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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…   * **Learn about what happened at the Battle of Bosworth** | | | | | | | | |
| 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:  How does Henry Tudor have a claim to the throne?  Why do we think Henry was funded by the French?  Why do we think Henry landed in Wales?  Why do we think Henry travelled in this way?  Why would the English nobility think about usurping Richard?  How do the nobility think that it is okay to usurp a king?  Why is X significant?  Why is X more significant than Y?  Which is the most significant factor in helping Henry win the battle? | | | | Pupil Success Criteria  Students will know what happened at Bosworth | | | | |
| 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 know what happened at Bosworth | | 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 watching a video and answer question and then judging the significance of events | Homework/ extended learning opportunities:  Write a profile on favorite character from WOTRs |

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| **Real time**  **5-10min**  **10-20min**  **20-30**  **30-45**  **45-60** | **Teacher will:**  **Introduce Settler, put lesson into context, ‘Ready to learn Procedure’ ask them to think about the starter task. Questions about Henry’s claim to the throne**  **Explanation of Henry’s journey and questioning about the significance of it**  **Watch video, answer Qs on video and then questioning about the answers**  **Key event table and significance. Questioning about the table**  **Relative significance questioning and on board modelling**  **.** | **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 write answers from the video**  **Complete table and determine significance**    **Students to practice the skill of relative significance** | **Formative/Summative assessment strategies**  **This is the assess their understanding of regional power**  **Assess understanding of knowledge**  **Assess understanding of events**  **Assess emerging skill of relative significance** |