Create@School module 1 - History: Year 5
Lesson 3

DD _____ /MM _____ /YY _____

Context & Profile

Title: Applying Create@School to History: Broadcasting and receiving messages	Timescale: 1hr	Year group/age: Yr5	No in group:

Relevant contextual information on learners:			

How does this lesson fit into the subject curriculum or the wider curriculum?	Prior learning of learners		
History: Pupils can use appropriate language when discussing Victorian Britain. **Computing:** To create and plan a sequence of instructions developing coding practices. **Maths:** Algebra, use of co-ordinates.	Pupils have been introduced to the basic functions of Create@School.		

The Learning

Groups	Intended progress (Learning Objectives)	How will this progress be demonstrated?	Assessment of progress by…
All	Understand how to use broadcast, adapting a mini-game exploring broadcasting and receiving messages. Apply your understanding of Pocket Paint. To understand that people moved from the countryside to the towns during this period.	By the end of the session pupils will have adapted the History-based mini-game exploring broadcasting which has some interactivity.	Pupils answering closed question through the use of the **Correct or Incorrect** game.

Organisation

Resources: PPT or Screen casting with IWB 1 tablet per pupil *Broadcast cards* **Support:** Vocabulary on board.	Working with others: Learners:

Timings	Content	Cognitive/ Behavioural*	Learning scenario*
	To start with…		
15 mins	**Quick starter: Activity: broadcasting cards** Pass round the *When I receive* broadcasting cards. See – *Broadcast cards* Explain that broadcasting is transmitting a message that is received by other objects (include simple diagram for explanation see - *Broadcast activity*) Pupils wait until a message is broadcast to them and follow the instruction given. *Definition: An object transmitting a message which is received by other objects.* **Download:** Broadcast template (**11863**) **Model:** Editing *look 1* and drawing a farm – does not have to be perfect! Then, edit *look 2* to be a drawing of the city – clarify population shift from rural to urban.	C/B	I/FG

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Timings	Content		
Main Learning			
25 - 35 mins	Pupils to create these drawings, exploring Pocket Paint and adding text where appropriate. Show the scripts for the objects – pointing out elements of the code. (See: Broadcast: History **5403** – to help with this. *See Broadcast component Hist guide)* Support: programming vocab on board.	C	I/FG
Plenary / extension			
10 mins	**Extension:** Explain what the Victorian people are doing whilst using the mini-game. Record this explanation onto the program using the **Start sound** brick.	C	I/SG
	Plenary: Download: *Correct or Incorrect – Broadcasting (**11992**)* pupils to answer quick-fire questions. - Use the **broadcasting** method of answering the questions to assess their understanding of broadcasting from the lesson. (see *starter-plenary game – correct or incorrect* for details)	C/B	
	Homework: Analyse the term 'inventory' – how does this connect to gaming? Give examples.		

*Cognitive/Behavioural Key: C - Cognitive
                              B - Behavioural

*Learning Scenario Key: FG - Full Group
                          SG - Small Group (including parners)
                          I - Individually