Copleston Learning Cycle

Context: *Second lesson in their Jack the Ripper coursework. The first established the key points in the case and they have just returned from a field trip to Whitechapel, where they would have seen the Ripper sites and got a flavour for the murder.*	**Year: 10** **No.:** *n/a*

Prepare for Learning *(Connect the learning. Build on prior knowledge)*	Give students either a title card, an image or a descriptive key word as they walk into the room. Get them to find the three other people in their group and sit down with them before the end of the song. Cards are determined by the name on the back and relate to their target grade. Students to present what Whitechapel was like in 1888 by describing their topic to the group.	Starter
The Big Picture *(Discuss how lesson fits into whole topic or module)*	Look at the murders in detail to try and work out what was happening in Whitechapel, what patterns were emerging and what police might be looking for. Overall, we are trying to work out if the police did enough to catch Jack the Ripper.	
Agree Learning Outcomes *(Discuss **what** they will be learning, **why** they will be learning it and **how** they will know if they are successful. Use **ASK** model – Attributes, Skills, Knowledge)*	☺ CONTENT: **What can profiling tell us about Jack the Ripper?** ☺ 8Q sheets, profile grids, Ripper walk, profiling ☺ PROCESS: synthesis; positive problem solving ☺ BENEFITS: discuss with students and link to ultimate idea of looking whether the police were to blame (key question in the coursework)	Objectives
Present New Information *(Present through as many senses as possible: VAK (OG))*	Give out 8Q sheets and ask students what questions they would ask at the murder sites (about the body and victim) if they were the police in 1888. PROFILING – what is it? Show You Tube clip of Criminal Minds 'profiling the profiler' and discuss.	Activity
Construct Meaning *(Multiple Intelligences; balance of open/closed activities)*	Create a grid that allows you to compare areas and match up details to see if there are any patterns. Link to Ipswich murders – knowing that all the victims were Ipswich based prostitutes, taken at night gave the police a place to start their search and move in on the killer. DIFFERENTIATION – for lower ability, use the grid with three columns completed Peer assess the grids – using post-it notes, do two stars and a wish. Students to act upon advice.	
Apply to Demonstrate *(Students demonstrate what they have learned. Try to apply new understanding rather than just repeat facts)*	Take students out into the open area and get them to walk around Whitechapel looking at the murder sites and filling in their grid. If possible, use clip boards	
Review *(Debrief what has been learnt **AND** how it has been learned. Preview next steps)*	Complete a profile of Jack the Ripper by asking students to identify what patterns they have found. Debrief activity, concentrating on how they created the grid, how did they decide what to put in it. Review learning outcomes	Plenary
Home Learning *(reinforces and extends learning of module)*	n/a	