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| Name: **Mr Z. White** | **Class:** Year 8 | **Date:** | **KS3 NC/GCSE/GCE Ref:** KS3 |
| **Prior Learning:** This is pupils’ second lesson in a scheme of work on the Napoleonic Wars. In their first lesson they examined Napoleon’s rise to power. This scheme of work builds on knowledge gained in a prior module on the French Revolution. **Students will not be able to complete the LOs from this lesson if they have not already studied the changes that occurred in French society as a result of the French Revolution.** |
| **Learning Objective(s):** To analyse the impact that the Code Napoleon had on France |
| **Learning Outcomes:**All – Will be able to describe the changes that Napoleon made to French society in the Code Napoleon, and other reforms. **Key Question:** What did the Cod Napoleon change?Most – Will be able to evaluate the impact of Napoleon’s reforms to determine which change they feel had the biggest impact and explain their reasons for this. **Key Question:** Which change had the biggest impact on France?Some – [SOLO taxonomy] Will be able to analyse the extent to which the Code Napoleon was a step forward for the people of France, in comparison to the changes made during the French revolution **Key Question:** How far did the Code Napoleon improve life for French people |
| **Key Vocabulary:** Code Napoleon, divorce, reform |
| **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) Napoleon is often remembered for his military achievements. Write a short paragraph explaining why this is not fair. 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:** Which of these is the most important reason for Napoleon’s rise to power, explain your answer:A: His military success, B: He was lucky to be in the right place at the right time, C: He made some good marriage decisions, D: People liked himThink, Pair, Share, doubling as Bell work, recapping work from last time.**CoRT1 Thinking Tools:** CAF OPV APC | **Support:** Look at the table from last lesson**S+C:** Rank the four options in terms of importance, most important at the top.Positive reinforcement for less confident, and strategic questioning | Hands down strategic questioning considering pupil confidence and attainment.Alternatively pupils could complete this task on their mini-whiteboards, or by standing in different corners of the room to indicate their decision |
| **2 mins** | Date/Title/LO/Choose pathway **Take Register****CoRT1 Thinking Tools:** AGO, APC | Use of pathways concept. Pupils have a choice which level task they aim for, in line with their target grade | Chosen pathways will be reviewed |
| **25 mins** | Hand out resource, split class into groups of four (do this strategically for a mix of abilities and work ethics)10 questions on the board, students use the resource to answer them, and write the answers in full sentences in their book. Prize for the group which does it in the shortest time (or gets the furthest in the time allowed). Students may not go on to the next question until the teacher has checked and signed off the answers in all four books from their group (get students to pick a runner to bring the books to you). You could point out that they can *think* about the next question, whilst you are checking, but they cannot write the answer until you have signed the books off**For additional mayhem, allow cheating** | Support: Strategically chosen groupsS+C: Different roles for pupils | Check answers, give verbal feedback |
| **10 mins** | Double bubble map (thinking map – similarities go in the middle, comparable differences should be on the same level as each other on the sides). Compare French society before and after Napoleon’s changes**CoRT1 Thinking Tools:** CAF | **Support:** SAS board**S+C:** Was life for ordinary French people better under Napoleon or the French Revolution? Why? | Circulate, verbal feedback |
| **5 mins** | **Plenary:** Exit card:Write name on post it note, do the following tasks:1. What was the most important change that Napoleon made to French society? Explain your answer
2. Write down 1 question from our last two lessons which you would like an answer to.
 | Keep for next lesson, and then distribute strategically to allow appropriate levels of challenge depending on the questions posed by students | Exit card |

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| **Resources:** powerpoint: 2 Code Napoleon, verbal feedback stamp, 2 Napoleon reforms resource, post-it notes, SAS board. |

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| **Homework:**  |