

Unit 3

Developing objective led lessons in history

Following the training in the generic unit *Objective led lessons*, it is important to consider how the key messages of the training apply to history. As part of the whole-school focus on Assessment for learning, this subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

Objectives

- To define what is meant by learning objectives and learning outcomes.
- To demonstrate the purpose and importance of sharing learning objectives with pupils.
- To provide strategies for sharing learning objectives with pupils.

Key messages

- Effective learning takes place when learners understand what they are trying to achieve. Sharing objectives with pupils ensures they are aware of what they are learning and why. Sharing the learning objectives gives a clear focus for the teacher and the pupil to review progress in their learning within the lesson.
- What the teacher intends the pupils to learn is called the learning objective, and how achievement will be demonstrated by pupils is called the learning outcome.
- In stating the learning objective in a lesson, it is common practice to summarise the content of previous lessons and outline how it links to future lessons. A learning objective should be set in a learning context and help connect current learning with longer-term purposes, e.g. objectives of a unit of work, end of unit assessments or pupil targets.
- Learning objectives and intended learning outcomes should be the principal focus in planning, and appropriate activities should be chosen to support them.
- Using stems (*to know, to be able to, etc.*) helps to ensure that learning objectives focus on learning rather than on the supporting activities.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Objective led lessons* training unit and it is intended for all those who teach history.

Reviewing existing practice in objective led lessons

The table below provides a tool for a department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements below that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on the next page.

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The subject leader has identified where:</p> <ul style="list-style-type: none"> planning is mainly task rather than learning objectives focused learning objectives and learning outcomes are not routinely shared with pupils before beginning tasks feedback does not relate directly to learning objectives and learning outcomes. <p>There is no agreed whole-school or departmental approach to sharing objectives in lessons.</p>	<p>Some departmental planning focuses on learning objectives. There is limited exemplification of the learning outcomes. Sometimes there is a lack of distinction between the task and learning objective.</p> <p>Teachers are beginning to share learning objectives and learning outcomes with pupils prior to carrying out the task. Some teachers are explaining the longer-term purposes of the learning.</p> <p>Teacher feedback sometimes relates to learning objectives, though this is not consistent across the department or school.</p>	<p>Departmental planning usually focuses on learning objectives and intended learning outcomes linked to standards in each subject. This approach is becoming consistent across the school.</p> <p>The sharing of learning objectives, intended learning outcomes and the bigger picture with pupils is becoming routine practice within departments and across the school.</p> <p>Teachers' feedback typically relates directly to the learning objectives.</p>	<p>Learning objectives and outcomes are an integral feature of all departmental planning across the school. All teachers respond to the impact these are having on standards in each subject.</p> <p>Objectives and intended outcomes are routinely shared, discussed and understood by pupils in all lessons.</p> <p>Review of learning in relation to objectives is a routine part of lessons and its outcomes inform future planning.</p> <p>Teachers regularly involve pupils in establishing success criteria and actively involve them in determining their progress, through peer and self assessment.</p>
Pupils	<p>The subject leader has identified:</p> <ul style="list-style-type: none"> the lessons in which pupils are not able to explain what they are trying to learn and the purpose of the task. 	<p>Most pupils, in most lessons, understand what they are trying to learn and can explain this with limited use of subject-specific language. Some pupils understand how they can show success, but others are unclear about what is expected of them.</p> <p>Some pupils understand the longer-term purpose (big picture) of what they are learning.</p>	<p>With some prompting, all pupils are able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve.</p> <p>Pupils are increasingly confident in discussing the progress they are making against the learning objectives with each other and with their teacher.</p> <p>Pupils, when supported, are able to recognise and improve their achievements against predetermined criteria and some are beginning to contribute to determining the criteria.</p>	<p>All pupils understand what they are trying to achieve and why, and routinely review their progress against the learning objectives for the lesson.</p> <p>Pupils are aware of a range of possible learning outcomes and are able to determine and improve their achievements in relation to success criteria.</p> <p>Pupils are able to identify independently their achievements against criteria they have collaboratively agreed.</p>
	Start with Task 3A	Start with Task 3A	Start with Task 3B	Start with Task 3C

Making effective use of the subject development material

The tasks you have been referred to are intended to support the development or extension of objective led lessons in history and provide guidance on how to embed this into regular practice in history lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

1 Read the task and the supporting exemplification.

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

2 Identify what the department did and the impact it had on pupils.

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

3 Agree and plan the actions that will develop your practice.

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

4 Identify when and how you will evaluate its impact on pupils.

The purpose of focusing on this is to improve pupils' achievement and attainment in history. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

5 Having evaluated these strategies, consider what steps are required to embed this practice.

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

The subject development tasks

Task 3A

Ensure there is a clear focus in your planning on what you intend pupils to learn (the learning objectives) and the evidence to demonstrate that pupils have achieved this (the learning outcomes).

