

## History POS linked to:

Pupils should be taught about: the development of church, state and society in Britain 1509-1745

**Learning Question:** *Why did so many Leicester people die in 1645??*

<b>Connect</b>	Start Positive: PowerPoint and resources to be found at: <a href="http://www.takeoverradio.co.uk/leicesterabbey/">http://www.takeoverradio.co.uk/leicesterabbey/</a>	Connect Learning Lesson fits into Civil War/ Charles I/ Royalists and parliamentarians	Show Big Picture This Lesson fits into a series of 3 focussing on Abbey Park and its heritage
	Share Learning Objectives	<p><i>By the end of this lesson you will –</i></p> <ol style="list-style-type: none"> <li>1. Consider the effects of a siege on Leicester</li> <li>2. Explain why Charles I used the city as bait</li> <li>3. Used collaboration and strategy to prepare for siege</li> </ol>	
<b>Activate</b>		<b>Activity</b>	
	Starter (Hook)	<p><i>War music can be playing in the background for effect. Using rebuses 'Leicester was besieged and many people killed in 1645' Students to reveal sentences by working out the pictures.</i></p>	
<b>Demonstrate. As appropriate, amend no. of activities linked to progress/learning</b>	Activity 1 (mini plenary)	<p><i>Teacher led brief discussion battles in the civil war, using map. Question? Where is Naseby? Why is it not yet coloured in? Introduce the key players, Fairfax, Cavendish, Rupert and Charles. Set the scene the year is 1645 and Charles I is on his way with his army to take Leicester from the parliamentarians. PowerPoint and booklet to aid understanding.</i></p>	
	Activity 2 (mini plenary)	<p><i>Focus on Film: Students watch 'Cavendish House (from website); Ask students to write down their first thoughts. Did they know of Leicester's involvement in the civil war? What surprised you, what did is the most important thing you learnt from this clip?</i></p> <p><i>Source hunters: Students split into 2 groups, given a Map of Leicester in 1645 and a description of what happened to the people of Leicester. Group A are to plan their attack as members in the Royalist army. Group B are to fortify their defences and hide the city's most important person from capture. What strategies will they use? They have the same weapons and equipment as in 1645. Time for battle, each side take their positions and act out their strategies, can A find the hidden person (given 3 guesses based on the map). Have they placed enough resources to counter attack? Can history be re-written?</i></p>	
	Activity 3 (mini plenary)	<p><i>If time: Group given still from film of Charles I and questions around the source: What would they like to ask Charles? What do they think of the Royalist army? Why was Leicester so important to Charles? What did Charles I mean about not underestimating the power of the peasants? Why did Christian Cavendish burn her family home? How accurate do they think the film is? Could anyone else have burnt down the house?</i></p> <p><i>Or: Students given a still from the film and give it a caption, based on what they have learnt.</i></p> <p><i>Further activities: Students become roving reporters, using the film, map and detail, write and deliver a 5 minute news report for BBC Leicester. Maps from memory, students given a still from the film or picture of Leicester and have to recreate in teams of 3. Students given a bag of random objects and after planning the have to teach the class a section of the siege. Plan your own mini film of Cavendish house; prepare an assembly to teach others the importance of Leicester to the civil war.</i></p> <p><i>For Homework or extension task: Write a diary entry of one of the people of Leicester, the day of the attack.</i></p>	
<b>Consolidate</b>	<b>Plenary</b> Explore, consolidate, extend	<p>Taboo it. One student sits in front of the IWB and has to guess the key word from any of the last 3 lessons. Class must give a description only to show they understand what the word is. Final thoughts on the films, have they enjoyed them? Have they any feedback, if so email takeover radio to tell us what you think. Why not visit and think about being one of our reporters? Can we answer the question at the start of this lesson</p>	

### Think About:

#### Literacy:

\* Reading  
\* Writing – Use  
Wheels

Technical  
accuracy

\*Communication  
Speaking and  
listening skills  
confidence

#### Numeracy:

\*checking for a  
sensible answer  
\*showing your  
working out  
\*choosing the  
calculator/non-  
calculator  
method?

EAL: Use of 'Top  
10 Tips'

#### SMSC

Using  
imagination,  
creativity, develop  
curiosity  
Social Skills (grp  
work etc)  
Overcome  
barriers to  
learning  
Appreciating  
cultures  
Right and wrong

#### AFL:

\* Skillful  
questioning\*  
Checking  
understanding  
throughout  
lesson\*

Constructive  
feedback\* Self  
ass \*Peer ass etc

#### Work-related:

\*real life,  
purposeful  
activities