

<b>WEB 3.6 Big Picture/Key Question:</b> How have interpretations of highwaymen changed over time? <b>Aims/objectives (based on skills):</b> <input type="checkbox"/> Interpretations <input type="checkbox"/> Source analysis		<b>Dereham Neatherd High School – Accelerated Learning Lesson Map</b> Day <b>Thursday</b> Date <b>22nd May</b> Period <b>5</b> Year Group <b>10</b> Set <b>1</b> of <b>3</b> Number in group <b>20</b> Male <b>7</b> Female <b>13</b> Number of pupils with statements <b>    </b> /school identified special need <b>5G&amp;T</b> Support teacher/assistant? <b>Y</b> / <b>N</b>	
<b>CONNECTION PHASE:</b> the hook; what do you already know?; big picture Starter: Study Highwayman source from learning curve and what can be inferred from the source about highwaymen. Why did Carrington write such a detailed account? How does it inform our broader understanding of crime in this period? Introduction: Add to grids information from the source. Establish prior knowledge + Big Picture + Skills + Outcomes (Introduce + Demonstrate using VAK: Visual, Audio, Kinesthetic)		<b>ACTIVATION PHASE:</b> give information, use information, share information Task(s) Read extracts of Sharpe on interpretations of highwaymen over time and use acquired knowledge for previous lessons to discuss how interpretations have changed over time.	
<b>CONSOLIDATION PHASE:</b> reflect on the learning; link to the big picture/key question; transfer of skills Watch extract of Plunkett and Mclean and consider the romantic image of Highwaymen, why are they portrayed this way. Plenary: What has been learned? + How? + What next?		<b>Pupil Outcomes</b> <b>A few pupils will</b> Identify changes and motives for change in interpretations <b>Most pupils will</b> Identify changes in interpretations of highwaymen <b>Everyone will</b> Use sources to identify changes in interpretations of highwaymen <b>DEMONSTRATION PHASE:</b> show you know; feedback On a timeline map the differing interpretations of highwaymen over time with reasons for the interpretation at that time. List ideas for motives for change in note form for use next lesson. (Groups/whole class/representatives)? One small group? Individual? Assessment for learning using criteria	



## Web 3.6a How and why have interpretations of highwaymen changed overtime?