Over the next four weeks introduce and focus lessons with learning objectives, e.g. by displaying them, discussing them, asking questions related to them and structuring plenaries around them.

Evaluate the strategies you have used in relation to learning objectives and assess their impact on pupils' motivation and learning.

Use the outcomes of your evaluation to further improve your use of learning objectives.

Task 3B

Having established the practice of sharing objectives with pupils in lessons, question pupils during the lessons to check that:

- they understand the learning objectives
- they can explain how they will know when they have achieved them.

Plan the use of questions and plenaries to focus on learning objectives and recognising learning outcomes. Involve pupils actively in this.

Task 3C

Having planned and shared the learning objectives with pupils, focus your feedback on these objectives.

Ensure that your feedback focuses on what pupils have done successfully, where they could improve and how they could improve.

(Further guidance is given in Unit 4, *Oral and written feedback* and in the related subject development materials.)

The following pages provide exemplification of each task.

Task 3A

Ensure there is a clear focus in your planning on what you intend pupils to learn (the learning objectives) and the evidence to demonstrate that pupils have achieved this (the learning outcomes).

Over the next four weeks, introduce and focus lessons with learning objectives, e.g. by displaying them, discussing them, asking questions related to them and structuring plenaries around them.

Evaluate the strategies you have used in relation to learning objectives and assess their impact on pupils' motivation and learning.

Use the outcomes of your evaluation to further improve your use of learning objectives.

Context

The history department decided to sharpen practice with regard to the identification and sharing of objectives and outcomes with their Year 7 groups, within a teaching sequence that considers the causes for the Peasants' Revolt in 1381.

The narrative of the Peasants' Revolt had been explored in a previous lesson, so pupils were aware of what happened. The pupils had already been introduced to the concept of 'cause' in a previous unit of work, the Black Death in 1348–1349, and more work on causation was needed. The department wanted to be sure that all pupils knew that there were often complex causes leading up to historical events and that pupils could identify the long- and short-term causes of an event. The classes concerned were mixed-ability classes with an ability profile above the national average.

Process

The department began by considering the key questions and medium-term objectives for the QCA schemes of work Unit 3 *How hard was life for medieval people in town and country?* They then agreed the teaching objectives for a sequence of lessons that focused on the key question: 'Why did the Peasants' Revolt happen in 1381?' They worked in pairs to convert these into learning objectives, i.e. into easily accessible language and to similarly identify the learning outcomes.

In order to be able to share practice across the department more effectively, the teachers decided to complete detailed lesson plans for the lessons in which they were to focus on improving their use of learning objectives and outcomes with the pupils. **Appendix 3A.1** shows the first lesson plan in the sequence. It focuses on enabling pupils to consider the different causes of the Peasants' Revolt and to identify long- and short-term causes.

Subsequent lessons introduced pupils to different interpretations of the causes of the Peasants' Revolt and enabled them to think about why accounts of an event differ. Pupils then had to use their own knowledge and understanding of the causes of the Peasants' Revolt to produce an interpretation of the event.

Sharing the learning objectives

In the lesson shown in **appendix 3A.1**, the starter activity required the pupils to formulate a key question that began to identify the objectives for the lesson ahead of the teacher sharing the planned objectives with the class.

Pairs of pupils were each given a set of cards containing information about different causes of the Peasants' Revolt (see **appendix 3A.2**). They were asked to suggest questions that could be answered with the information on the cards. The teacher used this as an opportunity to distinguish between 'big' and 'small' questions, so the pupils could ultimately provide a 'big question' that the cards could collectively contribute to answering. Once this key question 'Why did the Peasants' Revolt happen in 1381?' was identified, the teacher could reveal the learning objectives for the lesson.

The learning objectives (see **appendix 3A.1**) were displayed on a dedicated noticeboard. Then, to ensure that pupils had understood the objectives and could link them to prior learning, the teacher used a series of planned questions with the whole class (see **appendix 3A.4**).

