

## Lesson 1 Teacher Notes

Please read these notes in conjunction with the lesson plan and resources. They explain the underlying principles of the lesson and suggest approaches to teaching the material.

Key concepts: monarchy, the Church, king, archbishop, pope

Element	Activity	Evidence of Learning
PPT 1-2: Intro	Teacher introduce students to the first enquiry question.	
PPT 3-5: Starter activity - Why do friends fall out?	<p>In the back of exercise/rough books, students make list of reasons why friends may fall out.</p> <p>Pairs discuss a scenario, share with class.</p> <p>After students have thought for just a minute or two about why friends fall out and made their list, show them PPT slides 4 and 5 and get them to discuss the 'think' bubble questions with a partner.</p>	<p>Quick starter activity to introduce students to Henry and Thomas' relationship and its breakdown. It should make them empathetic to the situation by making it relatable.</p> <p>The activity is designed as a quick entry point to get students engaged with a central theme of the story.</p> <p>Teachers can adapt the story to suit their school, such as changing the sports/students to reflect the school's culture.</p> <p>There is an alternative starter option (see separate PPT: Lesson 1, Alternative Starter). Some teachers may want to start with a more historical focus and slides 3-5 and can be substituted for an image of King Henry II doing penance in 1163 to stimulate curious questions that will be answered by the end of lesson 2.</p>
PPT 6: Teacher talk - Who are the key players?	Teacher talk introducing Henry II and Thomas Becket in 1162: who they were, and something of their background and personalities. Emphasise	This is the time to explain unfamiliar concepts, such as pope and archbishop, and a simple map of England or Europe may also be needed. Needs will be different from group to group and depend on prior learning. Making this a teacher-led section allows the teacher to

	<p>that these two men were great friends.</p> <p>Remember, additional information can be found in the Further Resources section of this education resource.</p>	<p>assess the level of needs of their students for explanation of key terms. Some teachers may want to provide a short glossary of key words.</p>
<p>PPT 7-8: Main Activity - Friends or Foes?</p>	<p>Students should cut out and plot the event cards on the graph chronologically to demonstrate the changing nature of Henry and Thomas's relationship, and the wider implications this had on the battle between Church and monarchy. To do this, they need a copy of the 'friends or foes?' graph and the worksheet of event cards (both included), to cut and stick onto the graph.</p> <p>There are differentiated versions of this sheet for lower and higher ability students.</p>	<p>The purpose of this task is to introduce the events to students in a form they can learn, in order to secure their knowledge of the key events of the Becket Affair.</p> <p>The lower ability sheet contains the events of the Becket Affair marked with dates along the side, which should be quicker for the students to plot chronologically. This would then allow more time for the bold text on the cards to be read and discussed with a teaching assistant or partner for reinforcement. The higher ability sheet will stretch students more, with no year/date markers.</p> <p>In a brief recap, teachers can connect the starter activity to the Becket/HII story, but encourage students to see that this is already a more complex story than simply two good friends falling out.</p>
<p>PPT 9: Plenary - What does the Becket Affair reveal about kings and the Church in 12<sup>th</sup> century England?</p>	<p>Pupil discussion and whole class answer to the enquiry question.</p> <p>Students write down 3 key points about kings and the Church in 12<sup>th</sup> century England they</p>	<p>This effectively summarises the lesson and enables students to reflect upon the central events of the Affair and the personalities.</p> <p>At this stage, the points they may make in relation to the enquiry question are:</p> <ul style="list-style-type: none"> <li>• Kings and archbishops could fall out</li> </ul>

	<p>have learned from the Becket Affair.</p>	<ul style="list-style-type: none"> <li>• Kings wanted more power over the Church and the Church wanted to resist this</li> <li>• Church and king's law were different</li> <li>• Kings could exile archbishops</li> <li>• Archbishops could excommunicate kings</li> <li>• Murder could be the result</li> </ul> <p>The information provided in this lesson may elicit a more limited answer to the enquiry question at this stage, however this will be developed in the next lesson. The combination of these two lessons should demonstrate to students that they must interrogate the information/narrative provided for them and must view it in the context of the time period rather than accepting it at face-value.</p>
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