Copleston Learning Cycle
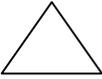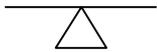
Context: *How can we represent conflict since 1945 for the people of Suffolk?*	**Year**: 9 mixed ability

Prepare for Learning *(Connect the learning. Build on prior knowledge)*	THINK-PAIR-SHARE (Media Analysis) • Play the opening sequence of 'The Hurt Locker' with the visuals off as students enter the room. Ask them to draw the scene that they think they should see on the screen. • Students to explain their ideas to a neighbour before whole class discussion about their perceptions • Compare their ideas with actual images in the movie and draw out similarity and difference. Ask 'Why did the director decide to start the film in this way?' • Why are the visuals so important?	*Starter*
The Big Picture *(Discuss how lesson fits into whole topic or module)*	• Show images of post-1945 monument at Staffordshire National Memorial Arborteum – ask students how they felt when they saw this for the first time, what emotions did it bring? Why does it work? • If it was just for Suffolk, what is missing?	
Agree Learning Outcomes *(Discuss **what** they will be learning, **why** they will be learning it and **how** they will know if they are successful. Use **ASK** model – Attributes, Skills, Knowledge)* △	CONTENT: *How can we represent conflict since 1945 for the people of Suffolk?* Study conflicts post-1945, mood board, 3D modeling PROCESS: synthesis; resilience BENEFITS: discuss with pupils; more positive outlook	

Present New Information *(Present through as many senses as possible: VAK (OG))*	• Students to look at a range of conflicts and create mood boards as they go: noting down words and images that best sum up each of the conflicts that they are researching.
	 • Briefly recap on the activity and get tables to report their findings for the last conflict they studied.
	 • How will the public know what conflict they are looking at?
	
	 • Play runaround = A – Showing the Conflicts is the most important element
	                         B – Showing connections to Suffolk is the most important element
	                         C – Creating a memorable design is the most important element
	                         D – Materials and location are the most important element
		Activity

Construct Meaning *(Multiple Intelligences; balance of open/closed activities)*	• Students to adapt and alter or completely revamp their individual designs from Staffordshire. • In threes, students are to talk about their designs and decide which one of their three pieces of work should go forward to the next stage. • Ask them **HOW** they will decide	
Apply to Demonstrate *(Students demonstrate what they have learned. Try to apply new understanding rather than just repeat facts)*	Students use the recycling provided to begin making 3D models of their designs.	
Review *(Debrief what has been learnt **AND** how it has been learned. Preview next steps)*	Ask students to review what they did, how they did it and what they learned from the task. Refer back to the outcomes .	Plenary
Home Learning (reinforces and extends learning of module)		

Assessment for Learning (What questions do you plan to ask? What AFL strategies will be used?)	Peer to Peer appraisal Teacher Questioning
Use of ICT	Images on the board Movie clip
Collaborative problem solving	Movie Analysis Quote Paired work to create meaning
Accelerated Learning	Which Leaning styles?: ☐ Visual ☐ Auditory ☐ Kinaesthetic ☐ Olfactory ☐ Gustatory
Thinking Skills	How *HOT* (higher order thinking)?: ☐ Synthesis ☐ Evaluation ☐ Analysis ☐ Application ☐ Comprehension ☐ Knowledge