**Sample Lesson Plan Using Structural Learning**

**Key Stage**: Two

**Subject**: History

**Topic**: The Romans in Britain

**Lesson Objective**: Students will understand the full range of benefits that resulted from the Roman occupation of Britain, be able to categorize those benefits, and be able to evaluate which of the benefits had the longest lasting effect on Britain’s history and development.

**Lesson Structure and Resources**: Place students in groups of and provide each group with textbooks and other resources that provide information on the benefits of the Roman occupation of Britain

**1.**



Ask students to use the learning resources at their table group to **identify** the full range of benefits that resulted from the Roman occupation of Britain. Ask students to work as a group to write each benefit they identify onto a separate bricks. Ask students to combine all of their bricks to create a “Hadrian’s Wall” of benefits.

**2.**

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Ask students to review all of the benefits they have identified in their “Hadrian’s Wall” and to discuss as a group if any of the benefits identified are irrelevant or inaccurate. Ask students to **eliminate** any bricks from their wall where there is group consensus that the brick is irrelevant or inaccurate.

**3.**

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Ask students to review all of the remaining bricks in their “Hadrian’s Wall” and to discuss and agree on four to five (4-5) categories into which the benefits could be **categorized**. Ask students to write the title of each category on a separate brick (e.g. political, social, agricultural, cultural, etc.) and then construct 4-5 smaller structures that categorize the benefits with its category heading. Students should now have 4-5 smaller structures with categorized benefits. Ask each group to share one of its categories and the benefits they identified for that category.

**4.**

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Ask students to review each of the benefits in each of the categories they have created and to discuss and **judge** which of the benefits in which categories provided the greatest and longest lasting effect on Britain’s history and development. Ask students to remove those benefits from their small structures and place them on their table separately. Students should choose three to five (3-4) key benefits. Ask each group to quickly share the main benefits they have chosen.

**5.**

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Ask students to carefully look at the benefits they have identified as having provided the greatest and longest lasting effect on Britain’s history and development. Ask students to work together to add more bricks to that benefit which explain why they believe that benefit was of such importance. Students should try to write 4-5 reasons for each benefit if possible. Ask each group to share one of the benefits that the group chose and their explanations for why that benefit was so important.

**6.**

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Ask students to review the structures they have created with the greatest benefits and explanations of why they were so important or influential. Ask students to discuss what might have happened in if those benefits had not been introduced by the Romans. Ask students to use their brickss to construct a structure that shows their ideas. Ask each group to share their ideas.