**TRAINEE NAME: Jackson van Uden** **SUBJECT: History YEAR: 7**

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| School: Bourne Grammar  Date: 4/21/22  Class:7B  No. in class:31 | Period /length:  P2/ 1hr | | No. PP  3 | | No. EAL  N/A | No. HPA  5 | No. SEN  1 | TA deployed:  N/A |
| Focus for the trainee / observer: based on targets from previous observations… up to 3 Core Areas:  1: Chunking of instructions  Being more explicit in my instructions | | | | | | | | |
| Nutshell Learning objective(s): i.e. your planned impact, by the end of the lesson, pupils will be able to…   * Look at how Edward IV won the throne * What factors led to Edward IV winning the Battle of Towton | | | | | | | | |
| Context: Ability of class? Where does this lesson fit into a sequence? How does it build on prior knowledge?  Mixed Ability Class with some very high-level AMA Children  First lesson of my own SOL looking at the War of the Roses. These students have already had a short introduction to the WOTRs and this excited and hooked them into the subject. | | | | | | | | |
| Key Literacy content of the lesson:  Analysing sources and evaluating significance | | | | | | | | |
| Lesson resources:  Card sort and Model answer | | | | | | | | |
| Key Questions inc. challenge questions:  What can we infer from these two pictures?  What do these two skulls tell us about the battle of towton.  What do these two skulls tell us about the soldiers?  What do these pictures tell us about the level of protection that the soldiers had in battle?  Do we think all of these wounds were fresh?  Why do you think X is the most significant?  Why do you think X is the least significant?  Why do you think X is more significant than Y?  Why do you think the Yorkist won?  What evidence do we have to suggest that the Yorkist won the battle?  Do you think that the Lancastrians lost the battle?  What evidence do we have to support that the Lancastrians lost the battle? | | | | Pupil Success Criteria  Students will understand how Edward IV came to the throne, and what factors allowed this victory. | | | | |
| Expected measurable progress for lesson? (What are the students learning and how?) | | Personalisation / Differentiation (How will you ensure each student makes optimum progress?) | | | | | Assessment  (How will you assess their understanding before and after?) | |
| Students will be able to understand at how Edward IV came to the throne, and the factors that allowed him to win at the battle of Towton | | Quality First Teaching  Increased PP Check ins  Increased Stretch and Challenge and extension task for AMA including compare and contrast questioning. | | | | | AFL ‘learning walks around a classroom’ to give feedback on work in booklets, scaffolding for struggling students and challenging students to think on a higher level. | |

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| How will pupil progress be evidenced to the observer?  Through their understanding in class discussions of factors and the analysis of sources | Homework/ extended learning opportunities:   * For BBL I would like you to write a letter home as a Soldier who has just fought at the Battle of Towton. You can choose if you are a Lancastrian or a Yorkist |

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| **Real time**  **5-10min**  **10-20min**  **20-35**  **35-50**  **50-1hr** | **Teacher will:**  **Introduce Settler, put lesson into context, ‘Ready to learn Procedure’ ask them to think about the starter task. Questioning about the ideas they may have**  **What can we infer from the pictures. Discussions about what these skulls can tell us about the battle of towton. Slide 3 is a construction. Makes history real**  **Card sort on the factors that allowed the Yorkist to win the battle of Towton. Questioning about the most significant reasons. Class discussions surrounding the questions.**  **Causes of the Yorkist victory evaluation written question.**  **Self-Reflection. Provide model answer and ask students to self-reflect on their own work and improve it with green pen.** | **Students will:**  **‘Ready to learn’, date and title in book, Researching and thinking about the starter**  **Discuss with partner about what they can infer. Then move into a group discussion about their ideas.**  **Students to evaluate significance of the factors at the battle of towton. Students then to write their decide in their books.**  **Students write their own evaluation answer to the question.**  **Students to improve their work with green pen.** | **Formative/Summative assessment strategies**  **Think starter will allow me to assess their understanding war**  **Assessment will allow me to assess their ability to infer.**  **This will allow me to assess their ability to evaluate significance.**  **Assessing students ability to write an evaluation answer.**  **This will allow me to assess students ability to self-reflect on their work.** |