**Session Plan**

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| **Deliverer/s:****Your school** | **Class:****Primary – KS2 – Upper (aged 9-11)** | **Date/time:****1 Hour session**  | **Venue:****Your school**  |
| **Outcomes of session****Identify key aspects of ‘The History Tree Project’ Visual****Name historic events between 1802 and 2006 Auditory****Describe one/two historic events between 1802 and 2006 Kinaesthetic****Summarise ‘The History Tree Project’****Develop literacy, numeracy science and other curriculum knowledge in a historical context.**  |
| **Time****0:00****0:05****0:10****00:15****00:20****00:25****00:30****00:35****00:40****00:55** | **The teacher will:****PP Slide 1-4**Explain the purpose of the session and outcomes of session. Welcome and intro to History Tree Ed Project. Follow PP and provide a brief overview of why the history tree came about. Don’t give age of tree as this is going to form part of Activity 1Invite discussion – direct questioning or overhead questioning  **PP Slides 5-6****Activity 1 – Work out age of tree**Explain to children how to calculate how old the tree was Use calculators if necessary. Alternatively they can count the rings**PP slides 7-8**Invite discussion on why tree was taken down. Tree became diseased – showed signs of dying because it lost its leaves. If it became weak it could fall on Danby Moors Centre or somebody and cause serious damage. Bring in discussions on forces/gravity (stretch and challenge)**Activity 2**. Direct children to complete question 2 on worksheetSupport/direct where necessary. **PP slide 9-12**Explain ‘The History Tree Project’ plaque and how it was placed on tree stump. Discuss tree stump rotting, invite further discussion (stretch and challenge). Can be linked to ‘living things’ and decomposition. **PP slide 13****Activity 3.** Direct children to complete question 3 (gapped exercise) on worksheetSupport/direct where necessary. **PP slide 14**Invite discussion on historic events over 200 years. Use images for discussion. Stretch and challenge by asking about other significant events**PP slide 15****Activity 4**Provide ‘historic events lists. Direct children to complete their own ‘history tree’ **PP slide 16****Activity 5**Organise children into pairs/ groups and provide a one or two chapters for each pair/ group and ask them to complete questions. There are 16 chapters in all, they are differentiated for various levels of ability. Some contain questions which are indirectly linked with subject matter and require more thought. Opportunities for stretch and challenge with support/direction from teacher. Q & A Session – PlenaryExtension taskEither following on from session or another day. Direct children in collating information, i.e. poster/leaflet/PP/presentations. This task could be extended further to do an entire new project and link to the curriculum where appropriate. Scope for a variety of learning styles and levels – up to the discretion of the teacher.  | **Time****0:00****0:05****0:10****00:15****00:20****00:25****00:30****00:35****00:40****00:55** | **The pupil will:****PP Slide 1-4**Children to look at PP and listenVolunteer responses to questions. **PP Slides 5-6****Activity 1 – Work out age of tree**Children to work in groups/pairs. Complete worksheet. Either calculate using formula or count the rings. **PP slides – 7-8**Children to participate in discussion **Activity 2**. Children to complete question 2 on worksheet.**PP slide 9-12**Children to participate in discussion and respond to questioning **PP slide 13****Activity 3** Children to complete question 3 on worksheet.**PP slide 14**Children to participate in discussion and respond to questioning **PP slide 15****Activity 4**Work individually or in pairs, complete own history tree**PP slide 16****Activity 5**Children to work in their pair/group and read through a ‘chapter’ then complete questions.  Participate in discussion/answer questionsChildren to create a poster/leaflet/PP based on knowledge sought from previous session. Work in pairs/groups/whole group (could make a frieze). To include. Information regarding background to History Tree Project and bring in from chapters they have worked on/other chapters.  |
| **Differentiation** Use a variety of age appropriate resources to include all children. Varied tasks for different levels and abilities. Use a range of learning tools for stretching and challenging children suitable for visual, auditory and kinaesthetic learning preferences.  |
| **How do we assess it?****Evaluation form completed by staff/children** | **What do we need?****Powerpoint****Worksheets****Historic events list****Links to curriculum sheet****Simplified chapters with Q&A****Lesson Plan****Pens/pencils/paper** |  | **Reflection:** |
| **References**Department for Education (2013). English programme of study: key stages 1 and 2. National curriculum in England. September 2013.Department for Education (2013). Mathematics programme of study: key stages 1 and 2. National curriculum in England. September 2013. Department for Education (2013). Science programme of study: key stages 1 and 2. National curriculum in England. September 2013. |