



# Observed Lesson Plan 2023-2024

Observation Date: Tuesday 14th November Period 3

Teacher: Ms Steph

Subject: Latin

Year Group: Year 10  
(8 students)

Phase 1 students

N/A

Phase 2 students

Elexa Cotterell

Phase 3 students

Rachael  
Isabella  
Tommy  
Charlotte  
Kyle

Progress at last DC	All	Boys	Girls	SEN	Cay
Outstanding	1	1			
Excellent	1	1		1	1
Good	4	1	3	3	4
Slightly Below	2		2	2	2
Below	0				

Attainment predictions	All	Boys	Girls	SEN	Cay
9					
8					
7					
6	1	1			
5	3	1	2	3	3
4	3		3	2	3
3	1	1		1	1
2					
1					

**Learning objective:** to learn the role and daily routine for Roman women.

## Starter

**What? Recall activity:** Definitions of the 7 key terms we learnt last lesson associated with Roman men.

**Why?** Students need to recall these definitions because today's lesson focuses on students building on their knowledge to include new key terms. In essence, they will need to USE their recall knowledge from previous lessons to be able to compare routines for Roman men and women in their learning from today's lesson.

## Main Learning Phase 1

**What? Recap of previous learning and introduction of new subtopic**

A short video on the role of Roman women, followed by the introduction of topic detail (teacher instruction) which also includes an extract from a second video. Students complete two cloze (gap fill) exercises to demonstrate their comprehension. Once complete, the new key terms are stuck into student books.

**Why?** Students build on their knowledge of pre-existing terms by learning the new terms and applying their understanding to a low-stakes cloze exercise with vocabulary support. This is the first time they have met these key terms, and given that they are not in English and are actually in Latin, the vocabulary support provided facilitates low-stakes for all.

## Main Learning Phase 2

**What? Student activities on learning from instruction**

- Students use their understanding to write more freely in an exercise asking them to use the key terms to explain the role of women in the household in 3 sentences.
- Students complete 2 source-based activities to apply their learning to Roman source material questions. The concept of bias is introduced for those who have grasped the concept and would like to volunteer answers to these questions.

**Why?**

- Students demonstrate their understanding by writing more freely, building up from low-stakes to controlled medium-stakes activity. Definitions are used to demonstrate learning.
- Source material requires higher-order thinking. This is a higher-stakes activity as there is little context provided for the source. The introduction of the concept of bias challenges learners who have grasped the learning and can be stretched further.

## Plenary

**What?**

AfL: a 'pens down hands up' activity defining key terms out loud

**Why?**

AfL: assesses their knowledge and understanding of the key terms used in Latin