

Consider how you might...

Share learning intentions and success criteria with students.

Connect learning to real life situations.

Include performativity where students use their knowledge or/and reflect on how they might use it.

Monitor progress through feedback and feedforward.

Focus on developing a key competency.

Explore alternative solutions, strategies, values or/and points of view.

Provide opportunities for choices and student input into their learning.

Promote reflection on prior learning and experiences in order to set individual learning goals.

Foster collaboration, discussion and questioning of ideas.

Promote systems level understanding.

Provide students with opportunities to evaluate their learning.

100 Minute Lesson Planner

What will students learn in this lesson?

What relevant interests, strengths and prior knowledge are you building on in this lesson?

How will the learning provide appropriate challenge for all students?

How will we know learning has taken place?

Learning sequence (tasks/activities)

The split screen(making learning explicit)

5 mins Take KAMAR roll

30 mins revision of "Origins" topic:
cloze, ranking and matching activities.

Student knowledge is reactivated. Discussion
Speaking listening for oral learning style.
Visual, kinaesthetic and collaborative

5 mins The network of Alliances and Schlieffen Plan

Student knowledge is reactivated. Student
Questioning re why Germany thought the Sch
Plan would work.

5-10 mins Hand out the topic, exam
question and answer notes.

Students understand how their topics can be used
To answer questions in the final exams.

20th August 2.1 Research

10th September 2.2 Communication

5 mins internal assessment dates

5 mins Museum trip HAND OUT PERMISSION SLIPS TO STUDENTS

Introduce Gandhi topic and carry out role play

Kinaesthetic, oral and visual understanding of what
It's like to be colonised.

Homework – draw a timeline. Students to get out books from the library