

Lesson Plan

Teacher	L.H. C.D and I.H	Subject	History-day trip out.
Class	KS3	Date	
Period	All day- Phase 1	Number of Students	B 15      G 15

Theme of the day	Slumming it in York - <u>Why did Seebohm Rowntree's investigations convince him of the need for social reform in Britain?</u>	
Phase	Phase 1 of the day.	
Key Question of the phase	What was life like for poor people living in York at the turn of the century?	
Aims	<ol style="list-style-type: none"> <li>1. What were houses in the York slums like?</li> <li>2. How do you think people living in the slums felt about their lives?</li> <li>3. What was the difference between the slums and the centre of York?</li> </ol>	
Evidence of Learning	<ol style="list-style-type: none"> <li>1. Worksheet to complete whilst at York Castle Museum 'Kirkgate' exhibition.</li> <li>2. Questioning and small group discussion whilst at the Museum.</li> <li>3. AfL linked into worksheet and as part of questioning.</li> </ol>	<u>Concepts being developed:</u> Causation Change and continuity Empathy <u>Key processes being used:</u> Historical enquiry Using evidence Communicating about the past
Provision for EAL SEN G&T	Mixed ability groups so that children can support each other's learning. Font on worksheet is literacy friendly. Teacher support through main stages, with each group for intervention or extra scaffolding in the form of questioning. Questions in section 3 are scaffolded using Bloom's taxonomy. Differentiated similarities and differences chart for plenary activity.	
Starter Activity (10 minutes)	Teacher-led = start building a sense of empathy. Take students into the entrance of 'Kirkgate' exhibition and ask them to use all 5 senses to begin to immerse themselves in Victorian life in York. Think, Pair, Share to feed back.  Then split children into 3 groups of 10. Each has a different route around the	RESOURCES Worksheet has box to record initial observations.

	exhibition – one starts in the slums (Stage 1), one starts at the front of the exhibition (Stage 2) and one at the back (where public services e.g. pharmacy are – Stage 3). Explain they need to fill in worksheet at appropriate stage. Mixed ability groups.	
Stage 1 (15 mins)	Slums Pupils fill in individual worksheet section based on life in the slums. Encouraged to work in pairs for peer assessment and support. Teacher to circulate, question and extend (especially at the end when children choose adjectives. Ask why they have chosen that word).	RESOURCES Worksheet
Stage 2 (15 mins)	Centre of 'Kirkgate' Children fill in individual worksheet section based on life in the centre of York. Encouraged to work in pairs for peer assessment and support. Teacher to circulate, question and extend.	"
Stage 3 (15 mins)	Police station, pharmacy. Children fill in individual worksheet section based on social provision in York. Encouraged to work in pairs for peer assessment and support. Teacher to circulate, question and extend.	"
Plenary (15 mins)	Similarities and differences pulled together from group through questioning. Pupils to note similarities and differences in chart on sheet as this is happening. Table is differentiated to assist with recording learning (blank section at end for G+T, categories to group by for dyslexia/literacy problems).	"
Thoughts for next lesson	Future lessons will be focusing on the social welfare reform acts put in place by the Liberals. They could think about what they would like to see changed if they were living in the slums in York. Box on worksheet for this as extension task.	"

## Lesson Plan

<b>Teacher</b>	Claire Dowson	<b>Subject</b>	History
<b>Class</b>	KS3	<b>Date</b>	
<b>Period</b>	All day	<b>Number of Students</b>	B 15    G 15

<b>Context of Lesson</b>	<b>Slumming It in York – Why did Seebohm Rowntree’s first social investigation convince him of the need for social reform in Britain?</b>	
<b>Phase</b>	Phase two of day.	
<b>Key Question</b>	<b>Explain what methods Rowntree used in his investigation and why they were significant?</b>	
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>To understand the context of Seebohm Rowntree’s first social investigation, set against a backdrop of greater social change in Britain, and explain why he was convinced of the need for social reform.</li> <li>To appreciate the living condition of the poor in York and the methods used by Rowntree to carry out his investigation.</li> <li>To evaluate the wider significance of the findings of Seebohm Rowntree’s first social investigation in helping to challenge attitudes towards the poor and bring about wider social change in Britain.</li> </ol>	
<b>Evidence of Learning</b>	<ol style="list-style-type: none"> <li>Mini-plenary question and answer session led by Claire Dowson.</li> <li>End-of-day worksheet questions.</li> </ol>	
<b>Provision for EAL SEN G&amp;T</b>	Language of podcast is pitched at a level all students can access. Differentiation to occur by directing easier and more difficult questions at pupils where appropriate during plenary. Further assessment of learning to be carried out on paper via end-of-day worksheet.	
<b>Activity 1</b>	Teachers to distribute headsets to all pupils to listen to the podcast. Pupils to be split into six groups of five by teachers (5mins).  Pupils to listen to the main text of the podcast standing in St. Denys’ Churchyard, then follow the instructions of their individual groups’ podcast – all teachers to supervise road crossing and direct pupils to first door for ‘door step role play’. (10mins)	<b>Resources</b>  Thirty headsets with podcast already downloaded

