

Web 1.1 (a) Lesson Plan Y5/6

Lesson 2: Visit to Brougham Castle Lowther School
History NC KS2 links: 1a,b 4a,b English NC KS2 links: listening 2b,e group discussion 3b,c,d writing 1a
Learning Objectives: <ul style="list-style-type: none">▪ To collect evidence which will help each group to answer the question they posed in lesson 1 (see indicative questions)▪ To record the evidence in 3 ways; photographs or video, notes, drawings
Resources: 5 video cameras + tape, 5 digital cameras + cards, 10 clipboards + pencils, 5 trainee primary teachers; cards with enquiry written down from lesson 1 (X2), colour-coded (red 1,2 green 1,2, blue 1,2, yellow 1,2) – 1 for each group of 3.) Each adult responsible for box of resources for their group (also colour-coded) Medical box See notes for supporting adults. Transport to Brougham Castle. Video camera for overall record of visit <ul style="list-style-type: none">▪ Arrive at site 10.00▪ 10.00 – 10.15 Introduce each group of 3 to Y7 group engaged in same enquiry (by matching colour-coded enquiry cards) and introduce adult supporting each group. Remind each group what they are looking for, need to record, to take turns using different recording methods. Remind adults to keep notes of pupil talk. <ul style="list-style-type: none">▪ 10.15 – 11.15 Group enquiries.▪ 11.15 – 11.30 Shop; toilets 12.00 Back in school.

Web 1.1 (b) Lesson Plan Y5/6

Lesson 3. Preparing accounts
NC KS2 History links: KSU3 Historical Interpretation NC English links Speaking 1c,d. Listening 2a,b,c,d,e, group discussion 3a,b,c,d,f, language variation 6a Group 3 Reading for information 3 a–g,5, Writing 1a–e, 2a–f, 11.12.
<p>Learning objectives</p> <ul style="list-style-type: none">■ To select and combine evidence collected on visit to support each group enquiry.■ To work collaboratively to create an account of each enquiry for an audience.■ To decide on form of account/interpretation <p>(e.g. display with captions and information; PowerPoint, information board; guided walk; item to sell in shop with explanation of its significance; script for TV series based on castle; ghost story or romance using recorded locations.)</p>
<p>Resources</p> <ul style="list-style-type: none">■ Box of data collected on the visit for each group containing: Prints of photographs taken on visit (Ask humanities technician to do this. Video from visit transferred to DVD) Notes from visit. Drawings from visit.■ Supporting adult for each group (primary trainees?)■ Computers for Pp■ Writing materials for stories. For designing item for shop (group 4)■ Cards, glue etc for display or making display board (group 5)■ Video camera to record parts of lesson. <p>Pupils work in groups of six (3+3) on each presentation supported by an adult. Each of the five presentations should last 5 minutes. (6×5=30).</p> <ol style="list-style-type: none">1.<ul style="list-style-type: none">■ Groups 4 and 5: remind the children of the form of presentation they agreed.■ Group 3: Help children to collate their evidence and write or record supporting account of enquiry. Help them to use information from books to extend it.■ Groups 1 and 2 Help children to decide on form of presentation (e.g. display, Pp).2. Encourage children to use language of history:<ul style="list-style-type: none">■ Special vocabulary (e.g. keep, curtain wall, portcullis, Norman, defend, attack.■ Time vocabulary: century, medieval, earlier, later, dates.■ Language of historical enquiry: evidence, to support statements with reasons (because, therefore)<p>To use probability language, I think, perhaps, maybe ... because.</p>3. Finally rehearse group presentation (5 minutes).

Web 1.1 (c) Lesson Plan Y5/6

Lesson 4. Presenting accounts to an audience at Ullswater Community College.
NC KS2 links, history KSU 3, 5 NC KS2 English Speaking la-f, language variation 6a-c
Learning Objectives: <ul style="list-style-type: none">▪ Pupils understand that the past is interpreted in different ways and begin to understand why.▪ Pupils communicate their knowledge and understanding of history in different ways▪ They have increased experience of ways of gaining and maintaining the interest of an audience, of speaking clearly and with confidence
Resources <ul style="list-style-type: none">▪ Each group's presentation▪ Data processor if required▪ Transport to UCC▪ Colleagues from English Heritage to give (appreciative and informative) feedback; to select some material for their information resources for other schools
Indicative timing <ul style="list-style-type: none">▪ Lowther pupils arrive at Ullswater Community College 9.45▪ 10.00–10.30 Presentations 1–3 jointly by 6 Y6 and 6 Y7 pupils who worked on same enquiry 30 minute 5 (6+6). <ul style="list-style-type: none">▪ Brief feedback from adults▪ 10.30 Break▪ 11.00–11.30 Presentations 4 and 5▪ 11.30–11.40 Feedback/evaluation▪ 11.40 Lowther pupils return to school