

WEB 3.5 Big Picture/Key Question: What does the treatment of highway robbers reveal about attitudes towards crime and punishment in the eighteenth century? Aims/objectives (based on skills): <input type="checkbox"/> Text analysis <input type="checkbox"/> Making links		Dereham Neatherd High School – Accelerated Learning Lesson Map Day Monday Date 19th May Period 2 Year Group 10 Set 1 of 3 Number in group 20 Male 7 Female 13 Number of pupils with statements _____ /school identified special need 5G&T Support teacher/assistant? Y / N	
CONNECTION PHASE: the hook; what do you already know?; big picture Starter: Read Highwayman poem by Alfred Noyes and discuss how it represents highwaymen. What interpretation does it offer? Link to imagery discussed last lesson. Introduction: Quiet reading of selection from Sharpe text. Explain key focus of each reference. Allocate sections of reading to pupils: p1-3 execution, p14-19 Turpin story, p21-25 local-national, p27-9 national scene Establish prior knowledge + Big Picture + Skills + Outcomes (Introduce + Demonstrate using VAK: Visual, Audio, Kinesthetic)		ACTIVATION PHASE: give information, use information, share information Task(s) Draw grid in books with 9 boxes, 1 grid labelled Turpin, Highwaymen, 1700s and the other crime, punishment, law & order. Add notes from Sharpe to as many boxes as possible.	
CONSOLIDATION PHASE: reflect on the learning; link to the big picture/key question; transfer of skills How does Sharpe's text support and contradict the image of the highwayman as shown by Noyes? Discuss key question with written follow up. What does the treatment of highway robbers reveal about attitudes towards crime and punishment in the eighteenth century? Plenary: What has been learned? + How? + What next?		Pupil Outcomes A few pupils will Link poetic imagery with real events Most pupils will Make links between Turpin and the national problems of c. p. & o. Everyone will Use historical text to inform of Turpin and the national problems of c. p. & o.	
		DEMONSTRATION PHASE: show you know; feedback Read and share, discuss individual, local, national issues relating to crime, punishment and law and order in this period and add to grids. (Groups/whole class/representatives)? One small group? Individual? Assessment for learning using criteria	



Web 3.5 What does the treatment of highway robbers reveal about attitudes to crime and punishment in the eighteenth century?