

History POS linked to:

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

Learning Question: *How is Cardinal Wolsey connected to Leicester?*

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/Tudors	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"> Develop interpretation skills Reflect on Cardinal Wolsey's life Apply knowledge of Wolsey to explain his link to Leicester 	
Activate	Activity		
	Starter (Hook)	<p><i>Higher or Lower, 9 students given a date and come to the front of the class. Teacher picks first student to be placed in the timeline. The remaining students have to reorder them by shouting higher or lower. They are not allowed to use hands, ask students to sit on their hands so there is no cheating. Students with date can only respond to higher or lower.</i></p>	
Demonstrate. As appropriate, amend no. of activities linked to progress/learning		<p><i>Whilst students in correct chronological order, test their century skills, ask them which of the cards represents the century we are learning about, which century are we learning about? What do students know already about Cardinal Wolsey? Brief PowerPoint on Wolsey's connection to Leicester, to set the scene. Big Question mark...was he murdered or did he just die a boring death? (teacher can build anticipation and insert any conspiracy theories!)</i></p>	
	Activity 1 (mini plenary)	<p><i>Focus on Film: Students watch 'The Life of Cardinal Wolsey' (from website); How did this film compare to the last one? Which did they prefer and why? How useful and reliable is the film? Students are then given cards with information from the film. They have to rearrange the cards in chronological order. Mini plenary 3 facts about Wolsey's life? 3 ways he is connected to Leicester?</i></p>	
	Activity 2 (mini plenary)	<p><i>Students place the cards onto a happy/sad timeline (see website). Students can write a sentence to explain the times when Cardinal Wolsey was at his peak and in despair</i></p>	
	Activity 3 (mini plenary)	<p><i>I am Wolsey: Students view portrait and armed with new knowledge, imagine what he would be saying to the artist. Study the features in the painting, look at his eyes, his stance, what clues do they give about his current state of mind.</i></p>	
	Independent Learning	<p><i>For Homework or extension task: What's your conspiracy theory? How do you think Cardinal Wolsey met his death? You can use the Heritage Booklet chapter on Cardinal Wolsey to help.</i></p> <p><i>Further activities: Was Wolsey a man or monster? Debate both sides of his achievements and personality to assess his character. Create Top Trumps for all the characters around during Wolsey's time Use the script as a question source/ comprehension activity, remove lines in the script. Perform the script and have an X-Factor competition, student being knocked out till 2 reign supreme. Use stills of the film to create cartons, telling your own story of Cardinal Wolsey.</i></p>	
Consolidate	Plenary Explore, consolidate, extend	<p>Revisit our boxes, which questions can we post, which questions still need answering? How did my learning go today? What targets do I need to set for next lesson? Students use a bull's-eye board to show how much they enjoyed the 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:
 * Skilful questioning*
 Checking understanding throughout lesson*
 Constructive feedback* Self ass *Peer ass etc

Work-related:
 *real life, purposeful activities