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| Name:  **Mr Z. White** | **Class:**  8 Mixed Ability | | **Date:** | | **KS3 NC/GCSE/GCE Ref:**  KS3 |
| **Prior Learning:** Pupils are at the end of a module on the Napoleonic Wars. They have examined why Napoleon rose to power, analysed the impact that he had on French society, explored the role of the Royal Navy in the Napoleonic Wars, explored the reasons for Napoleon’s military successes and failures, analysed sources to determine what it was like to experience a battle in the Napoleonic era, and have debated why Napoleon lost the Battle of Waterloo. This is the last lesson in the module, and is an assessment lesson | | | | | |
| **Learning Objective(s):** To analyse why Napoleon fell from pwoer | | | | | |
| **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:** Students write two tweets from the perspective of Napoleon to recap prior learning.  1 explains the reasons for his success  1 explains why he fell from power  Share with class, consider WWW / EBI | **Struggling**: Look back at your notes to see how and why Napoleon rose to power  **S+C:** What issues are there with the idea of Napoleon writing a tweet about himself? | Hear student responses, peer review, verbal feedback |
| **2 mins** | Date/Title/LO/ |  |  |
| **15 mins** | Use existing work and notes to find supporting evidence for three interpretations on why Napoleon was defeated  **7 mins** on their own  **7 mins** review as a class |  |  |
| **10 mins** | Pick three sources, one for each interpretation. Analyse the source using COP | Hint questions on the board to provide triggers for pupils | Circulating, verbal feedback |
| **20 mins** | Write assessment. Show level success criteria, sentence starters on powerpoint slide | Sentence starters, pupil specific aims in line with target grade | Review in marking, next lesson pupils can begin by predicting their level in light of success criteria, explaining the reasoning for their level |

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

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| **Homework:** |