

Institution: University of Winchester		
Unit of Assessment: 28 (History)		
Title of case study: Late Medieval and Renaissance Rulership: bringing primary sources into the classroom and raising public awareness through cultural engagement		
Period when the underpinning research was undertaken: 2013-2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
James Ross Elena Woodacre	Reader Senior Lecturer	2013 – Present 2012 - Present
Period when the claimed impact occurred: 2015- 31 December 2020		
Is this case study continued from a case study submitted in 2014? N		
<p>1. Summary of the impact (indicative maximum 100 words)</p> <p>The research of Drs Ross and Woodacre focuses on understanding the methodology of rulers in the fifteenth and sixteenth centuries and their impact on the people they ruled, with a view to expanding the comprehension of the political, social, cultural and economic context and development of the British Isles and Europe. In particular, their research on kingship and queenship during this period, both in England and the continent, has impacted on understanding, learning and participation through work with teachers in developing new educational resources and enhancing the delivery of the curriculum at both A-level and primary school level in selected schools. It has also raised public awareness regarding the culture, politics and society of late medieval / early modern society among non-expert and diverse general audiences.</p>		
<p>2. Underpinning research (indicative maximum 500 words)</p> <p>The ‘Kingship, Court and Society: the Chamber Books of Henry VII and Henry VIII, 1485-1521’ project, awarded £218,421 in March 2016 by the Leverhulme Trust, produced a fully searchable and coded digital edition of the unique expense and receipt books of the King’s Chamber (known as the Chamber Books) in 2018. These are the earliest systematic private records of the financial decisions of an English monarch, giving unparalleled insight into the purchase of luxury items and of leisure activities by the monarch, the interaction of the private sphere and public governance, and the politics and finances of kingship. It also illuminates more broadly the projection of royal power and authority from the centre by Henry VII and Henry VIII (in the first half of his reign) and its reception beyond Westminster. Amongst the research findings of the project, Henry VII’s harsh rule, particularly in the last part of his reign, is emphasised, as is the fact that this did not equate with either political security or massive accumulation of treasure as a result of extraordinary levels of diplomatic subsidies. The significant differences in style of kingship between Henry VII and the early years of Henry VIII are also highlighted. These sources had previously only been available in the original manuscripts in the National Archives and the British Library to those with the necessary linguistic and palaeographical skills. This project was directed by Ross, with Woodacre on the advisory board, and employed three researchers between 2016-18 (Drs Samantha Harper, Lisa Liddy and Margaret Condon). The project has produced and continues to produce scholarly outputs, most notably a substantive (25,000 word) introduction to the records, their interpretation and significance, co-authored by the project team, and a digital parallel middle and modern English edition of the 4500+ pages of the manuscripts [R1]. This opened up the use of the records for all researchers, public users and for schools, guided by interpretative material also published on the website. A monograph is also forthcoming in 2021.</p> <p>Ross also published a study of Henry VI [R2] in 2016, which introduced a significant reinterpretation, based both on literary sources and an analysis of the manuscript sources, particularly those of the royal seals and their associated warrants. It depicted that monarch as a king who only occasionally intervened in government, particularly on matters related to his religious beliefs, and discussed how peculiarly difficult that was for political society to cope with in an age of personal monarchy.</p>		
<p>Queenship</p> <p>Woodacre is at the forefront of the fields of queenship and royal studies as the founder of the Royal Studies Network, the editor of the <i>Royal Studies Journal</i>, the organizer of the Kings &</p>		

Queens conference series and the editor of two book series and multiple collections. She has introduced new approaches, such as offering a new tripartite model of different modes of power sharing for regnant queens and consort kings in her monograph on the Queens of Navarre [R3]. Woodacre's current research has focused on Joan of Navarre, a queen who has been largely marginalized in the historical narrative [R4]. However, through an examination of the extensive financial documents from her tenure as consort and dowager queen, a very different picture of Joan has emerged as a woman who had fought vociferously to maintain a substantial portfolio of lands and revenues in both Brittany and England. This research has in turn inspired Woodacre to work with colleagues in the field to highlight the queen's economic role as one of the largest landowners in the realm and her control of substantial resources and revenues—an understudied aspect of queenship which is central to understanding the queen's agency and authority. Her chapter in *The Routledge History of Monarchy*, 'Mechanisms of Monarchy' [R5] offers a new conceptualization of monarchy by introducing nine key elements and demonstrating how they interact, interlock and overlap to create a framework which can be applied to monarchies across time and place. Both *The Routledge History of Monarchy* and *A Companion to Global Queenship* which Woodacre contributed to and edited are part of a new agenda which she has consciously set for the fields of queenship and royal studies, to push beyond the 'comfort zone' of premodern European courts and explore monarchy and the role of royal women within it in a truly global and *longue durée* sense. Woodacre has also investigated the long-term memory and representation of queens and royal women, including their portrayal in modern media which is the focus of her chapter in *Premodern Rulers and Postmodern Viewers* [R6]. Woodacre argues that in spite of the advent of feminism, modern portrayals of these queens' lives ultimately tend to focus less on their political agency and rulership and place more emphasis on their human aspects, including their love interests and sexual encounters.