Sharing the learning outcomes

The learning outcomes were projected onto the whiteboard using an overhead projector. As the teacher progressively developed the pupils' understanding of the learning objectives through a sequence of planned questions, she annotated the outcomes, teasing out the progression to help pupils recognise the standards they were aiming for.

Task 3B

Having established the practice of sharing objectives with pupils in lessons, question pupils during the lessons to check that:

- **they understand the learning objectives**
- **they can explain how they will know when they have achieved them.**

Plan the use of questions and plenaries to focus on learning objectives and recognising learning outcomes. Involve pupils actively in this.

Context

The context for Task 3B is the same as Task 3A. The history department wanted to develop pupils' awareness and understanding of learning objectives by giving particular attention to planning questioning for the lesson.

Process

The teachers in the history department collaboratively planned a sequence of questions that might be used during the introduction to the lesson to check and build pupils' understanding of the objectives and outcomes (refer back to **appendix 3A.4**).

These questions were posed as interventions for individuals or pairs of pupils during the card-sorting exercise or in the whole-class interactive session following the starter task to bring them to a collective understanding of the learning objectives and expected outcomes.

The department then designed several plenary activities to reinforce the objectives and outcomes for the same lesson. This would enable them to select a plenary activity appropriate to the expected outcomes for different classes (although classes were mixed ability, some pupils were more able than others) and allow them to cater for the predominant learning styles in those groups (refer back to **appendix 3A.5**).

The teachers trialled different plenaries in their lessons. They evaluated the impact of the different plenaries on pupil learning in their next departmental meeting.

Further ideas for supporting the development of questioning and plenaries can be found in the training materials for the Foundation subjects, Module 4 (*Questioning*) and Module 10 (*Plenaries*).

Evaluation

The department met to discuss the work they had done and share good practice. One teacher appeared to be particularly successful. Two other members of the department observed her lessons, as they felt less secure. As a department they decided to focus on using questions to differentiate different parts of the lesson. Examples of successful approaches to this and examples were shared at a department meeting a month later.

Task 3C

Having planned and shared the learning objectives with pupils, focus your feedback on these objectives.

Ensure that your feedback focuses on what pupils have done successfully, where they could improve and how they could improve.

(Further guidance is given in Unit 4, *Oral and written feedback* and in the related subject development materials.)

Context

The context for Task 3C is the same as Task 3A.

Process

In the lesson described in Task 3A (refer back also to **appendix 3A.1**), pupils are asked to carry out a written task in which they write a discursive paragraph summarising the causes of the Peasants' Revolt of 1381.

Pupils are asked to complete the first paragraph as a shared writing task and then to continue independently with the support of a word mat (refer back to **appendix 3A.3**), which provides starters and connectives. This activity gives the teacher an opportunity to provide written feedback to individual pupils about how well they have demonstrated their understanding of the learning objectives set for the lesson, whether they have met the learning outcomes ('all', 'most' or 'some') and how they might improve their work.

appendix 3C.1 shows examples of a teacher's written feedback in response to different pupils' work. The teachers used department meeting time to evaluate the quality of these items of feedback in relation to the learning objectives and outcomes planned for the lesson. Their feedback on the comments is provided in the speech bubbles.

Following the developments in your department as a result of completing Tasks 3A, 3B and 3C, you should evaluate the impact on teaching in history and how pupils have responded, particularly in relation to their standards of attainment. The following questions may help to structure this.

- How has teaching been adapted to the key messages of objective led lessons?
- How has sharing learning objectives with pupils impacted on pupils' learning?
- How has an explicit focus on learning objectives ensured that plenaries are more focused?
- What more do we need to do to be more effective in objective led lessons?

