**Teacher guidance for Chamber books lessons on Henry VII and money**

**Gavin Sheffield & Diana Laffin, The Sixth Form College Farnborough (June 2019)**

You should allow for 4 lessons, lesson B will probably take 2 lessons (depending on individual lesson timings to complete) and a good amount of time should be allowed for the students to work with the database and feedback their findings to each other.

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Notes** | **Materials required** |
| A | **Introduction to the key question and Henry VII**,  **Activities**  Introduction to key question on the importance of money in securing the throne  Discussion on who pays for a royal wedding with answers as follows:  Total cost of wedding: £33m  The cake cost £50,000  The dress cost £387,000 (paid for by Markel family)  Security cost £30m  Private Toilets cost £35,000  The Queen’s income is £82m (up from £31m in 2013)  Teacher led slides consider early modern finance but this can be removed if students have prior knowledge. Also in student booklet. Students to take short notes on Henry VII from slides  Use excerpts from historians to make notes on views of Henry followed by discussions on three aspects - avarice, nobles and security  Introduction to database and practise with database using example on ‘how to’ sheet.  **Homework** on searches - Tens refers to Tennis | Lesson A presentation  Student booklet with or without recording grids  Historians’ views - ideally cut out and laminated into separate items - not in student booklet but could be put on line  Access to Chamber Books database |
| B | **Investigations using the Chamber Books**  *Please allow as much time as needed as this activity will require engagement with extra materials for context which are contained in the booklet along with careful reading and recording of the materials on the database.*  **Activities**  Homework review:Class discussion on investigation into Henry VII’s hobbies. Discussion and explanation of problems, omissions etc in using database.  Divide the class into 3 enquiry teams each with one question to pursue.  First read and understand evidence.  Then put findings under the statements from the previous lesson as evidence which supports or challenges the statements.  Each team should be prepared to present and explain their main conclusions in the next lesson using at least one example from the database.  **Homework:** To ensure each team is ready to present main findings with an illustrative example. | Lesson B presentation  Student booklet with or without recording grids - grids are also digital if preferred  Help and hints sheets (in booklet)  Recording grids also available as separate documents in digital format.  Access to Chamber Books database  Teacher guidance sheet |
| C | **Conclusions on the importance of money**  **Activities**  Review of work completed in Lesson B - each group to feedback their findings - discussions and classwork to be structured around the 3 themes of the enquiries.  Watch the short clip from the Winter King featuring Thomas Penn & Sean Cunningham and the Chamber Books!  Documentary Task: In teams to plan a short documentary with scripting, storyboarding and production notes which answers the key question with reference to the enquiries and also addresses how the Chamber Books resource could be used. If appropriate, the short documentary could be produced and uploaded but this is not essential.  Note: this may require 2 lessons for Lesson C rather than B - this may not be ideal as the focus should be on the books not the documentary  Plenary: to consider what could be included in an essay paragraph on the importance of money to Henry VII | Lesson C presentation  Student booklet with or without recording grids - grids are also digital if preferred  Paper and Pens for planning  If actually producing documentary - smartphones and ipads could be used as these devices record files that are easily uploadable |