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| Name: **Mr Z. White** | **Class:** Year 8 | | **Date:** | | **KS3 NC/GCSE/GCE Ref:** KS3 |
| **Prior Learning:** Pupils have completed a Scheme of Work on the French Revolution. This is their first lesson on the Napoleonic Wars | | | | | |
| **Learning Objective(s):** To analyse how and why Napoleon became the Emperor of France | | | | | |
| **Learning Outcomes:**  All – Will be able to recall the key events which contributed to Napoleon’s rise to power. **Key Question:** What were the key events in Napoleon’s rise to power?  Most – Will be able to explain how Napoleon’s responses contributed to his rise to power. **Key Question:** How did Napoleon contribute to his rise to power?  Some – Will be able to evaluate the importance of Napoleon’s actions in his rise to power. **Key Question:** To what extent was Napoleon’s rise to power mainly down to luck? | | | | | |
| **Key Vocabulary:** Napoleon Bonaparte, Ancien Regime, Lodi, Corps, artillery, cavalry, infantry, Toulon, | | | | | |
| **Student Information:**  Boys:  Girls: | | **SEN Information:**  School Action: -  School Action Plus: -  Statement: - | | **EAL Information:**  None | |

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| **SAS Board (Differentiation Provisions Guidance to Pupils)**  **Stretch**1) Have a go at the S+C task 2) Complete any unfinished DIRT tasks 3) Which was more important to Napoleon’s rise to power: The British siege of Toulon, the French Revolution, or something else? Explain your answer. 4) Are you a lead learner?  **Support**1) Have a look at the support section of the powerpoint 2) Write a list of key terms from today’s lesson and define them (write down what they mean). Use the Keyword window to help you. 3) Draw a bubble map with at least 5 key facts from this lesson 4) Speak to a lead learner (Brain, Book, Buddy, Boss): | | | |
| **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:** How did the French Revolution make people more powerful? Think, Pair, Share, doubling as Bell work. **CoRT1 Thinking Tools:** CAF OPV | **Support:** Refer back to previous work on structure of French society  **S+C:** Why is an army run by rich nobles a bad idea  Positive reinforcement for less confident, and strategic questioning | Mini-whiteboards / Hands down strategic questioning considering pupil confidence and attainment |
| **2 mins** | Date/Title/LO **Take Register** |  |  |
| **35 mins** | Scenarios game. Students copy down table on slide 2 into books (alternatively print it). Run through scenarios (5 minutes per round), students have 2 mins seconds to discuss in pairs, write down and explain their choice. Discuss as a class Pupils then keep a tally of their power points and hit points that they amass in each round. If they gain 5 hit points, then their power points are reset to zero. At the end of each round, there is an explanation of what Napoleon did, and the consequences, which students can use to complete the other two columns of the table  **CoRT1 Thinking Tools:** AGO, APC, OPV, CAF | Support: Strategic seating plan, scaffold in the form of table, with sentence starters as prompts  S+C: SAS Board provisions | ZWE circulating/offering verbal feedback  Review in marking |
| **5 mins** | **Plenary** Napoleon’s rise to power was mainly down to luck. To what extent do you agree with this view.  (Depending on time remaining, pupils can write a PEE paragraph, write on mini-whiteboards, or stand on different sides of the room depending on their opinion)  **CoRT1 Thinking Tools:** CAF, OPV | Pupil specific reflection, in line with the differentiated Learning Objectives and outcomes which they identified for themselves at the start of the lesson | Mini-whiteboards / Hands down strategic questioning considering pupil confidence and attainment |

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

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| **Homework:** |