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| Name:  **Mr Z. White** | **Class:**  Year 8 Mixed Ability | | **Date:** | | **KS3 NC/GCSE/GCE Ref:**  KS3 |
| **Prior Learning:** Pupils have learnt about the rise of Napoleon, exploring the reasons for his success, and have evaluated the impact that Napoleon had on French society. This is the first of two lessons on the impact of the Royal Navy on the Napoleonic Wars. This lesson explores life in the Navy, and has curriculum links with modules on the maintenance of the British Empire | | | | | |
| **Learning Objective(s):** To assess how accurate Master and Commander is as a source | | | | | |
| **Learning Outcomes:**  All – **Key Question:** What was life like in the Royal Navy?  Most – **Key Question:** How accurate is Master and Commander’s depiction of life in the Royal Navy?  Some – **Key Question:** How reliable is Master and Commander as a source? | | | | | |
| **Key Vocabulary:** | | | | | |
| **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: Entry Card** Follow up on exit cards from last lesson. Distribute strategically depending on the complexity of the question posed in task 2. Students explain why the other person’s answer to task 1 could be wrong, and answers the question that they wrote down | Strategically hand out post-it notes depending on ability.  **OR**  Stick post-it notes on board and let students pick a question that they think they can answer | Review responses to exit cards before handing back  Peer response and peer review task |
| **2 mins** | Date/Title/LO |  |  |
| **15 mins** | **10 mins** Watch opening sequence of Master and commander, up to the end of the opening battle. Students answer the comprehension questions.  Review answers as a class |  | ZWE circulating/offering verbal feedback  Review in marking |
| **10 mins** | Split class into strategic groups of 3. In centre of A3 piece of paper, brainstorm ideas about why Master and commander is/is not accurate. Use handout on life in the navy to help  **CoRT1 Thinking Tools:** | Hints and triggers provided on powerpoint, strategic groups |  |
| **10 mins** | **5 mins** Pick the best three focuses and each writes their own PEE paragraph on the A3 sheet  **5 mins** Peer mark each-others PEE paragraphs using WWWs/EBIs provided | Provide sentence starters | Peer assessment |
| **5 mins** | Redraft their initial PEE paragraphs, set homework to write up the finalise essay in their books, along with a conclusion | Pupil specific DIRT based on peer feedback, pushing them to improve their own work | Reviewed in marking. Check to see acting on advice, verbal feedback where appropriate |

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

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| **Homework:** |