

## Option B4: Early Elizabethan England, 1558–88

### Key topic 1: Queen, government and religion, 1558–69

<b>1 The situation on Elizabeth's accession</b>	<ul style="list-style-type: none"> <li>Elizabethan England in 1558: society and government.</li> <li>The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.</li> <li>Challenges at home and from abroad: <del>the French threat</del>, financial weaknesses, <u>religious divisions, the French threat</u>.</li> </ul>
<b>2 The 'settlement' of religion</b>	<ul style="list-style-type: none"> <li><del>Religious divisions in England in 1558.</del></li> <li>Elizabeth's religious settlement (1559): its features and impact.</li> <li>The Church of England: its role in society.</li> </ul>
<b>3 Challenge to the religious settlement</b>	<ul style="list-style-type: none"> <li>The nature and extent of the Puritan challenge.</li> <li>The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.</li> </ul>
<b>4 The problem of Mary, Queen of Scots</b>	<ul style="list-style-type: none"> <li>Mary, Queen of Scots: her claim to the English throne, <del>her arrival in England in 1568</del>.</li> <li>Relations between Elizabeth and Mary, 1568–69.</li> </ul>

#### Subtopics 1 and 2

'*Religious divisions*' moved from Subtopic 2 to Subtopic 1 bp3 as it is more logical to consider this as part of the situation on Elizabeth's succession; '*the French threat*' moved to end of the bp.

#### Subtopic 4

'*her arrival in England*' removed to simplify teaching as this is already implied within bp2 on the relations between Elizabeth and Mary.

## Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88

<b>1 Plots and revolts at home</b>	<ul style="list-style-type: none"> <li>The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.</li> <li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies.</li> <li>The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> </ul>
<b>2 Relations with Spain</b>	<ul style="list-style-type: none"> <li>Political, <del>and</del> religious <u>and commercial</u> rivalry.</li> <li><del>Commercial rivalry. The Americas,</del> <u>The significance of</u> privateering and <del>the significance of</del> the activities of Drake.</li> </ul>
<b>3 Outbreak of war with Spain, 1585–88</b>	<ul style="list-style-type: none"> <li><u>Reasons for deteriorating relations with Spain:</u> English direct involvement in the Netherlands, <del>1585–88. The role</del> <u>and the actions</u> of Robert Dudley.</li> <li>Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.</li> </ul>
<b>4 The Armada</b>	<ul style="list-style-type: none"> <li>Spanish invasion plans. <u>Key events of</u> <del>Reasons why Philip used</del> the Spanish Armada.</li> <li>The reasons for, <del>and consequences of,</del> the English victory.</li> </ul>

### Subtopic 2

- '*commercial rivalry*' combined with political and religious rivalry, so that they can be treated as a whole.
- Reference to '*the Americas*' removed as that could be read as implying that rivalry with Spain and privateering is confined to the Americas.
- '*Significance of*' moved from '*the activities of Drake*' to '*privateering and...*' to emphasise it is the impact of Drake's privateering that students need to know about rather than a detailed knowledge of what Drake did.

### Subtopic 3

- '*Reasons for deteriorating relations with Spain*' added at start of bp1 to make clear that English involvement in the Netherlands needs to be understood within this context.
- '1585-1588' removed from bp1 so that students do not need to study the succession of events that happened during these years.
- '*the role of*' Dudley changed to his '*actions*' as this is more accurate: it is Dudley's actions in the Netherlands that contribute to deteriorating relations, rather than his role as leader of the armed force.

### Subtopic 4

- '*reasons why Philip used*' replaced by '*key events of*' as this is clearer and more straightforward.
- '*and consequences of*' removed from bp2 in relation to English victory as the immediate consequences would be too narrow a focus for a question, and longer-term consequences would fall outside the date range for the topic.

### Key topic 3: Elizabethan society in the Age of Exploration, 1558–88

<b>1 Education and leisure</b>	<ul style="list-style-type: none"><li>• Education in the home <u>and</u> schools <del>and universities</del>.</li><li>• Sport, pastimes and the theatre.</li></ul>
<b>2 The 'problem' of the poor</b>	<ul style="list-style-type: none"><li>• The reasons for the increase in poverty and vagabondage during these years.</li><li>• The changing attitudes and policies towards the poor.</li></ul>
<b>3 Exploration and voyages of discovery</b>	<ul style="list-style-type: none"><li>• Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</li><li>• The reasons for, and significance of, Drake's circumnavigation of the globe.</li></ul>
<b>4 <del>Raleigh and</del> <u>Attempted colonisation of</u> Virginia</b>	<ul style="list-style-type: none"><li>• <del>The significance of Raleigh and</del> <u>Reasons for</u> the attempted colonisation of Virginia, <u>including the significance of Raleigh</u>.</li><li>• Reasons for the failure of <u>the first settlement in</u> Virginia.</li></ul>

#### Subtopic 1

'universities' has been removed to streamline the taught content.

#### Subtopic 4

1. Subtopic heading amended to reflect the content better.

2. Bp1 amended so that there is no need to teach the broader significance of Raleigh or the attempted colonisation; the content is more tightly focused on why England attempted to colonise Virginia, and Raleigh's role within that attempt.

3. Bp2 amended to avoid confusion and emphasise that it is only the failure of first settlement that needs to be studied