Lesson plan

<p>Learning objectives</p> <p>To:</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand why the Peasants' Revolt happened in 1381 <input type="checkbox"/> understand that there was more than one cause of the Peasants' Revolt of 1381 <input type="checkbox"/> be able to tell the difference between long-term causes (trends) and short-term causes (triggers) and to make links between them <input type="checkbox"/> be able to identify and account for which causes might be more important than others. 	<p>Learning outcomes</p> <p><i>All pupils:</i> A piece of writing that shows there were a number of causes of the Peasants' Revolt in 1381.</p> <p><i>Most pupils:</i> To explain how some causes are long term (trends) and some are short term (triggers) and to explain links between the trends and triggers that caused the Peasants' Revolt of 1381.</p> <p><i>Some pupils:</i> To also identify the relative importance of the different causes of the Peasants' Revolt of 1381.</p>								
<p>Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets of cards showing causes of the Peasants' Revolt of 1381 (see Appendix 3A.2). <input type="checkbox"/> Sentence starters and connective mat (see Appendix 3A.3) 	<p>Key words</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">revolt</td> <td style="width: 50%;">nobles</td> </tr> <tr> <td>long-term cause</td> <td>poll tax</td> </tr> <tr> <td>short-term cause</td> <td>peasants</td> </tr> <tr> <td>feudal system</td> <td></td> </tr> </table>	revolt	nobles	long-term cause	poll tax	short-term cause	peasants	feudal system	
revolt	nobles								
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<p>Introduction</p> <p>Sets of cards distributed. Pupils work in pairs to discuss the questions that the cards answer. Through teacher questioning, distinguish between small and big questions and look for one big question that all the cards contribute to answering: 'Why did the Peasants' Revolt happen in 1381?' This then leads to the introduction of objectives for lesson.</p>									
<p>Development activities</p> <p>Pupils work in groups to try to categorise the cards into long-term and short-term causes.</p> <p>Have a short plenary, choosing pupils to identify long- and short-term causes and explain why they have placed them into those categories. Invite wider discussion of choices.</p> <p>Each group then chooses four or five cards that they think are more important than the others as causes. Provide texts that pupils can use to help them justify their choices.</p> <p>As a class, build up a diagram of causes, making links between long- and short-term causes.</p> <p>Pupils complete an introduction to the question 'Why did the Peasants' revolt happen in 1381?' as a shared writing task. They continue independently and write two or three paragraphs to summarise the causes. (There is a starters and connective mat in Appendix 3A.3 to help pupils who have difficulty with this kind of writing.)</p>									
<p>Plenary</p> <p>Pupils think of their own questions to ask about the Peasants' Revolt, arising from the work they have done on causes. Teacher links these back to learning objectives: 'Which learning objective will that question help us to meet?' (see Appendix 3A.5 for alternative plenary activities).</p> <p>Stress that 'good explanations' of events include several causes and that by including more than one cause in their explanations, pupils will be able to improve their responses to 'why' questions.</p>									
<p>Additional support</p> <p>Writing frame with sentence starters available for lower-attaining pupils.</p>	<p>Extension activities/strategies</p> <p>Higher-attaining pupils directed to reflect understanding of relative importance of the causes in their writing.</p>								
<p>Homework</p> <p>Opportunity to reassess written piece and redraft if necessary. Check for use of connectives and historical vocabulary.</p>									

Card sort task

1 Peasants wanted to rent land from the nobles and be paid to work on it.	2 The Church was very rich. Peasants began to say it had too much land and wealth.
3 The Church did not want peasants to be free of the nobles.	4 The peasants wanted to be free of the nobles.
5 A priest, John Ball, preached that peasants were being treated unfairly.	6 England had been fighting France for nearly 50 years. Taxes were collected to pay for it.
7 In 1380, Richard II brought in a new kind of tax, the poll tax. Everyone over the age of 15 had to pay the same amount of tax, however rich or poor they were.	8 The peasants could not afford to pay the taxes.
9 The Black Death had killed huge numbers of peasants. This meant there were fewer people to work the land.	10 The peasants who survived the Black Death wanted to be paid higher wages.
11 In 1351, a law, The Statute of Labourers, was passed, preventing anybody from paying wages that were higher than before the Black Death.	12 Anybody who asked for higher wages was severely punished.
13 Richard II became King in 1377. He was ten years old and depended on his advisers.	14 Life for peasants was hard in the period leading up to 1381.