3. References to the research (indicative maximum of six references)

The articles below were either peer reviewed and/or assessed by anonymous external reviewers for this REF exercise.

R1 - *The Chamber Books of Henry VII and Henry VIII, 1485-1521*, ed. M.M. Condon, S. Harper, L. Liddy, S. Cunningham and J. Ross. This is a critical edition of the source material, published online at www.tudorchamberbooks.org in 2018. A substantive piece of interpretative research, entitled 'The Chamber Books of Henry VII and Henry VIII: Significance, History and Methods', authored by Condon, Harper and Ross, was published online on the same site in 2020.

R2 – J. Ross, *Henry VI. A Good, Simple and Innocent Man* (London, 2016).

R3 - E. Woodacre, *The Queens of Navarre 1274-1512: Succession, Politics and Partnership* (Basingstoke, 2013).

R4 - E. Woodacre, 'The Perils of Promotion: Maternal Ambition and Sacrifice in the life of Joan of Navarre, Duchess of Brittany and Queen of England', in E. Woodacre and C. Fleiner, eds., *Virtuous or Villainess? The Image of the Royal Mother from the Early Medieval to the Early Modern Eras*, (Basingstoke, 2016), pp. 125-148.

R5 – E. Woodacre, 'Understanding the Mechanisms of Monarchy' in E. Woodacre, L. Dean, C. Jones, R. Martin and Z. Rohr, eds., *The Routledge History of Monarchy* (Abingdon, 2019), pp. 1-20. Submitted in REF2

R6 – E. Woodacre, 'Early Modern Queens on Screen', in *Premodern Rulers and Postmodern Viewers: Gender, Sex and Power in Popular Culture*, eds. J. North, K.C. Alvestad and E. Woodacre (Basingstoke, 2018), pp. 27-50.

4. Details of the impact (indicative maximum 750 words)

Research impact has been significant in the spheres of education, public awareness-raising and debate-framing:

Education

In 2018, the project on the Chamber Books was close to producing a complete draft online edition of the source, both the original middle English and a modernised English version, which the project had incorporated to make the source more usable by non-experts. Ross and Harper approached two History teachers in Farnborough Sixth Form College to produce a series of lesson plans for A-level History options on Early Tudor England, based on **R1**, and following aspects of the curricula from Pearson, OCR and AQA. The focus on direct access to the online

resource, allowing students to interrogate and explore a 'live' primary source, is, as one teacher reflected, 'incredibly rare' in A-level teaching, particularly as it allowed students to ask their own questions of the whole source rather than focussing on printed extracts of primary material [S1]. Activities were developed that allowed students to engage with the benefits and limitations of the source. A 'citizen science' approach was taken in the development of these resources, and volunteer students from Farnborough Sixth Form College served in focus groups, aimed at testing the resources and suggesting improvements. Two workshops were held involving second year and first year sixth formers at Farnborough respectively. At the first, in Autumn 2018, in an interactive session the resources were introduced, and feedback and suggestions for improvement were canvassed and received. The subsequent improved resources developed were reintroduced to a new cohort of first year sixth-form students in March 2020, at which 91% said it was very good or good in shaping their thinking about primary source material (e.g. 'The workshop has exposed me to a new resource and new ways of thinking about sources') and 100% that it was good or very good in developing knowledge and ideas about Tudor Britain ('I really enjoyed expanding my knowledge and using the website'). There was particularly positive feedback from students about the usefulness of, and their engagement with, a palaeography exercise ('the palaeography was especially interesting as we don't really do that at A-level' / 'I really enjoyed the challenge': anonymous student surveys [S1]). This led to the creation of a separate palaeography tutorial, based on sample pages from the Chamber Books, with explanatory material and exercises, released alongside other student self-guided activities (see below). The teacher also noted how the students at the workshops were exposed to the process of historical research: 'what they got to see is the business end of looking at something that was written many, many centuries ago which is valuable', and that, in a sense, it was 'work experience' looking at professional historians working at the coal face of manuscript research [S1].

