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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…   * **We will know who won the Wars of the Roses** * **Make a judgement on most successful king** | | | | | | | | |
| 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 happened at the battle of Towton that allowed Edward IV to win?  Who had a readpetion?  Who had previous tried the same tactic as Edward?  Why did Richard execute Rivers, Vaughan and Grey? What was the impact of their deaths?  When did the Stanley’s commit?  What was a repercussion of The Stanley’s involvement?  When was the house of Lancaster most powerful?  When was it least?  What was the most significant event?  Heroes? Villains?  What were the repercussions of the War?  What is the argument of interpretation A/B?  What specific evidence do we have to support/challenge that?  How convincing is this interpretation? | | | | Pupil Success Criteria  Students will know who won the Wars of the Roses and make a judgement on who the most successful king was | | | | |
| 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 who won the Wars of the Roses and make a judgement on who the most successful king was | | 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?  Knowledge recall success | Homework/ extended learning opportunities:  Revise |

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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 what words students have used**  **Plickers**  **Chart the graph of winning and questioning about this graph**  **Introduce the planning the 4 interpretation questions**  **Class modelling of interpretations**  **.** | **Students will:**  **‘Ready to learn’, date and title in book, Thinking about the starter**  **Plickers**  **Students will chart who is winning throughout and then think about questions**  **Plan the interpretation questions on the sheets**    **Students to help create model** | **Formative/Summative assessment strategies**  **This is the assess their knowledge**  **Assess understanding of knowledge**  **Assess understanding of ASC structure**  **Assess knowledge and ability to use ASC** |