

# Teacher Notes

## Elizabeth I

### Synopsis

*Betrayal, death and typical British weather feature as the highlight of this episode, as we regale the story of Elizabeth I and her defeat of the Spanish Armada.*

### Resources:

#### King and Queens:

Children fill in fact files about the reigns of the four monarchs who succeeded Henry VIII, from Edward VI to Elizabeth I.

#### Heirs and Graces:

Children debate which of five claimants to the Tudor throne had the strongest claim. They then put the five claims in order from strongest to weakest.

#### The Spanish Armada:

Children answer questions to fill in a timeline of the Spanish Armada's failed invasion of England.

#### Codes and Plots:

Children work in groups to decipher a series of coded messages in order to learn the story of the Babington Plot, a threat to Elizabeth I's life.

### Key questions to consider:

What was significant about Elizabeth I's reign?

How did Elizabeth and her reign go against expectations of the time?

What was the lasting impact of England's defeat of the Spanish Armada?

In what different ways did people gain (or try to gain) the throne in Tudor England?

### History curriculum objectives:

- Continue to develop chronologically secure knowledge of history.
- Establish clear narratives within and across the periods studied.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- NI: The life of a famous person, family or building in the past.
- Welsh Progression Step 3: I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.
- Welsh Progression Step 3: I can present my findings in a variety of ways, drawing conclusions and making judgements based on the evidence used.
- SOC 2-06a: I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

### Cross-curricula objectives:

- Participate in performances, role-play/improvisations and debates.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

# Elizabeth I – Comprehension

When did Elizabeth become Queen and how long did she rule for?

Which three children of Henry VIII are mentioned in the animation?

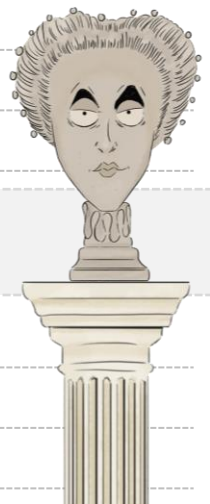
Why did some people believe Elizabeth's claim to the throne was weak, especially compared to that of Mary, Queen of Scots?

What two bad things happened to Mary, Queen of Scots when she came to England?

Give two reasons why King Philip of Spain sent his Armada to invade England.

What does Elizabeth's speech to her army tell you was expected of women and/or rulers at the time?

Explain why Elizabeth's choices meant the end of the Tudor dynasty.



# Elizabeth I – Comprehension

When did Elizabeth become Queen and how long did she rule for?

She became Queen in 1558 and reigned for 45 years.

Which three children of Henry VIII are mentioned in the animation?

Edward, Mary and Elizabeth.

Why did some people believe Elizabeth's claim to the throne was weak, especially compared to that of Mary, Queen of Scots?

Catholics did not recognise Henry VIII's divorce from Catherine of Aragon, and therefore thought his marriage to Anne Boleyn, Elizabeth's mother, was illegal. This made Elizabeth an illegitimate child and not a proper heir, in their eyes.

What two bad things happened to Mary, Queen of Scots when she came to England?

Elizabeth imprisoned her and eventually, she was executed.

Give two reasons why King Philip of Spain sent his Armada to invade England.

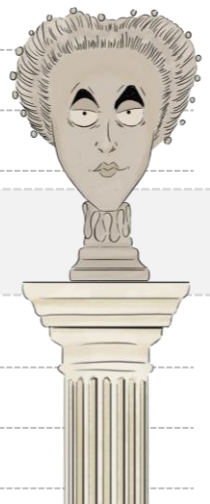
Any of the following: He was angry at Mary, Queen of Scot's execution; he wanted to make England Catholic again; he wanted to confirm Spain's place as the dominant country in western Europe.

What does Elizabeth's speech to her army tell you was expected of women and/or rulers at the time? How did she go against this?

Various answers, for example: That women were seen as 'weak and feeble' but kings were meant to be strong. She went against it by leading strongly and refusing a husband.

Explain why Elizabeth's choices meant the end of the Tudor dynasty.

By choosing not to have a husband, she did not have any children to take the throne after her, so the line of Tudors ended.



# Kings and Queens



*"After my father, King Henry VIII, died, three other people got their hands on the throne before I did: my brother, my sister, and that Lady Jane Grey woman... Fill in the fact files below to help you remember the four of us."*

Edward VI



Born:

Start of reign:

End of reign:

Died:

How did he get the throne?

How did his reign end?

Lady Jane Grey



Born:

Start of reign:

End of reign:

Died:

How did she get the throne?

How did her reign end?

## Kings and Queens (continued)

Mary I



Born:

Start of reign:

End of reign:

Died:

How did she get the throne?

How did her reign end?

Elizabeth I



Born:

Start of reign:

End of reign:

Died:

How did she get the throne?

How did her reign end?

# Heirs and Graces - Teacher Notes

## **Premise**

Following Henry VIII's death in 1547, four people took the English throne in quick succession: Edward VI, Lady Jane Grey, Mary I and Elizabeth I. During Elizabeth's reign, Mary, Queen of Scots, emerged as a credible rival.