Starters and connectives mat

Examples	Changing topic	Contrasting	Emphasising	Cause and effect
<p>Examples</p> <p>For example For instance Such as ... as can be seen ... as is shown by Take the case of ... This can be proven by ...</p>	<p>Turning to ... As regards ... With regard to ... Concerning ... As far as ... is concerned Moving on to ... Now to consider ... By contrast ...</p>	<p>However On the other hand although ... Despite this ... On the contrary ... Instead ... As for whereas while</p>	<p>Mainly Mostly Usually Unfortunately Most often</p> <p>Re-phrasing</p> <p>In other words That is ... To put it more simply ...</p>	<p>... so ... As a result of because ... This means that ... Due to the fact that due to therefore caused ... This caused ...</p>
<p>Listing points</p> <p>Firstly, secondly, finally In the first place To begin with On top of this In addition to this More importantly Addition ... and also ... as well Furthermore Another Not only ... but also</p>	<p>Changing topic</p> <p>Turning to ... As regards ... With regard to ... Concerning ... As far as ... is concerned Moving on to ... Now to consider ... By contrast ...</p>	<p>Contrasting</p> <p>However On the other hand although ... Despite this ... On the contrary ... Instead ... As for whereas while</p>	<p>Emphasising</p> <p>Mainly Mostly Usually Unfortunately Most often</p> <p>Re-phrasing</p> <p>In other words That is ... To put it more simply ...</p>	<p>Cause and effect</p> <p>... so ... As a result of because ... This means that ... Due to the fact that due to therefore caused ... This caused ...</p>
<p>Comparison</p> <p>Compared with ... Similarly ... In the same way ... Likewise ... Equally ... As with are similar in that ...</p>	<p>Listing points</p> <p>Firstly, secondly, finally In the first place To begin with On top of this In addition to this More importantly Addition ... and also ... as well Furthermore Another Not only ... but also</p>	<p>Contrasting</p> <p>However On the other hand although ... Despite this ... On the contrary ... Instead ... As for whereas while</p>	<p>Emphasising</p> <p>Mainly Mostly Usually Unfortunately Most often</p> <p>Re-phrasing</p> <p>In other words That is ... To put it more simply ...</p>	<p>Cause and effect</p> <p>... so ... As a result of because ... This means that ... Due to the fact that due to therefore caused ... This caused ...</p>
<p>Concession</p> <p>Although ... While it is true that ... Despite the fact that ... In spite of ... Despite this ... However ... yet ... Still ... Nevertheless ...</p>	<p>Changing topic</p> <p>Turning to ... As regards ... With regard to ... Concerning ... As far as ... is concerned Moving on to ... Now to consider ... By contrast ...</p>	<p>Contrasting</p> <p>However On the other hand although ... Despite this ... On the contrary ... Instead ... As for whereas while</p>	<p>Emphasising</p> <p>Mainly Mostly Usually Unfortunately Most often</p> <p>Re-phrasing</p> <p>In other words That is ... To put it more simply ...</p>	<p>Cause and effect</p> <p>... so ... As a result of because ... This means that ... Due to the fact that due to therefore caused ... This caused ...</p>
<p>Summing up</p> <p>In conclusion ... In summary ... To sum up ... Overall ... On the whole ... In short ... In brief ... To conclude ... So, to round off ...</p>	<p>Changing topic</p> <p>Turning to ... As regards ... With regard to ... Concerning ... As far as ... is concerned Moving on to ... Now to consider ... By contrast ...</p>	<p>Contrasting</p> <p>However On the other hand although ... Despite this ... On the contrary ... Instead ... As for whereas while</p>	<p>Emphasising</p> <p>Mainly Mostly Usually Unfortunately Most often</p> <p>Re-phrasing</p> <p>In other words That is ... To put it more simply ...</p>	<p>Cause and effect</p> <p>... so ... As a result of because ... This means that ... Due to the fact that due to therefore caused ... This caused ...</p>

- Use these words to improve the quality of your extended writing.
- Write an introduction to set the scene of what you will write about.
- Start each paragraph with a topic sentence.
- Vary the length of your sentences.
- Use a variety of verbs and adjectives.
- Try to develop the points you make – make a point and then say ‘so what ...’.
- Round it all off with a thoughtful conclusion.

Questions to develop pupils' understanding of the learning objectives and outcomes

Before starting the activity

- Why do you think we are doing this today?
- Think back to other 'why' questions you have studied. Are there any strategies you used to help you?
- Choose one of the learning objectives and explain it in your own words to your partner.
- Can you rewrite it so that pupils in Year 5 could understand it?
- What do you think the hardest bit of learning will be?
- Think about the learning objectives. What do you think the learning outcome will be?
- How will you know when you have been successful in learning it?

During the activity

Use questions to focus

- What words will we be looking for to identify causes?
- Can you summarise what happened after the event started?

Use questions to clarify

- **What** is the difference between what happened in 1381 and **why** it happened?

