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| Name:**Mr Z. White** | **Class:**Year 8 Mixed Ability | **Date:** | **KS3 NC/GCSE/GCE Ref:**KS3 |
| **Prior Learning:** Pupils are in the midst of a module on the Napoleonic Wars. They have already looked at how Napoleon rose to power, and analysed the changes that Napoleon made to French society. This is their second lesson on the contribution of the British empire |
| **Learning Objective(s):** To understand how the British won the Battle of Trafalgar |
| **Learning Outcomes:**All – **Key Question:** What were naval battles like in the 1800s?Most – **Key Question:** Why were the tactics used by the Royal Navy at the Battle of Trafalgar successful?Some – **Key Question:** What was the most important cause of the Battle of Trafalgar? |
| **Key Vocabulary:** broadside, mast, stern, sails, cannons, bow, |
| **Student Information:**Boys: Girls:  | **SEN Information:** School Action: -School Action Plus: -Statement: - | **EAL Information:**None |

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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:** What do the lyrics of ‘Rule Britannia’ suggest about what the British felt about their country?’ Think, Pair, Share, doubling as Bell work | **Support:** Lyrics on the board, and also played so that they can gauge the mood of the piece**S+C:** How useful are the lyrics of ‘Rule Britannia’ to a historian? Explain your answer | Hands down strategic questioning considering pupil confidence and attainment |
| **3 mins** | Date/Title/LO **Take Register** | Differentiated key questions to focus on over the course of the lesson | Pupils can complete these questions as an extension task if necessary |
| **5 mins** | Series of factors linked to the invasion threat of 1805. Pupils pick a factor that they think worried the British government the most, and one which they think worried them the least. Explain their choice | Support: This task can be done as a VAK cut and stick to create a shape of significanceS+C: Create a shape of significance out of all of the factors | Circulating/offering verbal feedbackReview in marking |
| **5 mins** | Talk through who Nelson was, his tactics at the battle of Trafalgar, and pose key questions on slide to make pupils aware of the tactics involved in a naval battle | **Support:** Preparation for next task | Hands down strategic questioning |
| **15 mins** | Pupils in teams commanding one of three warships (2 British, 1 French). Aim is to be on the last team standing. Pupils must follow the rules (see powerpoint). Teacher needs to decide on a wind direction, and controls the extent of turns in each movement. Unless in special circumstances (see rules) ships can turn and fire in each turn. Teacher also decides on extent of damage caused with each round of firing. Captains make the final decision after discussion with crew in front of the whole class, and should write their decision on mini-whiteboards. First officers monitor the behaviour of their crew. | Pupils given differentiated roles in group (decide on allocation before lesson). Captains and First officers are key.  | Hands down questioning and class debate |
| **5 mins** | Show video of HMS victory firing a broadside. Create a bubble map on what it was like to be on the receiving end. Share ideas as a class. | Support: Key questions posed on powerpoint to trigger thoughts | Hands down strategic questioning, review in marking |
| **10 mins** | Quiz on key learning points from lesson. Peer mark. Can be set as homework if necessary | N/A | Peer marking |
| **5 mins** | **Plenary (Time Permitting):** Plus, Minus, InterestingPlus – Write down something which you thought was good in this lessonMinus – Something which you thought was bad about this lessonInterest – Something which you thought was interesting in this lesson | Pupil specific reflection, in line with the differentiated Learning Objectives and outcomes which they identified for themselves at the start of the lesson | Responses are reviewed as part of ongoing considerations of pupil progress, effort and aspirations |

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| **Resources:** powerpoint (see slides at end of powerpoint for resources including instructions and ship outlines for naval battle task), verbal feedback stamp,  |

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| **Homework:**  |