increasingly popular.
	Bowls	Similar to the modern game (men only)
	Fencing	Undertaken with blunt swords (men only)
Farmers, craftsmen and the lower classes.	Football	Men only. The aim was to get the ball into the other side's goal, although the rules varied. No limit on the numbers involved or the size of the pitch. Could be very violent- men were often killed during matches.
All classes	Wrestling	Popular with men of all classes. Noble men would wrestle in private, men of a lower social class would take part in public wrestling matches. Gambling on the outcome was very popular, the Nobility and Gentry would often bet and watch alongside other classes.
	Swimming	Popular with men from all social classes.
	Baiting- bear or bull.	Dogs were set upon a chained bear or bull. Special arenas were built for this spectator sport. All classes enjoyed watching what they considered to be a sport, including the Queen, bets were made on the outcome.
	Cock-fighting	Cockerels are aggressive birds and when cock-fighting wore metal spurs to attack each other with as well as their beaks. All classes enjoy it and bet huge sums on the outcomes of the fights.
	Literature (Pastime)	Lots of new literature written during Elizabeth I's reign. The most popular forms of creative writing were poetry and plays.
	Theatre (Pastime)	Mystery plays, popular with Catholics as they brought the Bible to life were replaced with new non-religious plays, which were shown in new purpose-built theatres such as the Globe. Comedies were very popular. All social classes attended the Theatre. Only men were allowed to act in the plays.
	Music and dancing (Pastime)	Elizabethans of all classes were passionate about music. Many people played instruments. Listening to music performances was also popular. Wealthy families would employ their own musicians to play during meals and feast (only men could be paid musicians). The lower classes would listen to music at fairs, markets or public occasions.

Exploration and Voyages of Discovery

Elizabethans explored because they wanted to increase trade with the New World, to exploit the African-American slave trade and for adventure.

New technology enabled them to do this—including quadrants and astrolabes, which were instruments to help sailors navigate at sea. Maps also developed and improved navigations, such as the Mercator map. Ship design also improved, leading to larger, more stable ships that were faster and more manoeuvrable and had better fire power as cannons could fire from the sides as well as the bow and stern.

Walter Raleigh and the attempted colonisation of Virginia,

1585 and 1587

To establish a base for attacking Spanish interests in the area.

To launch raids on Spanish treasure ships and Spanish territory in West Indies.

To prevent Spanish and French settling there.

To provide opportunities for a better life for the poor of England who could settle there.

Why did England want to establish a colony in North America?

To gain access to the rich resources and raw materials there. (animal skins, fur, gold etc.)

To add to the territories under the control of the English crown and so increase prestige and power.

To produce crops such as cotton, tobacco and sugar to bring back to England.

The failure of Virginia

The Virginia colony failed for a range of different reasons.

Reasons why the colonisation of Virginia failed

Reason	Description	How it led to the failure of the colony
Lack of food	<ul style="list-style-type: none"> First colonists left England too late to reach Virginia in time to plant crops. One of their five ships let in seawater, ruining the food it was carrying. 	<ul style="list-style-type: none"> Unable to provide for themselves, those participating in the first expedition simply abandoned the colony in 1586. The second "lost" colony may also have struggled to feed itself, making the colonists dependent on local Indian tribes.
Poor leadership	<ul style="list-style-type: none"> The leader of the first expedition, Richard Grenville, was hot headed and did not get on with Ralph Lane, governor of the colony. The leader of the second expedition, John White, abandoned the colony in 1587. 	<ul style="list-style-type: none"> Poor leadership meant that those involved in both expeditions had little direction or purpose. This may explain the subsequent decision to abandon the first colony in 1586, as well as the fact that the second colony was found abandoned in 1590.
Lack of skills and experience	<ul style="list-style-type: none"> Both expeditions lacked the experience and skill sets needed to make the expedition a success. This meant both expeditions were doomed from the start. 	<ul style="list-style-type: none"> Merchants and landowners lacked physical capacity for manual work. A lack of stonemasons meant that a stone fort was never built, leaving the colony vulnerable to Indian attack. Soldiers could defend the expedition but lacked the ability to farm the land.
Native American attack	<ul style="list-style-type: none"> In 1586, angered by the diseases they had brought, Algonquian Chief Wingina led an attack on the colonists. Other Indian tribes, suspicious of the English and angered by their demands for food, also attacked between 1585 and 1586. 	<ul style="list-style-type: none"> Virginia's attack was beaten off but led to a crisis within the first expedition, forcing the colonists to abandon Roanoke. It is possible a second expedition was wiped out by an Indian attack led by Chief Powhatan. Alternatively, an attack may have led to some of the settlers becoming slaves or being assimilated into local Indian tribes.
The war with Spain	<ul style="list-style-type: none"> From 1585, England was effectively at war with Spain. 	<ul style="list-style-type: none"> The threat from the Armada meant that few ships were available to visit or resupply the colonists. The colonists were increasingly isolated and vulnerable to attack.

The significance of the attempted colonisation of Virginia

The colony was a failure but it did serve as a template for future settlements, including that at Jamestown in 1607. By the end of the 17th century, 13 colonies, each with their own system of government, had been established along the eastern seaboard of the New World.