

**Big Picture / Key Question:**

**Paper 2 skills: What impact did...have on law-making and law enforcement in England?** 1 out of 2 lessons

Aims/objectives (based on skills):

- Compare/contrast
- Making judgments
- Source analysis

**Dereham Neatherd High School – Accelerated Learning Lesson Map**

Day  Date  Period **4** Year Group **11**  
 Set **2** of **6** Number in group **24** Male  Female   
 Number of pupils with statements  /school identified special need   
 Support teacher/assistant?  Y /  N

**CONNECTION PHASE:** the hook; what do you already know?; big picture

**Starter:** **Starter:** *Active Protest continuum* – hand out cards which contain different forms of ‘protest’. Ask students to place themselves on the continuum and justify their place. When all ‘protests’ have been placed, ask class if they disagree. Finally, hand them three new protests (COs, Poll Tax Riots and London Bombing of 2005). Ask group to re-organise themselves according to *Impact on national law & law enforcement* (Great/No change) Discuss.

**Introduction:** Introduce what they will learn + what skills they will improve by the end of the lesson. Links to Task 1.

Establish prior knowledge + Big Picture + Skills + Outcomes (Introduce + Demonstrate using VAK: Visual, Audio, Kinaesthetic)

**ACTIVATION PHASE:** give information, use information, share information

**Task(s)**  
**Task 1**  
 Examine Q2 as a class. What do you need to do to answer this Question? Annotate sources together. Hand out exemplar answer.

**Speed AFL!** In pairs, students face each other and have to mark the exemplar answer using the criteria/mark scheme. The first one to find Level 3 wins. Discuss responses. How is this answer moving up the levels?

**Task 2**  
 Discuss Q4. How is this question different to Q2?

Examine the mark scheme for Q4; only Level 3 is used. Explain L4.

Students answer Q4 – 15 minutes. Emphasise that they will not be able to finish their answers but will be able to re-draft later.

Evaluation



Synthesis



Analysis



Application



Comprehension



Knowledge

**CONSOLIDATION PHASE:** reflect on the learning; link to the big picture/key question; transfer of skills

**Plenary:**

**Discuss students’ marks + reasons for grades. What’s needed to gain Level 4?**

**Discuss homework:**

Re-drafting Q4 based on discussion.

Plenary: What has been learned? + How? + What next?

**Pupil Outcomes**

**A few pupils will**

explain

**Most pupils will**

explain

**Everyone will**

be able to

**DEMONSTRATION PHASE:** show you know; feedback

**Speed AFL!**

**In pairs, students mark the other person’s answer using the criteria/mark scheme. The first one to find at least 2 examples of Level 3 wins!**

(Groups/whole class/representatives)? One small group? Individual?  
 Assessment for learning using criteria

Thinking Ladder – Where is your lesson?