



Lesson observations: Context and Planning Information Sheet

TEACHER: WHJ	YEAR GROUP: 11	DATE: 03/12/08
SUBJECT: English	SET: 1	PERIOD: 6
OBSERVER: Teachers TV	NO. OF PUPILS: 24	ROOM: 11

CONTEXT	TOPIC / UNIT OF SCHEME OF WORK: Novel: Lord of the Flies
PRIOR ATTAINMENT: (Range of NC Levels / GCSE grades etc.) A*-B	RELEVANT PRIOR LEARNING: Students have read the novel in its entirety and studied in depth the first seven chapters. They have completed essay titles on characters and theme.
LEARNING OUTCOMES: To be able to: Explore the 8 key concepts of the global dimension. Apply knowledge of the novel to a strand of the global dimension. Understand the contemporary relevance of the novel.	

PLANNING	MATERIALS: Copies of the novel. Notebooks. Global dimension sheet. Highlighters. A3 paper.
METHODOLOGY: Starter: Picture of the earth as seen from the moon. Relate to the novel. Task 1: Give out copies of the strands/highlighters to groups of three. Divide the sheet into half. Which would they argue is most applicable to the novel? 8 minutes including feedback. Task 2: Groups prepare a short presentation on their strand. Essential to relate to events, themes and characters. (10 minutes planning. 15 minutes presentations) 25 minutes Plenary: <i>"The theme is an attempt to trace the defects of society back to the defects of human nature" Golding.</i> The novel was published 54 years ago. <i>Consider the main issues, ideas and concerns that Golding presents.</i> <i>On your post-it select one that you think is of primary importance.</i> <i>Students place the post-it notes on the white board. They must select from 2008 if they believe it is an issue that still concerns us or 1954 if they believe this is an issue that has been resolved.</i> <i>Reveal contemporary nature/relevance.</i>	HOMEWORK: Revision for the mock examination. LINKS WITH FUTURE LEARNING: Concepts will be an essential ingredient in January when studying the poetry anthology ROLE OF TEACHING ASSISTANTS: N/A