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| Nutshell Learning objective(s): i.e. your planned impact, by the end of the lesson, pupils will be able to…   * Look at what the Wars of the Roses were * Understand why Henry VI was an unpopular King | |
| Lesson resources:  Sources | |
| Key Questions inc. challenge questions:  What problems might this cause for England?  What solutions do we think might emerge?  How do we think this will affect Henry VI’s idea of Kingship?  What can we infer?  Why do we think his hands are held like this? What people are shown with their hands like this? What might this tell us about Henry?  What does the Jewellery that Henry is wearing tell us about him?  What word can we use instead of religious?  How does the amount of jewellery that Henry is wearing tell us about him?  What is missing from these portraits that we usually see in portraits of Kings?  What might the lack of sword or armour tell us about Henry as a King?  What does the lack of Crown tell us about Henry?  What argument does John Blacman have about what type of King Henry was?  What type of argument does Jean de Waurin have about Henry?  Do these sources tell us that Henry was a good or a bag king?  What qualities of Kingship is Henry exhibiting?  What qualities of Kingship is Henry not exhibiting?  Using the sources do you think Henry was a good king? | Expected measurable progress for lesson? (What are the students learning and how?)  Students will be able to understand at what the Wars of the Roses were and why Henry VI was an unpopular King. They will be doing this through analysis sources on Henry VI and his Kingship. This will link to the golden thread of qualities of Kingship |

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| Homework/ extended learning opportunities:   * For BBL I would like you to research who the **Lancastrians** and the **Yorkists** were? |

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| **Real time**  **5-10min**  **10-25min**  **25-40**  **40-55** | **Teacher will:**  **Introduce Settler, put lesson into context, ‘Ready to learn Procedure’ ask them to think about the starter task. Questioning about the ideas they may have**  **What can we infer from the pictures. Discussions about what these portraits can tell us about what Henry was like as a king.**  **Questioning on qualities of Kingship.**  **Reading sources on Henry and what he was like as King. Students to use these interpretations to decide if he was a good or bad king.**  **Work on identifying the arguments about Henry from the sources on their own by highlighting. Followed by class discussion regarding the arguments. Then paired discussion about the challenge.** | **Students will:**  **‘Ready to learn’, date and title in book, begin thinking about the problems this might cause**  **Discuss with partner about what they can infer. Then move into a group discussion about their ideas.**  **Students to use the sources to come to a decision if Henry was a good or bad king, will place this on the continuum line and then justify their decision.**  **Students work on their own to highlight the argument of the sources. Discuss the arguments in the source. Then paired discussion about Henry trying to be a good king.** | **Formative/Summative assessment strategies**  **Assessment will allow me to assess their ability to infer.**  **This will allow me to assess their knowledge of the qualities of Kingship.**  **Assessing students ability to find the argument of an interpretation/ source.** |