

What can they do with their iPads? What do I need to show them?

Has each group agreed a digital outcome?

What is each child’s understanding of their personalised role in the group.

Know what the project is about and understand what is expected.

Good if – you can tell me what your group is doing

EBI – as a group you can explain what you will need to research and why

EXC – you can start organise research into sections.

**Class / Lesson: 7N History PHASE= Dream**

**AFL & Progress checks**

Have pupils show off their iPad skills – pupils only received their tablets before the half term and this is the first lesson I’ve had the pupils where we’ve been able to use them.

What group am I in? What’s my topic? What would my group like to make as their digital outcome?

**Objectives**

**Engagement**

**Stickability**

**The BIG Picture**

Classroom based.

First lesson of the project. First with iPads.

Although we have touched on aspects of the Romans, work to date has been mostly teacher led. We had discussed tbe upcoming project and begun to fire imaginations before today. Pupils have had some background training in reliable sources, timelines, independent research on PCs etc.

**Student or teacher led? Online / Offline**

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Teacher presents design brief and suggested success criteria – discussion about expected digital outcomes. Teacher organises groups and gives each their ‘Big Question’

**Student or teacher led?**

**Online / Offline**

**Learning Episodes & Timings**

**To be continued, things I need to review as a result of evaluation. Reflect on individual progress**

**ect on individual progress**

**#**

**Resources & HW incl. digital resources – 1:1 iPad access, Safari, KeyNote, Notes, Pages, Spreaker, Showbie. HW= independent research and adding to Showbie**

**Differentiation**

Pupils got a little carried away with assigning themselves roles such as photographer, film producer, etc. I had to remind them that they wer all to be researchers and that this is a History project. We need to revisit the Humanities assessment criteria.

Support Food group, guide discussions. Help EAL pupil by using Google translate.

Pupils feed back their progress and understanding of what they are doing as groups and individuals.

Pupils work in their groups to begin gathering resources, agree what may need to be covered and what digital outcome they’d like to make.

Names of the apps, upload, digital.

Collaborative v individual? – small group collaboration.

Roman Army group – Why was the Roman army so successful? This group to receive minimal help. History and English levels 3b – 4c

Roman Entertainment group – How did the Romans entertain themselves? This group to have my help. History and English levels 3c/3b

Roman Food group - What was Roman dining like? And why did things they ate change over time? History and English levels 2 and a pupil who speaks no English.

**Key Words, literacy and numeracy links**

**What will my LSA do?**