Lesson Plan – CRUSADES LESSON 2 –

**Context of lesson in SOW**

Students have been studying the Medieval Period. Last lesson looked at an introduction to the Crusades. This lesson will look at consolidating this knowledge. Students have also been given a Castle Project this term and these lessons have overlapped here too.

History Year 7N Langley Academy BM Chinchen (BCH) Date: 11/06/2013.

**Lesson Outcomes**

Complete a worksheet to the best of their ability and in attempting to do so gain a greater understanding of the Crusades and Historical vocabulary/literacy concepts namely: Chronology, Change and continuity, Causation, Significance and Interpretation. Indeed I have found that students need to improve their understanding of these assessment criteria see grade level descriptors which students also have in their books.

**Lesson Objectives**

**Historical Enquiry**

Investigate and reflect on key historical questions

**Using Evidence**

Can select, analyse and evaluate sources

**Communicating the past**

Can present and organise information about the past in a variety of clear ways that make sense using historical vocabulary/literacy

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| --- | --- | --- | --- |
|  | Boys | Girls | Total |
| Class 7N | 17 | 14 | 31 |
| SEN | 6 | 0 | 6 |
| G&T | 6 | 4 | 10 |
| EAL | 4 | 4 | 8 |

**Literacy & Numeracy and Cross Curricular Objectives**

**Literacy:** Numerous words to do with the Crusades but perhaps more importantly a deeper understanding of Chronology, Change and continuity, Causation, Significance and Interpretation.

**Skills:** Reading and writing literacy skills. Working as a member of a group or team so as to complete a task.

**Numeracy:** Chronological order – see first task.

Cross Curricula: Deals with topics dealt with in RE for example Islam, Christianity, Pope, Pilgrimage, Crusade, Jihad, and Holy Land etc.

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|  | **What?**  **What you are teaching-link to objectives.** | **How?**  **Techniques to support personalised learning.** | **Who?**  **Address specific groups of students based on data.** |
| **Activity (AFL, ECM, Key Foci, Specialism)** | **Differentiation (Use of LSA) VAK** | **SEN/G&T/EAL/IEP/** |
| **Curiosity** | Taking students to library and giving them beautifully coloured resources tends to get their attention. Year 7s have had previous lessons for History in the library which they have seemingly enjoyed so this should also spark their interest.  Also their last lesson for this class Monday’s lesson was all about the Crusades and started by sparking their interest in two ways namely 1: Osama Bin Laden called the US invasion of Afghanistan a Crusade Term in the news also compared it with Jihad) and 2. Looked at the following word/s for literacy namely: tolerance and Intolerance. This lesson thus builds on were the last left off.  I realise that it is risky for an observation taking students out of usual environment but this is also because I strongly believe that the year 7s general enjoy and show progress in History as is evidenced by both their enjoyment of the subject as well as the fact that many students are on their second book for History showing how much work they get done in only two lessons a week. Also History despite being a difficult subject continues to be highly ascribed.  Remind students of the assessment criteria see grade level descriptors which are used to assess their work and which they need to be able to use to become budding historians etc. | Organise students into groups see ppt this ideally should have been done last lesson but science trip. Take students down to Library, seated in differentiated groups. With more capable students top end being group leaders and others scribes for the worksheets. Low end can get yesterday’s printed out ppt give sense importance and purpose and reinforce what was learnt last lesson.  Also due to science trip students may need the notes from the lesson they missed to help them.  No LSA in this class.  Extremism is currently very topical especially after recent developments in London consequently this topic is easily able to generate interest and curiosity…  **Note:** May be best for groups to do a colour and topic at a time before moving on to the next section. | All  See Differentiated lists and groups ppt.  Students regularly get emailed all the resources and additional resources to help them at home and a number of parent’s are also emailed thus students who are absent and or struggling get everything they need as best as can be provided given time and resources etc. In this case in particular this will be beneficial as a number of students were on a science trip for lesson 1, but they will not have had time yet to catch up for this lesson 2.  Cards are not only colour coded but also each contain pictures which should assist visual learning styles – pictures are also key to the information on the cards and is thus a way to quickly tell the cards apart and predict there topic etc. |
| **Exploration** | The hope is that the colour coded cards will generate discussion and curiosity between the students especially as they try to find and decide on the answers – their ability to listen to one another and work quickly will be tested too.  Being in the library hopefully encourages literacy and a greater willingness for students to read.  The key point is to get them reading and engaging with the facts in a museum learning fashion that embraces Historical enquiry and analysis hence the key focus on the level descriptors we use in History. | Group work. Get students to crack on as it were.  Observation. Go around to each of the groups giving advice and encouragement as well as marking progress of the students.  Assess check group progress terms worksheets.  Key is to let students get on with the lesson must be student led not teacher led. Opportunity teacher engage with students on a one to one basis.  **Note:** Reward to best group Principal letters home and resources pack to help them with their castle project. Competition should require better results and effort on the part of the students. | All  Again see student list.  Entire point of this lesson is reading and literacy – students need to actively come to grips with the terminology we use in History namely:  Chronology, Change and continuity, Causation, Significance and Interpretation. Indeed I have found that students need to improve their understanding of these assessment criteria see grade level descriptors which students also have in their books.  These are provided this lesson as A3 sheets on their tables. |
| **Discovery** | Ask students what they have learnt this lesson etc. | Questions…  Wrap up.  Mark worksheets  Students will this term need revise this topic and others they have look at for the Medieval section in order to do a formal assessment test – students emailed resources and encouraged to use resources like doddle and BiteSize to revise these topics.  Lesson should help recap on the first terms work when students specifically did History skills based on these descriptors.  Lesson 3 will look at the History of assassins which has its roots in the Crusades – this is a topic that the students have asked for which shows a student driven approach and that their curiosity is considered. Assassins are are popular topic many students given the game Assassins Creed which includes a fair amount of History too. | Choose based on who was not working to high standard…  Biggest issue with this lesson may well be time but it could always be continued over more than one period…  Never given this particular lesson before as last year we did not include the Crusades so lesson may need tweaking after this for the other year 7 classes and especially for next year… For instance lesson plan may need to be simplified and clarified for other members of staff and for standard lessons not observed ones etc. Indeed the SOW is still under construction and review for this section having altered it from last year. |

**Resources:**

Cards in envelope

Card worksheet

Level descriptor A3 sheet

Last lesson ppt as well as timeline to help with chronology (later only given groups struggling)

Dictionary (Note the literacy focus)

Homework from the first lesson should have helped prepare students for this lesson. See lesson 1 Crusades.

Most importantly students are to build a castle for the end of term together with medieval test forms the assessments for this term. They have been given this castle task already but it overlaps in some areas with the lesson here…