

<p>WEB 3.6 Big Picture/Key Question:</p> <p>How have interpretations of highwaymen changed over time?</p> <p>Aims/objectives (based on skills):</p> <p><input type="checkbox"/> Interpretations</p> <p><input type="checkbox"/> Source analysis</p>	<p>Dereham Neatherd High School – Accelerated Learning Lesson Map</p> <p>Day Thursday Date 22nd May Period 5 Year Group 10</p> <p>Set 1 of 3 Number in group 20 Male 7 Female 13</p> <p>Number of pupils with statements /school identified special need 5G&T</p> <p>Support teacher/assistant? Y / N</p>	
<p>CONNECTION PHASE: the hook; what do you already know?; big picture</p> <p>Starter: Study Highwayman source from learning curve and what can be inferred from the source about highwaymen. Why did Carrington write such a detailed account? How does it inform our broader understanding of crime in this period?</p> <p>Introduction: Add to grids information from the source.</p> <p>Establish prior knowledge + Big Picture + Skills + Outcomes (Introduce + Demonstrate using VAK: Visual, Audio, Kinesthetic)</p>	<p>Pupil Outcomes</p> <p>A few pupils will Identify changes and motives for change in interpretations</p> <p>Most pupils will Identify changes in interpretations of highwaymen</p> <p>Everyone will Use sources to identify changes in interpretations of highwaymen</p>	<p>ACTIVATION PHASE: give information, use information, share information</p> <p>Task(s)</p> <p>Read extracts of Sharpe on interpretations of highwaymen over time and use acquired knowledge for previous lessons to discuss how interpretations have changed over time.</p>
<p>CONSOLIDATION PHASE: reflect on the learning; link to the big picture/key question; transfer of skills</p> <p>Watch extract of Plunkett and Mclean and consider the romantic image of Highwaymen, why are they portrayed this way.</p> <p>Plenary: What has been learned? + How? + What next?</p>	<p>DEMONSTRATION PHASE: show you know; feedback</p> <p>On a timeline map the differing interpretations of highwaymen over time with reasons for the interpretation at that time. List ideas for motives for change in note form for use next lesson.</p> <p>(Groups/whole class/representatives)? One small group? Individual? Assessment for learning using criteria</p>	<p>Evaluation</p> <p>↑</p> <p>Synthesis</p> <p>↑</p> <p>Analysis</p> <p>↑</p> <p>Application</p> <p>↑</p> <p>Comprehension</p> <p>↑</p> <p>Knowledge</p> <p>Thinking Ladder – Where is your lesson?</p>

Web 3.6a How and why have interpretations of highwaymen changed overtime?