<b>Activity 2</b>	<p>Groups to make their way to the appropriate door number on Walmgate Groups and start listening to first 'door step role play'.</p> <p>Pupils to rotate clockwise around all six 'door step role plays' - all doors are close together so three teachers between five groups is adequate (30mins).</p>	<b>Resources</b> Thirty headsets with podcast already downloaded.
<b>Plenary</b>	<p>At the end of the podcast, pupils to reassemble in St. Denys' Churchyard for mini-plenary question and answer session led by Claire Dowson.</p> <p>Pupils to be quizzed on podcast content, compare Rowntree's investigation to those that had gone before and evaluate the significance of Rowntree's investigation in challenging common perceptions of the poor (15mins).</p> <p><i>What was the common attitude towards the poor in the mid-1850s?</i>  <i>Why did the rich become rich and the poor become poorer?</i>  <i>In what conditions did the poor in York live?</i>  <i>Why was Seebohm Rowntree keen to prove poverty existed in York?</i>  <i>How did Rowntree's methods of social investigation differ to Charles Booth's?</i>  <i>Why did the findings of Rowntree's investigation successfully challenge common views of the poor?</i></p>	<b>Resources</b> N/A
<b>End of Day Plenary</b>	Further assessment of learning to be carried out via end-of-day worksheet.	
<b>Homework</b>	N/A	
<b>Thoughts for next lesson</b>	Look in greater detail at the long-term and wider significance of Seebohm Rowntree's first social investigation in helping to challenge perceptions of the poor and bring about wider social change in Britain.	

Teacher	L.H. C.D and I.H	Subject	History-day trip out.
Class	KS3	Date	
Period	All day – Phase 3	Number of Students	B 15      G 15

Theme of the day	Slumming it in York- <u>Why did Seebohm Rowntree's investigations convince him for the need of social reform in Britain?</u>	
Phase	Phase 3 in the day.	
Key Question of the phase	<b>Evaluate how Rowntree's original findings were different from common perceptions about the poor.</b>	
Aims	<ol style="list-style-type: none"> <li>1. What new things did Rowntree find out about the poor?</li> <li>2. Why were these views different?</li> <li>3. Do you think they were more accurate and fair views on the poor?</li> </ol>	
Evidence of Learning	<ol style="list-style-type: none"> <li>1. Work sheets will demonstrate evidence.</li> <li>2. Discussions and verbal evidence. Teacher will also direct students to listen, acknowledge and reflect on certain noteworthy student examples.</li> <li>3.AFL reflection on their own learning.</li> </ol>	<u>Concepts being developed:</u> Change and Continuity Cause Significance Interpretation <u>Key processes being used:</u> Historical enquiry Using evidence Communicating about the past.
Provision for EAL SEN G&T	The activities are multi-sensory and the nature of being out in the field does not lend itself to competing written tasks. Activities include sketches, low level reading and matching up activity, discussion and high level thinking task. Bloom's questioning caters accessibility for a variety of abilities and they have the potential for extension by scaffolding for higher level thinking.	
Starter Activity (3 minutes)	Teacher led introduction to Marygate Workhouse, build on prior knowledge to workhouse's and encourage some imaginative thinking.	Resources Teacher has prepared a list of key points, images to conjure up and get students thinking. Only the teacher will see this.
Activity 1 (6-7 minutes)	In pairs. Discussion of conditions in the workhouse that children would have faced at the time. Students are provided with hand out 3 a)	Resources Clip Boards Prepared hand out, for students to work on in pairs <u>Hand out 3 a)</u>

	<p>Using sources, prompts and imagination students sketch what they believed conditions in the work house would have looked like.</p> <p>Teachers are circulating, managing behaviour, providing safety checks and assisting when required.</p> <p>Extension Activities: The students can go into great detail here if they choose to, add annotation and reasoning behind their sketch.</p>	
Activity 2 (7-8 minutes)	<p>Introduced by the teachers on the basis of the completion of activity 1 Individually Complete section A of hand out 3 b), a simple match up the information task.</p> <p>In pairs, find a new partner. Discuss the sources and questions together, formulate some answers. Then take these answers to another pair and discuss them together.</p> <p>Teachers are circulating, managing behaviour, providing safety checks and assisting when required. Scaffolding to higher levels of thinking and reflection.</p> <p>Extension Activities: Discussions can be taken as far as the groups allow. Teachers will scaffold certain students and equally will stretch certain students with high level questioning.</p>	<p>Resources Clip Boards Hand out will be prepared for students to work on, individually and then on in pairs. <u>Hand out 3 b)</u></p>
Activity 3 Extension (3-4 minutes)	<p>On hand out 3 b) there is a high level thinking activity at the bottom for students to focus on. Equally, it is a question which we will begin to explore next lesson.</p>	<p>Resources The questions are on hand out 3 b)</p>
Plenary	<p>AFL on hand out 3 b), prompted by a question on the sheet, Students required to reflect on their learning from the trip, if they feel confident about what they have learnt they circle the smile, room for improvement then they circle the middle face, if they would like allot more time going over the work then unhappy face. This is an activity the class will be familiar with.</p>	<p>Resources The faces are on the bottom of hand out 3 b)</p>
Thoughts for next lesson	<p>Future lessons will be focusing on the social welfare reform acts put in place by the liberals. Maybe suggest them to start thinking what the long term impact of Rowntree's study will be on Britain? Who might start to take notice of it?</p>	