



Enquiry Lesson Plan 1.1

ENQUIRY: What problems did Henry VII face after gaining power in 1485?

- Context:** Having posed the key questions at the start of the chapter, this enquiry focuses on those questions relating to the reign of Henry VII.
- History Objectives & Key Questions:** Was Henry VII's victory at the battle of Bosworth the end of his problems or just the start?
 What problems did he face, what solutions did he employ and how successful was he?
 Students need to build on their understanding that historical events like battles do not lead to instant change.
- Lesson planning:**
(Introduction, Development and Activities, Plenary)
- Make explicit use of the family tree on pages 8–9 or on the PowerPoint presentation [A royal family tree](#) in a starter activity, in order to locate Henry VII and to familiarise students with the other people in this period. Use a mix of simple questions that students can write down quickly, possibly on a mini-whiteboard if you have access to them. How many children of Henry VII are listed? How many men did Catherine of Aragon marry? For more sophisticated work, play 'Who am I?', where an individual student talks about someone on the family tree until another student guesses who they are.
 - Whole class read the brief narrative of the Wars of the Roses on page 10 and introduce the problems that Henry VII faced.
 - Read through the solutions on page 11 and check on students' understanding of the key vocabulary. Then ask students, in pairs, to consider Henry's solutions and to categorise them using the spidergram device – a pre-drawn spidergram is provided on the Student Activity Sheet [What problems did Henry VII face after gaining power in 1485?](#) If required, use the card set [Henry VII's problems and solutions – card sort](#) to make this activity concrete rather than abstract.
 - Consolidate as a whole class discussion and then finally ask students to reach a judgement as to which of the things that Henry VII did was the most important. If this is done as a written task it will constitute an early levelling opportunity in this area of study.
 - For a plenary, have a final question-and-answer session where you question individual students, for example: 'Tell me one problem and give me one of Henry's solutions for it.'

Levelling Opportunities: NC Level 3 response – students who, in *Think About It* tasks 1(a & b), list a few of Henry VII’s actions.
 NC Level 4 response – students ‘describe some of the events and changes’ and successfully categorise Henry VII’s actions or accurately colour-code political and economic problems and solutions.
 NC Level 5 response – students ‘describe and make links between changes’, e.g. that Henry fighting successful wars against the French and Scots dealt both with threats from other kingdoms and with challenges to his position as king.
 NC Level 6 response – students will make a valid judgement as to what was the most important thing that Henry VII did.

KS3 Strategy Objectives: Research and Thinking Skills: Categorising information and reaching a substantiated judgement.
 (Literacy, Citizenship, Thinking Skills, ICT)

Sources of Evidence: N/A

Homework: Students carry out a simple piece of research: to ask their friends and family what, if anything, they know about Richard III. The purpose is to explore stereotypical history, since the most likely response will be that he was the wicked, crooked-backed uncle who murdered his nephews in the Tower and seized the Crown.

Support Materials: [What problems did Henry VII face after gaining power in 1485?](#)
[Henry VII’s problems and solutions – card sort](#)

Effective Differentiation

Starters:

- You may choose to use the Enquiry Lesson Plan Introduction 2 – [The royal family tree](#) – as a starter for this lesson.
- Alternatively, discuss with the students the kinds of problems you meet when you are going to a new school.

Progression of Episodes:

1. Discuss with the students Henry’s problems on his accession, using either the textbook page 10, or slide 1 of the PowerPoint presentation, [Henry VII’s problems](#). Talk about WHY each thing was a problem, which would appear to be the easiest/most difficult to solve, what was the most intractable etc.
2. Read together the text on page 11.
3. Do the *Think About It* task 2. Students can work as individuals or groups using the work exercise [Henry VII’s problems and his solutions – table](#), or as a whole class using the textbook or slide 2 of the PowerPoint presentation, [Henry VII’s problems](#) (i.e. ‘Henry’s Solutions’). Notice with the students that some problems had more than one solution, and some solutions addressed more than one problem. This would work well as a card exercise, sticking Henry

VII's problems on the board, and inviting students to cut up/blu-tack Henry VII's solutions onto the appropriate problems (both found in [Henry VII's problems and solutions – card sort](#)).

4. Use these ideas to complete the worksheet [Henry VII's problems and solutions – worksheet](#).

**Ideas for
Productive work:
Plenary:**

[Henry VII's problems and solutions – worksheet](#).

[Henry VII's problems and solutions – table](#).

The *Think About It* task 3, and/or the *Stop and Reflect* exercise would form suitable plenary tasks.

Look at the artist's illustration on page 11. If students had to draw a single picture to summarise Henry VII's reign, what would they draw?

It is essential for the [Pulling It Together](#) exercise that you discuss how well Henry VII did at staying in power, keeping England safe and passing on the throne.