After the closure of schools in March 2020 because of Covid-19, Ross and two external consultants worked to create a series of online student self-guided activities that might be undertaken by pupils at home rather than being just classroom-based activities. These resources built on those earlier created by Ross, Harper, the sixth form History teachers, and the Farnborough focus groups. These were based on topics covered in the previous workshops, and closely related to the research findings of the Chamber Books project [R1], notably the relationship of increased revenue vis-à-vis political security and the material culture of the early Tudor court, but focussed on what students could achieve at home, and scaffolded with supporting material, such as guides to Tudor money and explanatory PowerPoints with audio commentary. These were launched in May 2020 on the Tudor Chamber Books website.

Ross also engaged with trainee teachers on the PGCE course at Cambridge University in June about teaching the Wars of the Roses, notably on the causes and the role Henry VI played in the outbreak of the civil war [R2] and the impact on the ordinary people of royal government during the wars, particularly during Henry VII's reign; Ross argued that the ordinary people benefitted little despite historians' generally positive view of Henry's financial and diplomatic achievements, a view honed through the research of R1. Afterwards, 94% of the audience said they would be more comfortable teaching the topic in the classroom and 88% strongly or very strongly agreed that the talk shaped or changed the way they thought about the Wars of the Roses. When asked how they would approach the topic differently, one individual commented that '[I would now] spend less time [teaching] dynastic prominence and more on the view from below and the popular perceptions of claimants' and another 'there would be a much heavier focus on ordinary people and how they had a say and their lives and thoughts and beliefs during this time. It was fantastic in thinking about how I would shape such a dense topic for younger pupils' [S2].

Having heard about R1 via the Kingship project's Twitter account (@tudorkingship), primary school teachers at St. Bartholomew's Multi Academy Trust (MAT) in Wolverhampton contacted Ross and Harper in Spring 2019 about using the Chamber Books database in primary school lessons, to form part of the Key Stage Two historical curriculum, particularly fulfilling requirements about the study of 'Lifestyles of People in the Past', 'Finding out about the Past' and 'Significant Historical People'. Working collaboratively with the history staff of St Bartholomew's, Ross and Harper drafted eight lesson plans involving basic palaeography, guided searches and free keyword searches on the live Chamber Books resource for pupils,

embedded within historical topics (such as 'War' and 'Kings and Leisure'), teaching them essential historical skills – use of primary sources, balancing different types of evidence – as well as fulfilling the curriculum, using a 'live' primary source. These were run in the school in Wolverhampton in February 2020 for years 5 & 6. Using a similar approach to that adopted in creating the A level resources, feedback was collated from the teachers and pupils regarding what worked well and what did not, and this was used to adapt resources for wider release on the Tudor Chamber Books website. The head of History noted that 'we are fully intending to use the resources as part of our history teaching [next year] and...we have recommended the resources to other schools within our MAT and will certainly do the same for other schools outside our MAT' [S3]. As the deputy head of the Trust noted, the use of live, interactive primary evidence in primary schools is nearly unique and gave the pupils unparalleled insight into where the information they use comes from [S3a].

These resources, at both A-level and primary school stage, enhanced through user/professional practitioner feedback, have been made freely and publicly available via the www.tudorchamberbooks.org website. They have been viewed 1,429 times in total. [S4]. At least four schools, including one in the Czech Republic, contacted the project team to say they would provide feedback on the implementation and practical experience in the classroom to allow for further refinement of the resources during the school year of 2020-21, although ongoing disruption as a result of the pandemic may have curtailed usage and has made feedback and evidence collection difficult (see Covid Mitigation Statement).

Woodacre was approached to be the historical consultant for a book entitled *Princess Power* (published November 2019 in the DK Children series), drawing on her research on global queenship and monarchy [R5], and which is a reading scheme book aimed at ages 7-9, assessed by both Fountas & Pinnell and Lexile levels; she has subsequently advised on a second volume for the same publisher. Ross also filmed a series of six 10-minute lectures on the reign of Henry VI, based on [R2] for Massolit, a company that specialises in lectures for A-level students: <https://www.massolit.io/courses/337>. These have been viewed by users from more than 35 schools and total views are 3,670 drawn from an international audience, including 800 views in Singapore. A Historical Association webinar on the Wars of the Roses, using research from R1 and R2, was recorded by Ross in November 2019, and has been viewed by about 135 schools on the Historical Association website, with positive feedback about its use for both years 7 and 13 [S5].

