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| Name:**Mr Z. White** | **Class:**8 Mixed Ability | **Date:** | **KS3 NC/GCSE/GCE Ref:**KS3 |
| **Prior Learning:** Pupils are in the middle of a scheme of work on the Napoleonic Wars. They have analysed the reasons for Napoleon’s rise to power, evaluated the changes that he made to French society, and have explored the significance of the Royal Navy. They have also completed a lesson exploring the reasons for Napoleon’s fall from power. This is their sixth lesson on the topic. |
| **Learning Objective(s):** To use source analysis to investigate what battle was like during the Napoleonic Wars |
| **Student Information:**Boys: Girls:  | **SEN Information:** School Action: -School Action Plus: -Statement: - | **EAL Information:**None |

**For this lesson, you may want to book a drama studio, Hall, or go outside – you will need a lot of space.**

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| **Timing:** | **Core Student Learning Activities:** | **Needs of All Pupils:****(e.g. Extension for the most able****and Support for SEN/EAL)** | **Assessment for Learning:** |
| **5 mins** | **Starter:** Picture analysis. Create bubble map on what they think battle was like based on the picture that they seeThink, Pair, Share, doubling as Bell work | **Support:** Hints on the board**S+C:** Create a multi-layered bubble map (order their thoughts) | Hands down strategic questioning considering pupil confidence and attainment. Review in marking |
| **2 mins** | Date/Title/LO/ |  |  |
| **10 mins** | Using the instructions, students have to re-create the line formation, without assistance from the teacher. Then use the four volunteers to discuss and work out the strengths and weaknesses of each formation (see resource for teachers for correct answers).Do the same for square formationStudents draw a sketch of both formations into their book, and then annotate strengths and weaknesses | Differentiated roles (pick certain students who will thrive as an officer, or who can think outside of the box for the four volunteers – for more details see resource for teachers) | Mini-whiteboards can be used to discuss what they consider to be the most important strength and weakness of the formation, building up skill in evaluation  |
| **15 mins** | 3 different sources on battle from the Napoleonic period (**5 mins per source**). Students create a freeze frame for each one. After seeing a couple of examples Students then draw a quick sketch, labelling important features, and answer the source analysis questions. Note: the timings may not work out here, so it might be better to spend longer on this, and tease out the source analysis side of this task. The next tasks could be set for homework | Extention task in form of source analysisActive learning suited to different learning styles | Peer review of freeze-frame, responses reviewed in markingClass discussion and debate over source questions,Hands down strategic questioning |
| **10 mins** | Write a summary of learning as a report, diary or interview | Success criteria for students to focus onDifferentiated tasks with unique challenges | Criculate / verbal feedbackReview in marking |
| **5 mins** | (time permitting) – PMIPlus – What challenge did you overcome todayMinus – One skill from today’s lesson that you need to work on. How will you achieve this?Interesting – One thing that you found interesting in today’s lesson | Pupil specific reflection | Can be done as an exit card on a post-it note, or reviewed in marking and feedback provided. |

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| **Resources:** powerpoint, verbal feedback stamp,  |

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| **Homework:** Possibly set summary of learning as a homework task to allow more development of drama based tasks |