



Innovation: The World's Greatest

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour.	Approx. 1 hour.	Approx. 1 hour.
Objectives	<ul style="list-style-type: none">• To identify and explore different innovations.• To define the different types of innovation.• To define the different levels of innovation.	<ul style="list-style-type: none">• To research an innovation of their choice.• To produce a timeline from their research.	<ul style="list-style-type: none">• To present research on a single innovation.• To make an informed decision about which innovation they think is the greatest and justify their choice.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
<p>Students name one thing they consider to be the greatest innovation of all time. Then compare their guesses with the list on Step 1.3.</p>	<ul style="list-style-type: none"> • To identify and explore different innovations. • To define the different types of innovation. • To define the different levels of innovation.
Main activities	Resources required
<p>Class watches the video on Step 1.5 about different types of innovation. Students create a table or mindmap of the different types of innovation with as many examples as they can think of.</p> <p>Students write their own definition of incremental, radical and disruptive innovations according to the video on Step 1.6.</p> <p>Split the class into groups of no more than three students. Each team selects an innovation of their choice to research – they must create a timeline of the innovation to be presented to the rest of the class (they have additional time for the presentation next lesson and present it in Lesson 3). It can be a slideshow, poster, video or Padlet. Students should begin researching their chosen innovation.</p> <p>NB: The teacher will need to ensure that each team is doing a different innovation so may need to negotiate between teams or suggest alternatives to research.</p>	<ol style="list-style-type: none"> 1. Access to FutureLearn course. 2. 3+ devices to watch video on. 3. Paper and resources for poster making (if chosen approach). <p>Assessment for Learning</p> <p>Differentiation</p> <p>SEND: Videos have subtitles.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Each team informs the teacher what their plan is for creating their timeline and if there are job roles allocated to each member of the team. If students require resources, they will request them for the following lesson.</p>

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Lesson 2 plan

Starter activity	Learning objectives
Class watches the video on Step 2.2 as an example of how an innovation can be developed over time and the impact they can have.	<ul style="list-style-type: none"> • To research an innovation of their choice. • To produce a timeline from their research.
Main activities	Resources required
<p>Students continue to research their chosen innovation and create their timeline to present to the rest of the class.</p> <p>NB: The teacher should offer scaffolded support and guidance as they monitor the teams.</p>	<ol style="list-style-type: none"> 1. 3+ devices to use for research or to create the presentations. 2. Paper or technology as appropriate to create the timelines. <p>Assessment for Learning</p> <p>Observation of research and teamwork as students create their timelines.</p> <p>Differentiation</p> <p>SEND: Peer-support and teacher scaffolding.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Each team informs the teacher how much work they have yet to complete – this will be their homework so that all presentations are ready for the next lesson.</p>

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Lesson 3 plan

Starter activity	Learning objectives
<p>Students and teacher decide on an order for presenting the timelines.</p>	<ul style="list-style-type: none"> • To present research on a single innovation. • To make an informed decision about which innovation they think is the greatest and justify their choice.
Main activities	Resources required
<p>Teams present their innovations to the rest of the class.</p> <p>After all the presentations, the students must vote on which innovation they think is the greatest. Before they submit their vote to the class, they must write a short explanation for their choice.</p> <p>The students vote on which innovation they think is the best.</p>	<p>1. Access to resources required for the presentations.</p>
	Assessment for Learning
	<p>Presentations and peer voting.</p>
	Differentiation
	<p>SEND: Peer-support and teacher support as required.</p> <p>Low ability: Peer-learning.</p> <p>Gifted and Talented: Peer-teaching and learning.</p>
Plenary	
<p>In pairs, students try to come up with their own innovation that they think would really benefit their lives.</p>	