Year: 7	Subject: History	Unit title: The Wars of the Roses	Term: Summer

Knowledge (Learn that):

- Scholars know that Henry V strengthened the monarchy through personal leadership, noble cooperation, military victory, Parliament and diplomacy, creating a strong reference point against which later change can be measured.
- Scholars know that Henry VI's minority, style of kingship, military failures and illness weakened personal royal control and allowed powerful nobles and factions to govern in the king's name.
- Scholars know that during the wars between York and Lancaster, kings could gain, lose and recover the throne through military victory and noble support, making the monarchy increasingly dependent on armies and powerful individuals.
- Scholars know that Edward IV's death created another succession crisis in which inheritance could be overridden by declarations of illegitimacy, noble allegiance, invasion and victory in battle.
- Scholars know that Henry VII rebuilt royal legitimacy through descent, marriage, the Tudor Rose, coinage and religious patronage, presenting the new dynasty as lawful, united and stable.
- Scholars understand that the monarchy changed from the strong personal rule of Henry V to a crown weakened and contested by noble factions and military conflict, before Henry VII rebuilt royal authority through legitimacy, symbolism and dynastic unity.

Core Vocabulary:

Monarchy, Legitimacy, Succession, Dynasty, Nobility, Faction, Minority, Lord Protector, Claimant, House of Lancaster, House of York, Wars of the Roses, Readeption, Kingmaker, Illegitimate, Patronage, Gold sovereign, Tudor Rose

Vocabulary to Encounter:

Agincourt, Treaty of Troyes, Harfleur, Jack Cade, Battle of St Albans, Battle of Wakefield, Battle of Towton, Battle of Barnet, Princes in the Tower, Margaret Beaufort, Elizabeth of York, Battle of Bosworth, King's College Chapel

Vocabulary to Retrieve:

Monarch, Parliament, Rebellion, Inheritance, Baron, Feudal system, Homage, Church, Claim, Protector, Civil war, Patronage, Authority, Legitimacy

Teaching Sequence:

Lesson 1: Henry V
Lesson 2: Henry VI
Lesson 3: Edward IV
Lesson 4: Richard III, Henry Tudor and the Battle of Bosworth
Lesson 5: Establishing Legitimacy
Lesson 6: Planning Lesson
Lesson 7: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **change and continuity.**
Scholars will be encouraged to:

- Use Henry V's strong personal kingship as a reference point against which later developments can be measured.
- Trace changes in royal leadership, noble influence, military power, succession and legitimacy across the fifteenth century.
- Distinguish changes in who held the crown from changes in the nature and security of monarchy.
- Recognise that the monarchy could continue as an institution while individual kings were challenged, restored, deposed or killed.
- Explain how minority rule and weak personal kingship increased the influence of nobles and factions.
- Assess how far military victory and noble allegiance replaced hereditary succession as the practical route to the throne.
- Identify continuities in inheritance, royal government, Parliament, noble support and religious authority.
- Reach a judgement about the overall trajectory from strength, through instability, to reconstruction under Henry VII.

This enquiry develops scholars' understanding that institutions can survive periods of severe instability while changing in operation and representation. It requires scholars to trace a chronological story of change without mistaking every change of ruler for a complete transformation of monarchy.

Writing curriculum:

Throughout this unit, scholars use writing to practise chronological comparison and judgements about change and continuity.

- Scholars use disciplinary language such as reference point, strength, weakness, instability, continuity, legitimacy, reconstruction and turning point.
- Vocabulary and prior knowledge are revisited through retrieval practice, change tables and extended responses.
- "Because, but, so" structures connect explanation, qualification and consequence.
- Each lesson converts a reign or crisis into a claim about how the monarchy became stronger, weaker or more contested.
- Writing progresses from comparing individual reigns to explaining a connected story across the whole period.
- The final essay is organised chronologically around Henry VI, the wars between Lancaster and York, the succession crisis and Henry VII's reconstruction, using Henry V as the opening reference point.
- The final judgement explains the overall pattern of change while recognising important continuities in monarchy and succession.

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Links to other units:

Why this and why now?

The Wars of the Roses is the final Year 7 enquiry. It draws together the year's study of kingship, legitimacy, noble support and political control before providing a bridge into the Tudor and early modern world. It is positioned here to:

- Return to change and continuity through a sustained chronological study of the monarchy across several reigns.
- Apply the factors identified in Medieval Monarchy to rulers who secured, lost or rebuilt control.
- Connect political authority to representation through Henry VII's use of marriage, symbols, coinage and patronage.
- Establish the Tudor dynasty and the problems of succession that shape the opening Year 8 sequence.

How does this speak to what came before?

- Medieval Monarchy introduced legitimacy, succession, noble support, Parliament and the relationships rulers needed to maintain control.
- The Norman enquiry provides an earlier example of conquest, disputed succession and the reconstruction of royal authority.
- Medieval Mali examined how rulers projected power through public display, objects, architecture and patronage.
- Earlier studies of 1066 and the Anarchy allow scholars to compare different succession crises and civil conflicts.

How does this prepare scholars for what comes next?

- The opening Year 8 Renaissance enquiry builds on Henry VII's patronage, architecture and connections to Renaissance culture.
- The Reformation enquiry depends on knowledge of the Tudor dynasty, dynastic legitimacy and Henry VIII's concern to secure a male heir.
- The English Civil War provides a later comparison with political disputes becoming armed conflict and monarchs being removed.
- In Year 9, scholars can revisit legitimacy, political violence, propaganda and the reconstruction of authority in modern contexts.

Links to the national curriculum:

This unit directly supports the key stage 3 study of the development of Church, state and society in Medieval Britain 1066–1509. It examines fifteenth-century monarchy, noble power, conflict over succession, the Wars of the Roses and the establishment of the Tudor dynasty.

Linking to the KS3 National Curriculum

- Scholars study Henry V, Henry VI, Edward IV, Richard III and Henry VII within a connected narrative of monarchy and political conflict.
- The unit examines the role of Parliament, nobles, warfare, inheritance and royal government.
- Scholars trace the origins, development and conclusion of conflict between the Houses of Lancaster and York.
- The enquiry links medieval monarchy to the emergence of Tudor rule at the beginning of the early modern period.

Moving Beyond the KS3 National Curriculum

1. Institutional Change Across Reigns

- The unit distinguishes changes of ruler from changes in how monarchy operated and was secured.
- Scholars compare personal kingship, minority government, factional control and dynastic reconstruction.

2. Legitimacy, Representation and Political Communication

- Henry VII's descent, marriage, coinage, symbols and patronage are analysed as methods of constructing acceptance.
- The enquiry connects material culture and architecture to political authority.

3. Change with Continuity

- Periods of deposition and civil war are balanced against the persistence of monarchy, inheritance and royal institutions.
- Scholars test whether Bosworth ended one political world or began a reconstructed version of monarchy.

4. Disciplinary Literacy and Argument

- Repeated comparison and change tables prepare scholars to explain a long chronological development.
- The final essay requires a connected account that supports an overall judgement rather than a list of events.