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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…   * **Understand the events that led to Richard taking the throne** | | | | | | | | |
| 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:  Evaluating significance | | | | | | | | |
| Lesson resources:  Decision making sheet  Information sheet | | | | | | | | |
| Key Questions inc. challenge questions:  What problems might the premature death of Edward IV have?  Are there are any parallels between what has happened with Edward IV and Edward V and Henry VI and Henry VI?  Do we think what happened with Henry VI and Richard II played into Richard’s thinking?  Could Richard ever have made the right decision?  How do you think Richard felt when the Woodvilles attempted to remove him?  Where was the point of no return for Richard?  How far do we agree that Richard wanted to be King?  What evidence do we have to support that? | | | | Pupil Success Criteria  Students will understand the events that led to Richard taking the throne | | | | |
| 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 the events that led to Richard taking the throne. | | 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 King Richard | Homework/ extended learning opportunities:   * Research and make your own judgement… Do you think Richard killed the princes in the tower? |

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| **Real time**  **5-10min**  **10-35 min**  **35-45**  **45-55** | **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. Links to Henry VI**  **Decision making task**  **Students to discuss the discuss points with their partner. Class discussion about this.**  **Review and reflect, how far do you agree Richard wanted to be king. Followed by discussion about King Richard.**  **.** | **Students will:**  **‘Ready to learn’, date and title in book, Thinking about the starter**  **Students to put down their decisions that they would make.**  **Students will discuss with their partner about the questions on the board**  **Write a judgment to with specific evidence if they agree that Richard wanted to be King.** | **Formative/Summative assessment strategies**  **Think starter will allow me to assess their understanding war**  **Assess student’s ability to find the argument in an interpretation** |