Culture and heritage in Winchester

The Royal Blood series of public lectures in 2016 were a collaborative venture with Hampshire Cultural Trust, coordinated by Woodacre. Six talks were held-the summer series at the University and the winter series at the Winchester Discovery Centre in the city centre – and more than 300 tickets were sold. The talks covered a range of topics related to rulership, leveraging staff expertise but including Woodacre on queenship and Joan of Navarre [R3, R5] and Ross on Henry VI [R2]. The winter series was particularly well attended and feedback from the questionnaires distributed at these events demonstrated both positive feedback and enhanced public engagement with the history of rulership. Audience surveys showed that 97% thought the event had education value, for 85% the event raised their awareness about the region's connections to royal history and 88% that the event inspired them [S6]. The Winchester Discovery Centre stated that they had received 'overwhelmingly positive' feedback for the events with the audience feeling a strong connection to the subject matter and would be interested in finding out more about the city's royal links in future. The Discovery Centre stated that they were 'delighted to have an event which tied in with both a Hampshire Cultural Trust exhibition and our remit to provide an educational offer' [S6].

Woodacre has worked closely with Winchester Heritage Open Days, including a workshop on medieval queens in 2018 based on research conducted for [R5] with schoolchildren in the Winchester Great Hall complex, offering a 'unique opportunity for children to explore, using documents and evidence from the Middle Ages what it meant to be a medieval queen'. As a result of this and other events, surveys conducted by Heritage Open days found that 89% of visitors in 2018 noted that they had learnt something and a further 88% stated they were feeling more proud of their local area, with 85% inspired to visit another heritage event or site in the near future. In 2020, the pandemic forced such events online, and a series of podcasts were

released – two by Woodacre (an interview and one on Joan of Navarre [R4]), and one by Ross on Henry VII [R1], saw Woodacre's podcasts downloaded 95 and 109 times respectively in just 10 days, while Ross' was downloaded 74 times in 24 hours, with one comment noting how the latter was an 'enjoyable overview and contextualisation of recent research' [S7].

Woodacre has also worked with Winchester Cathedral over the past three years in the delivery of their training and professional development programme for 140 of its volunteer guides who manage the Cathedral visitor programme, including a talk on the marriage of Joan of Navarre and Henry IV there [R4]. According to the guides coordinator, Woodacre's research into Queenship has fed into this programme and it has been 'particularly noteworthy that [her] talks have used primary source material to suggest outcomes not necessarily obvious, or already general knowledge' [S7].

Wider public awareness

After publication on the BBC news website of an article on Henry VIII's first Christmas, authored by a consultant on the Chamber Books project and derived directly from R1, a production company, Burning Bright, contacted Ross in early 2018 regarding a possible documentary on Tudor Christmas. The result was *Lucy Worsley's Tudor Christmas*, first shown on BBC Two in December 2019 with an audience of over 1.5 million viewers in the UK, and it was later shown on the national PBS network in the US and re-shown on BBC Two in December 2020. Ross provided advice on a number of aspects of the programme in 2018-19, notably on source materials in general and regarding household expenditure in particular, and was also filmed in the National Archives with the Chamber Book covering Henry VIII's first Christmas [S8]. Ross was also a participant on 'In our Time' on BBC Radio 4 on 24 April 2018 on Margaret of Anjou, on the basis of his research on her husband Henry VI [R2]. Live audience and podcast download is estimated to be in excess of 3 million [S9].

Woodacre recorded a podcast, available via the BBC History Extra website, entitled 'Everything you ever wanted to know about medieval queens, but were afraid to ask' in July 2020, based on cumulative research from [R3-5] and other publications. This has had 121,000 downloads in the six months since launch, generating a consensus on Twitter that this was 'such a useful podcast for teachers' [S9]. Another podcast, a discussion of the portrayal of queens in modern media drawn directly from Woodacre's chapter from *Premodern Rulers and Postmodern Viewers* [R6], was released on the same website and downloaded c.85,000 times in the first six weeks of its release.

5. Sources to corroborate the impact (indicative maximum of 10 references)

- S1. Portfolio of evidence relating to 6th form lesson plans, including transcript of Zoom conversation with history teacher at Farnborough 6th Form College; anonymous student surveys from workshops in 2018 & 2020. Available on request (see mitigation statement)
- S2. Survey of attendees at PGCE University of Cambridge online workshop, June 2020.
- S3. Email testimonial from a teacher at Woodfield Primary School, Wolverhampton.
 - S3a. Can be verified by senior representative of the school, corroboration details given
- S4. Screenshot evidence of chamber books resources in teaching from www.tudorchamberbooks.org.
- S5. Viewing figures & feedback from Massolit and Historical Association.
- S6. Portfolio of evidence relating to Royal Blood talks including Questionnaire summaries and testimonial from Hampshire Cultural Trust
- S7. Testimonials from representative of Winchester Heritage Open Days, 10.12.2020 and representative of Winchester Cathedral Guides, 8.4.20; download evidence via email from student organiser.
- S8. Email evidence of role of research of Ross in development of Tudor Christmas documentary.
- S9. Portfolio of evidence of BBC audience figures for Tudor Christmas documentary, Radio 4 In Our Time, History Extra podcast downloads and quotes from Twitter.