

Web 3.4 Big Picture/Key Question: What were the causes of highway robbery? Aims/objectives (based on skills): <input type="checkbox"/> Causation <input type="checkbox"/> Prioritization <input type="checkbox"/> Communication		Dereham Neatherd High School – Accelerated Learning Lesson Map Day Thursday Date 15th May Period 5 Year Group 10 Set 1 of 3 Number in group 20 Male 7 Female 13 Number of pupils with statements _____/school identified special need 5 G&T Support teacher/assistant? Y / N	
CONNECTION PHASE: the hook; what do you already know?; big picture Starter: Hand out a card linked to highway robbery as pupils enter the room and ask them to place it next to factors for highway robbery and factors against highway robbery. Introduction: Debrief exercise and explain case study objectives to the class. 1. interpretations 2. using historical text to inform our study Establish prior knowledge + Big Picture + Skills + Outcomes (Introduce + Demonstrate using VAK: Visual, Audio, Kinesthetic)		ACTIVATION PHASE: give information, use information, share information Task(s) Now look again at cause cards and ask pupils to be highway robbers. Which would encourage them to be highway robbers and which would deter them from the crime? Place in a hierarchy of importance and stick to the classroom wall. Discuss.	
CONSOLIDATION PHASE: reflect on the learning; link to the big picture/key question; transfer of skills Discuss the popular image of highwaymen; How is the crime perceived and represented in modern culture. Plenary: What has been learned? + How? + What next?		Pupil Outcomes A few pupils will Show a contextual hierarchy of importance of causes and decline of highway robbery Most pupils will Link causes of start and decline of highway robbery Everyone will Show an order of importance of causes and decline of highway robbery DEMONSTRATION PHASE: show you know; feedback Place findings on a living graph. Try to show links between causes using factors as well as a hierarchy on the living graph. (Groups/whole class/representatives)? One small group? Individual? Assessment for learning using criteria	

Evaluation ↑
 Synthesis ↑
 Analysis ↑
 Application ↑
 Comprehension ↑
 Knowledge ↑
 Thinking Ladder – Where is your lesson?

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