**Lesson Plan**

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| **Subject/theme**: Humanities– Local history | | **Year Group:** Year \_\_ | **No in group/class:** \_\_\_\_ | **Date:** \_\_\_\_\_\_\_\_ | |
| **Strategies for pupils with specific learning difficulties and disabilities – resources - including adults:**  TA Support for specific children\_\_\_\_\_\_\_\_\_\_\_  **Resources:** Word bank and prompts to guide children to use vocabulary once contextualised. | | | **Strategies for the most able pupils – resources - including adults**  TA/teacher to monitor and challenge more able pupils and ensure that they can express new knowledge in complete sentences and can lead their peers when using and applying tallies. Pupils can use measuring tapes. | | |
| CROSS-CURRICULAR LINKS  **Vocabulary**  Different words .  1. Forest  2. Wood  3. Copse, grove and spinney  4. Orchard  **Language**  Understand word spelling and rhymes (word game)  Listen to poem and create rhyme | | | **History**  Trees have been on the planet since before dinosaurs  Trees can live hundreds of years – Robin Hood  Galls used for Magna Carta and most other older written documents  **Environment**  Positive benefits of trees to environment and society  Identifying an Oak  Uses of timber  **Maths**  Measuring circumference of tree.  Using a look-up table to assess age  Division by decimal number to get age (more advanced pupils) | | |
| BACKGROUND INFORMATION  Trees have been on the planet for millions of years, since before the dinosaurs. Many animals and insects depend on them but they are also good for us and can help with many of the problems we face today, such as flooding and dealing with illness. For example patients who can see trees from their beds or rooms recover quicker. There are many types of tree. We have many words for groups of trees, often not clearly defined, which include Forest (large group of trees), Wood (smaller group), Copse or Grove (smaller still, say 0.25 hectare), Spinney (small group often with spiny bushes, Bramble, Hawthorn) and Orchard (fruit trees).  Oak trees are one of our best-known types (species), supporting more wildlife than any other. They can be recognised through their distinctive leaves but also clustered twigs and acorns. Some have galls which were used to make ink. Oak trees can be very long-lived and some are well-known and have names, e.g. the Major Oak which was around at the time of Robin Hood. Their timber has been used for hundreds of years to construct buildings, make furniture and build ships. Oak wood is very strong – people have even written poems about them.  You can tell the age of a tree by measuring growth rings if the tree is cut down. If it is standing most oaks grow roughly 2.4 cms a year in width so by measuring the circumference you can tell its age. More numerate pupils can divide the circumference in centimetres by 2.4; less numerate use the look-up table.  Trees, especially Oaks, are important to us. We must look after them and plant new ones when we can. | | | | | |
| **Learning Objective:**To understand the value of trees to society and to recognise and appreciate a specific tree, the Oak. | | | | | |
| **Time**  \_\_\_\_ minutes | **Lesson outline**  Starter:  Share the L.O. with the class and discuss what it means and entails. Mention briefly the cross curricular links.  Ask if anyone knows anything about Oak trees  **Key questions:**  1.  2.  3.  Main activities:  Plenary:   * Pupils to share some of the key facts and communicate their understanding using the key vocabulary * Pupils to look at, measure and discuss Oak trees in playground | | | | **Resources:**  Oak twig, leaf, acorn, gall  Measuring tape  Powerpoint presentation  **Success Criteria:**  -Pupils can communicate to their peers some basic facts on trees in general and Oaks in particular.  -Use a range of historical vocabulary linked to trees (Vocab list above)  -Pupils are beginning to understand and explain ageing and measuring  **Opportunities for AfL**  Illicit answers and build upon these by drawing out further explanations and reasons. |
| **Notes/Summary of pupils learning:** | | | **Notes/Implications for future planning:** | | |