Use questions to differentiate

- Why were the peasants unhappy?
- Why did their unhappiness lead to their revolt in 1381?
- Why didn't the peasants revolt earlier, e.g. after the Black Death in 1348–9?

Use questions to show understanding of learning objectives

- Why isn't it a good historical explanation to say that the Black Death caused the Peasants' Revolt of 1381?

Plenary activities

- 1 Pupils are asked to generate their own questions about causes of the Peasants' Revolt of 1381 linked to the information from the cards or learning objectives. They are then asked to challenge each other and/or the teacher to answer the questions. Each response should be linked to one of the learning objectives.

Will allow the teacher to assess whether the pupils are able to make links between the factors.
- 2 Groups of pupils are each given one of the cards from the card sort. Each group has to explain how the statement on their card contributed to the Peasants' Revolt. They should be able to say whether it is a long-term or a short-term cause and why. The teacher focuses on good explanations and promotes discussion about what makes them 'good'. The group should put the case for their cause being the most important and then there can be a class vote using 'traffic light' cards.

Possibility for peer assessment comments and developing understanding of what makes a good explanation.
- 3 Groups of pupils could be given time to reflect on questions such as 'If the king and his advisers knew that taxes would make life even harder for the peasants, why did they order them to be collected?' or 'Do you think the peasants would still have revolted in 1381 if the Black Death had not occurred in 1348–9?'

Will enable the teacher to judge the quality of pupils' thinking in relation to the highest level outcome. Also allows constructive peer feedback.
- 4 Create a group mind-map to help to cement understanding and classification of the long- and short-term causes considered.

An appropriate plenary to consolidate learning in a class in which the majority of pupils reached the 'all' outcome.
- 5 Using the cards, create a group concept map on the board or interactive whiteboard to form the basis of the concept map, which will demonstrate links between each cause identified.

A more appropriate plenary in a class in which the majority of the class reached the 'all' outcome but have potential to achieve the 'most' outcome.
- 6 Using the cards, summarise the list of long- and short-term causes of the Peasants' Revolt of 1381. Then ask pupils to prioritise them in a diamond-ranking activity.

An appropriate plenary in a class in which the majority of the class have only reached the 'most' outcome but have the potential to reach the 'some' outcome.

Samples of teachers' written feedback

Direct link to objectives 2 and 3. Feedback suggests ways the pupil can improve independently.

Well done. You have identified both long- and short-term causes. In your next piece of writing try to make clear how different causes are connected. Choose your connectives carefully to help with this. Look at the 'listing points' and 'cause and effect' connectives on the mat.

This pupil has reached the 'all' learning outcome. The feedback provides 'next steps' for the 'most' outcome, which requires an understanding of causation.

Picks up on all three objectives and points out that the pupil has not yet prioritised the causes.

Good. You have explained why the Peasants' Revolt happened in 1381, and you have linked the long- and short-term causes, as well as using connectives. Have a think about which of the causes you think was most important and add your ideas as a concluding paragraph.

This pupil's work has some of the features of the 'most' learning outcome but does not focus sufficiently on prioritising the causes. The feedback suggests how this might be remedied.

Focuses clearly on objective 2, making links between the talk and quality of written work.

Well done. You have explained the links between some causes of the Peasants' Revolt of 1381. You listened well during the discussion. Have another think about why the Black Death was so important in the events that followed.

This is very focused feedback, suggesting how place-specific information can improve historical explanations.

Focuses particularly on objectives 2 and 3, as this feedback clearly relates to a higher level response.

I like the adjectives you have added to bring the information from the cards alive. You have clearly explained the links between the different kinds of causes of the Peasants' Revolt, making good use of 'cause and effect' connectives. Next time, try to show your own opinion about which causes are the most important. You made some good points about this in discussion, so this should be easy for you.

This pupil has clearly met the 'most' learning outcome, so the feedback focuses on how the written work can be developed to match the highest level outcome ('some'), as observed in the class discussion.

Feedback relates to all three learning objectives.

Well done! You have shown a clear understanding of the long- and short-term causes and how they are linked. I like the way you have explained which causes you think were most and least important in your concluding paragraph. We will talk about whether your ideas change after we have looked at what happened after the Peasants' Revolt.

This feedback relates to work that has met the 'some' outcome. It aims to stimulate further thought and make the developmental nature of learning clear.