

Bill Tutte: Example Lesson Plan for Year 4

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Area(s) of Learning: History 4b & 2c, 2d Numeracy 1a & 2b, PSHE 2k	Length of Session: 60-75 mins	Class/Group: Year 4
<p>Main focus of learning: Topic (History) WWII, looking at the value of code breakers, focussing attention on Bill Tutte.</p> <p>2c) to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied 2d) to describe and make links between the main events, situations and changes within and across the different periods and societies studied 4b) to ask and answer questions, and to select and record information relevant to the focus of the enquiry.</p> <ul style="list-style-type: none"> • Starter: Use IWB NRICH site link and play two numeracy challenges, the class vs. teacher. Each differentiated table should all be included. Find correct level of interactive challenge from NRICH site to suit class. Ask the children what have they been doing? Can they think how these skills could be used in other areas of life? • Introduction: Link with previous learning; explain to the class that as the Second World War increased in length so more and more men were called up to fight for the armed forces. Discuss this issue as a class. Working as a group come up with a list of ways how they believe the war could have been ended sooner....maybe by 2 years. Then using numbers on IWB have a child or teacher's name; ask the class to solve the code. • Main Activity: Class to watch short video clips of Bill Tutte, discuss points raised. Could he really have helped end the war two years early? (Examine the evidence; look at national versus local information; discuss bias!) <i>Key question:</i> How and where did code breakers work? Children in ability groups come up with their own code to state an important fact about WWII. The children can use a fact that has been previously researched and recorded via the internet from previous weeks ICT lesson. Using a number system or symbols they must create a code on a piece of sugar paper. <i>Extension question:</i> Why has the identity and the role of code breakers been kept secret until recently? • Plenary: Children to present their code to the class and provide a few clues about the fact and the coding system. • Conclusion: Self-assess. 		
Learning Objective: <ul style="list-style-type: none"> • To understand the value of code breakers during WWII. 	Steps to success: <ul style="list-style-type: none"> • Understand the role of code breakers during WWII. • Understand what Bill Tutte achieved. • To know why code breakers' work was kept secret. 	
Assessment Opportunities: Initial warm up activity asking each table to contribute. Questioning children throughout main activity. Class/peer discussion (talk partners). Working with focus group. Plenary and class discussion.	Assessment Opportunities: Methods How will evidence be collected? Class discussion, talk partners and the contributions to the class plenary will be assessed to determine whether the children have taken an active role in the group and independent work and met the learning objective/point. Self-assessment of work at the end of the lesson.	
Resources: Topic books, large sheets of sugar paper; white boards and pens, pencils.		