

History POS linked to:

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

Learning Question: *What happened at Leicester Abbey?*

| | | | |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Connect | Start Positive: PowerPoint and resources to be found at: http://www.takeoverradio.co.uk/leicesterabbey/ | Connect Learning Lesson fits into Dissolution of the Monasteries unit | 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"> 1. Know key facts about Leicester Abbey (Level 3) 2. Used problem solving skills and collaborated with peers (Level 4) 3. Applied literacy and questioning skills to interrogate sources (level 5+) | |
| Activate | Activity | | |
| | Starter (Hook) | <p>A3 paper and red/amber green pens or sticky dots. Monastic music/ or menacing music playing picture of Abbey ruins on whiteboard. Students Speculate: Where is this? What could the building be? Who built it, Why is it in ruins?</p> | |
| Demonstrate. As appropriate, amend no. of activities linked to progress/learning | Activity 1 (mini plenary) | <p>Teacher compares ruins with artist's impression of Leicester Abbey and the White Tower build before. Think-pair –share: Why is this building standing when this one is in ruins? Students then asked to place colour dot on A3 sheet under 'at the start of the lesson', to show how much they know about Leicester Abbey before lesson. Teacher led brief introduction to Leicester Abbey Heritage Booklet and what it contains (available on site)</p> | |
| | Activity 2 (mini plenary) | <p>History detectives: Students given copies of pages 2-4 form Leicester Abbey Booklet, or information can be placed on walls around the room. Armed with clipboards student are split into 5 groups each with a different question focus. Group 1: Life of the Abbots, Group 2: Abbots in the Abbey, Group 3: Leicester Abbey Timeline. Group 4: Visitors to Leicester Abbey. Group 5: Henry the VIII problem. Students interrogate their source for information then in teams present the answer the question: What happened at Leicester Abbey? Using the viewpoint they have been given (This can lead into another lesson on presenting findings)</p> | |
| | Activity 3 (mini plenary) | <p>Groups peer assess each other's presentations, using worksheet provided on site. What level are they working at, have they provided a list or can they explain and link key historical information to Leicester Abbey? Question What do we now know about Leicester Abbey?</p> | |
| | Independent Learning | <p>For Homework or extension task: Make a Mini Wiki page for Leicester Abbey using the temple provided.</p> | |
| Consolidate | <p>Further activities: Create mood board based on Leicester Abbey/Dissolution of the monastery, storyboard your own version of the film, and use the script to perform the play, hot seating the abbot or Sam, make a board game or learning grid about Leicester Abbey. Make a comic strip from the film.</p> | | |
| | Plenary Explore, consolidate, extend | <p>Students to work with partner to think of 3 facts from lesson, One must be fiction (lie) and two must be factual (true). Students then place colour dots after given the question: What do I now know about Leicester Abbey? To see if red, amber or green.</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:
 * Skilful questioning*
 Checking understanding throughout lesson*
 Constructive feedback* Self ass *Peer ass etc

Work-related:
 *real life, purposeful activities