The claims to the throne of all five of these historical figures had their own strengths and weaknesses. For example:

Edward VI was Henry's oldest male heir. However, he was not the oldest child in Henry's line of succession. Mary was. Was it right that he got the throne first?

Lady Jane Grey was named by Edward as his successor. However, Mary and Elizabeth were also Henry VIII's children, and Lady Jane Grey was not. Should she have had the throne before them?

In this task, children will debate the strengths and weaknesses of each claim and put the five claimants in order, from the one with the strongest claim at the time they were making it, to the weakest.

## **Activity**

Explain to the children that they are going to be debating the following question: 'Which of these five figures had the most legitimate claim to the throne of England, at the point that they were claiming it?'

Split the children into five groups. Assign one historical character to each group:

- Edward VI
- Lady Jane Grey
- Mary I
- Elizabeth I
- Mary, Queen of Scots

Give each child a copy of the *Research and Arguments* sheet. Using various sources (the animation, the internet, history books, etc.) they research their character's claim and fill in the sheet. Encourage them to come up with a variety of arguments and evidence to support their character's claim, and to prepare for any counter-arguments or questions they may be faced with in the debate.

Once each group has completed their research, give them time to plan how they will present their arguments in a set of opening remarks. Once that is done, bring the groups back together and give each one a chance to present their case and then field any questions or counter-points from the other groups.

When each group has had a chance to make their case and debate the others, each child puts the five claimants in order, from the claimant with the strongest claim to the throne, to the claimant with the weakest claim. They then write an explanation of their order.

# Heirs and Graces – Research and Arguments

Name of claimant:

Did they have any family links to the crown or the line of succession?

Were they named as a successor by a previous king or queen?

Did they have any rivals who could have tried to claim the throne?

What are your main arguments and evidence for the strength of their claim?

What weaknesses in the claim might the other groups point out?  
How will you answer them?

# The Spanish Armada



*"The Spanish king, Philip II, found so many reasons to dislike me. My Protestant religion; the execution of Mary, Queen of Scots; the fact that English sailors kept looting his colonies and ships... In 1588, he'd had enough! Why don't you use your research skills to find out what he tried to do about it? Fill in each event box below."*

28<sup>th</sup> May

## **The Armada sets sail**

How many ships did the Armada start with?

Where did the ships sail from?

19<sup>th</sup> July

## **The Armada is spotted**

Where in England was the Armada spotted from?

What were lit to send a warning around England?

21<sup>st</sup> – 25<sup>th</sup> July

## **The English give chase**

Which body of water were the Spanish chased through?

Did the English attack from far away or up close?

28<sup>th</sup> – 29<sup>th</sup> July

## **Fireships at Calais**

What was a fireship?

What did the fireships force the Spanish to do?



# The Spanish Armada (continued)

29<sup>th</sup> July

## **The Battle of Gravelines**

Which side did the most damage in the battle?

What forced the English to stop fighting?

2<sup>nd</sup> August

## **The fleets separate**

Did the Spanish go north, south, east or west after the battle?

Where did the English turn back from chasing them?

August – October

## **The Spanish try the long way home**

Which countries did the Spanish sail around to get home?

What destroyed many of their ships?

October

## **The survivors return**

How many Spanish ships made it home?

Who came off better; England or Spain?

# Codes and Plots



*"For years, people were trying to get rid of me and put Mary, Queen of Scots on the throne instead. She was a Catholic, you see. The Babington Plot of 1586, a final attempt, used a lot of coded messages. Working in groups of two or three, use the ciphers below to break the codes and find out what happened."*

## **Cipher 1**

Every letter in the coded messages represents the letter three places earlier in the alphabet. For example:

D in the coded message represents A in the real message. E represents B, F represents C, etc.

A, B and C in the coded message represent X, Y and Z in the real message.

Dqwkraqb Edelqjwrq dqg rwkhu Fdwkrolfv sodqqhg wr sxw Pdub rq wkh wkurqh.

Vlu Iudqflv Zdovlqjkdq irxqg d zdb wr wuds Pdub dqg wkh sorwwhuv.

Zdovlqjkdq wrog d vsb, Jloehuw Jliirug, wr suhwhqg wr khos wkh sorwwhuv.

Codes and Plots

Cipher 2

Every symbol in the coded messages represents a word. The table below shows which symbol matches to which word. Use it to work out what each message means.

△	and
■	told
□	plan
▲	beheaded
⚙	send
└	each
♠	for
⊂	to
◀	drawn
≡	barrels

◆	the
◇	it
🌾	coded
●	Mary
人	Gifford
○	in
▼	hung
△	Walsingham
♥	support
⦿	one

└	hidden
▶	quartered
🕯	read
🗒	Mary's
🎵	were
♣	letters
⋈	revealed
⊃	was
∩	plotters

人 ■ ◆ ∩ ⊂ ⚙ 🌾 ♣ └ ○ ≡. △ 🕯 └ ⦿.

◆ ♣ ⋈ ◆ ∩, ◆ □ △ 🗒 ♥ ♠ ◇.

◆ ∩ 🎵 ▼, ◀ △ ▶. ● ⊃ ▲.