

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

History in Photography
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LESSON PLAN

Name of Practitioner/Teacher: <i>Sara Beaven</i>	Date: <i>23/10/13</i>	Time: <i>15:30 – 17:30</i>
No. in class: <i>30</i>	Subject: Key stage 2	Length:
Name of Class: <i>Year 1 Mrs Peggy Class</i>	SEN: <i>Special educational needs E.g. Ben has decreased hearing so will always sit at the front</i>	

WALT (we are learning to) to think about our personal values and share them to contribute to a group design project to create a coat of arms

General Title/Aim of the session (taken from National Curriculum):

There is the opportunity generally introduce and reinforce learning: Subject matter can be expanded upon as this project is undertaken

History:

Key Stage 2

They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways

Lesson Objectives (learning outcomes)

- **All will** describe why a coat of arms is created
- **Most will** describe how this was used in history to empower groups and to bring people into a common sense of purpose – particularly in battles.

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- Some will identify certain coats of arms and comment on their purpose in relation to specific battles

Time	Subject Content	Practitioner/Teacher Activity	Pupil Activity	Assessment Method	Resources
5	Introduce yourself and the day	Describe and list on the board what we will do today.	Listen and ask any questions		• Board • Board pens • Worksheet
20	1/ What is a coat of arms	• Put pupils into groups so that they can discuss what a coat of arms is and all they know about it. Also how this was used in history to empower groups and to bring people into a common sense of purpose – particularly in battles. (If they get stuck allow them to use the internet to research this). • Discuss as a class and perhaps using Google images, view a range of coats of arms and explain the history of what the coat of arms represents.	• In groups discuss questions on the worksheet. (If they get stuck they can use the internet to research this) • Take notes and contribute during group discussion	• Peer assessment • Observation • Question and answer	• Examples of coats of arms • Range of colouring and painting media • Examples of photographs from magazines • Glue for sticking photographs • Template/Example for coat of arms • Cameras
10	2/Plan the coat of arms	• <i>This can be done as an individual/group or even class project. If delivered as a class project then the pupils can be divided into groups to create one specific aspect of the project.</i> • Circulate the room as pupils decide about different aspects of their coat of arms	Pupils plan their coat of arms		

20	3/ Create the coat of arms	• Practitioner circulates the room assisting, suggesting and assessing the creation part of the project • <i>Once the class project is complete, the children could be photographed as a group holding their coat of arms.</i> • <i>When the personal coats of arms have been completed, they could be displayed in the classroom and a favourite could be photographed for the class or school magazine.</i> • <i>As a further design and technology project, children could print out the class coat of arms as a sticky label which could be worn around school or the focus of a coat of arms day. This could link into an introduction on citizenship for the older children.</i>	• Create the coat of arms	• Peer assessment • Observation • Demonstrating • Question and answer	
10	4/ Present to the class	• Facilitate pupils presenting the coat of arms and ask questions about why • Encourage pupils to ask questions and take notes	• Present to the class • Take notes about other presentations and take notes •	• Peer assessment • Observation • Demonstrating • Question and answer	
10	Pack up shop and summarise	Practitioner/Teacher reinforces learning through targeted questions and answers	Pupils pack up and answer questions	Targeted questions and answers	

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