

## LESSON PLAN for 8L 23.06.03

<b>TEACHER:</b> Dick Bateman	<b>SUBJECT:</b> Revision in farming	
<b>DAY/DATE:</b> Monday 23.06.03	<b>PERIOD:</b> 4	<b>GIRLS:</b> 13
<b>YEAR/GROUP:</b> 8L	<b>SET NO/MIXED ABILITY</b> Mixed	<b>BOYS:</b> 15 (inc. A. Gould Exp)
<b>SEN:</b> NO. ON S.A. 1 P. Durbin	<b>S.A. + 1 (A. Gould (Exp))</b>	<b>WITHSTATEMENT:</b> IEP for PDU
<b>SEN SUPPORT:</b> Not this year		
<b>Previous work:</b> Explaining how some farming practices (draining wetlands and cutting down hedges) can create problems for the environment.		
<b>Current learning objectives:</b> To learn how to revise effectively for a forthcoming assessment, using NC criteria (Gold Sheet).		
<b>Lesson outline:</b> Entry to Music, Textbooks out, A3 sheets out. Welcome at door (Supportive learning environment)		
<b>1. Connect the Learning</b>		
1.1 Bell work /Starter ... Explain to a partner how draining wetlands (Left side of room) and cutting down trees (Right side of room) causes a problem for the environment.		
1.2 Register..... Students reply using a word to do with farming		
1.3 Starter feedback ... 2 pairs explain their answers to the class		
<b>2.0. Give The Big Picture</b>		
2.1 Students look at the A3 Enquiry Topic Sheet. We note what we have done (ie everything) and what is to be done (assessment)		
<b>3.0 Give the Learning Outcomes</b>		
3.1 By the end of the lesson you will have learned this information. 1. Your TMG 2. Your Best Achieved Grade and Revision skills 3. How to use a memory hook 4. How to write a TMG+1 answer		
<b>4.0 Input</b>		
4.1. I show students how to memorise key facts using memory hooks and visual pictures (stick people)		
4.2 Show students what they need to succeed in Level 4, Level 5 and Level 6. Study "Gold sheet".		
4.3 Show students which questions are L4, L5 and L6, L7 and L8		
4.5 During 4.4 I give out Target minimum grades and grades achieved (individual by individual).		
<b>5.0 Student Activity</b>		
5.1 We practice a memory hook exercise L4 – Give facts L5 – reasons (because) L6 – Because .. so		
5.2 Then we practise writing and drawing a memory hook for a target we can't easily remember.		
<b>5.3 Demonstration and Review</b>		
5.3 Then we write an exam practice answer at Level 4 – with detailed facts		
5.4 Students then do their TMG answer in 5 minutes and the one above from the Target questions 5mins.		
<b>6.0 Student demonstration and further activity</b>		
6.1 Students demonstrate work to partner, who tries to offer constructive help to improve the answer(s)		
6.2 Volunteer! or conscript pairs give examples of good practice to the class.		
6.3 High fliers swap their Level 6 or 7 answers, then collaborate to put an example on OHP for the class to see.		
6.4 Students write answers for all the targets up to TMG+1 <b><i>This work to be completed for Extended Work.</i></b>		
<b>7.0 Review and Preview</b>		
7.1 Class packs away and sits down again.		
7.1 Students chant key memory hook words for Levels 4, 5 and 6		
7.2 Student volunteers read out their answers for L4, L5 and L6 <b><i>Ext work reminder- assmt next time.</i></b>		
7.3 Class dismissed row at time. Formative comments by teacher on way out to individuals		
<b>Differentiation:</b> Low fliers (Paul Durbin, Abbie Coan) work next to high fliers Anna Tite and Scott Tegg respectively. High fliers collaborate on OHP		
<b>Work to follow:</b> Farming Assessment		
<b>Extended work (if applicable):</b> 4.1 (This work to be completed for Extended Work.)		
Other information (e.g. cross-curricular links) Farm work. Citizenship – conserving environment		