

A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school

Introduction

In this essay I will be critically analysing the relationship between teacher subject knowledge and how that effects the learning and teaching in the primary school. In the first part of this essay I will be identifying key literature about the relationship between teacher subject knowledge and effective primary school teaching. I will then further my research and use the knowledge I have gained through my professional teaching experience (PTE) to analyse and evaluate my own subject knowledge for primary school teaching. Throughout this essay I will keep the confidentiality of the school and the children protected. From here on the school will be referred to as 'School X' and any children used will be listed as follows; Child A, Child B, Child C.

School X is a primary school with 138 students on roll, ageing from 3 to 11 years old. The school is located in a fairly deprived area with 42% of children liable for free school meals. In its last Estyn Report (2017) the school identified 40% of children as having additional learning needs. At my time in School X I was situated in class five which was a class of children in Year 5 and 6. All children in the class were aged between 9 and 11. The total number of children I had in the class was 31. In this class only one child had been identified as having additional learning needs. The classroom teacher taught on his own in the classroom, without the help of any teaching assistants.

Literature Review

“Primary teachers are seen as professional, highly skilled educators, possessing a wide range of subject knowledge, a rich understanding of child development and a commitment to fostering an effective and creative teaching and learning environment both in and beyond the classroom”

(Cremin and Arthur, 2014).

As Cremin and Arthur (2014) have mentioned, the classroom teacher plays an important role in the lives of students in their classroom. The teachers are best known for their role of educating students in school. The most common role of the teacher is to teach knowledge to children from the curriculum guidelines they must adhere to. Does this mean that all teaching is effective? Effective teaching can be identified as that which will lead to the improvement of pupil achievement (Coe *et al*, 2014). Coe *et al* (2014) believed that the most effective teachers to be those who have a deep knowledge of the subjects they teach. Hattie (2012) also believed, to be an expert teacher you needed to have a deeper understanding of the subject which you are teaching. It isn't about just having subject-matter knowledge but it is about the 'amount' of knowledge you have of that subject. It is about having a much deeper understanding of the subject they are teaching (Hattie, 2012).

According to Shulman (1987) to be an effective teacher to your students you need to acquire professional knowledge. Shulman (1987) categorised this knowledge into 7 different categories. These included general pedagogical knowledge – teaching strategies, techniques, classroom management and organisation. Pedagogical content knowledge, this is the knowledge which integrates the content knowledge of a specific subject and the pedagogical knowledge for teaching that particular subject (Guerriero, n.d). For Shulman, the second was the most fundamental element of

teacher's knowledge. The pedagogical 'knowledge base' of teachers includes all the required knowledge to create effective teaching and learning environments for all children in the classroom (Guerriero, n.d). Shulman (1987) also believed teachers needed to have knowledge of educational contexts – ways in which schools run and are organised financed and governed. And the knowledge of ends, purposes and values. Being a primary teacher is more than just teaching children how to 'read, write and number', being a teacher involves lifelong learning (Cremin and Arthur, 2014). You don't become a teacher and are instantly ready with a sufficient amount of knowledge, this knowledge and understanding grows over time and develops you into that of an expert teacher.

The teacher has a crucial role in the classroom of scaffolding the children's knowledge and understanding (Alexander Rose and Woodhead, 1992). However it is suggested that for this to take place the teachers own subject knowledge must be that of a high standard (Alexander Rose and Woodhead, 1992). Effective teachers tend to have a well-developed knowledge base in subjects that they teach (Fox *et al*, 2002). According to Alexander *et al* (1992) effective teaching depends on successful application of teachers' curricular expertise, this is meant by the subject knowledge, the understanding of how children learn and the skills needed to teach subjects successfully. According to Shulman (1987) what teachers know and what some fail to know has permitted them to teach in a particular manner. Shulman (1987) identified that some teachers have difficulty articulating what they know and how they know it. There are however, ways in which the unknown can become known. This can be done in the way of talking, showing, enacting or representing ideas. Teaching begins with teachers understanding of what is to be learnt and how it is to

be taught (Shulman, 1987). It is also for teachers to have the understanding of when pupils are 'learning' what they are being taught and when they have 'learnt' the knowledge being taught to them (Hattie, 2012). If teachers don't show any understanding of this then how do they know if the children in their classroom have an understanding of what is being taught to them and also how do teachers know that the teaching they are doing is effective?

As well as Shulman, Cremin and Arthur (2014) believed you needed to acquire a number of different types of 'knowledge' to be a good primary teacher. Subject content knowledge being one of them. This is an understanding of the main concepts, principles, skills and content in the areas which you need to teach. It is expected of them to have a good grasp of each curriculum subject, together with an in-depth understanding of language mathematics and ICT (Cremin and Arthur 2014). Given that the curriculum you teach in Foundation and KS2 covers an array of subjects as well as cross curricular links. You cannot just assume that you have the required knowledge from your own education. As a primary school teacher you need to audit and 'top-up' your subject knowledge. The next area of knowledge needed involves the application of subject knowledge in teaching your children, this has also been put forward by Shulman as the 'pedagogical subject knowledge'. This is one of the most important areas of being a good teacher according to Cremin and Arthur (2014). It involves knowing how to make the knowledge skills and understanding of subject easy to understand and meaningful to children. It is the way in which you are able to teach the subject. This type of knowledge can be shown by the teacher through; illustrations, demonstrations, stories and for them to be able to link their teaching with interests that the children have. This will allow for enjoyment to be

shown by the children which will encourage their learning. If a teacher can know that something is not being understood by their students, the teacher can then transform understanding, performance skills or desired values into pedagogical representations or actions (Shulman, 1987).

The Knowledge Quartet (KQ) put forward ways in which teachers can achieve the greatest outcomes from their students. The KQ framework identified how primary teachers' mathematics content is evidenced in their teaching (Rowland, Huckstep, and Thwaites 2003). From the research a framework for the observation, analysis and development of teaching mathematics was developed. The KQ categorises events in mathematic lessons with reference to the subject matter being taught (Rowland 2014). Shulman (1987) in his writing made distinction between subject matter knowledge and pedagogical knowledge the KQ then identified how such knowledge can be seen in the act of teaching. Thus showing the effective teaching taking place. There are four members of the quartet (Rowland, Huckstep, and Thwaites 2003) 'foundation, transformation, connection and contingency'. These are ways in which subject knowledge comes to play in the classroom for effective teaching. The foundation stage is where the teacher understands the subject and is able to plan for it. The transformation is the area where the teacher is able to model and give good examples of the subject being taught. The connection stage of the framework is when the teacher can make connections to previous work and is able to build on prior learning. Finally, the way in the teacher can respond to learner's ideas, questions and difficulties is the contingency aspect of the framework.

Coe *et al* (2014) also highlighted a number of elements of how effective teaching can be presented in the classroom. As well as Shulman, Cremin and Arthur, Coe *et al*

(2014) believed pedagogical content to have a great importance in effective teaching in primary schools “the evidence to support the inclusion of content knowledge in model of teaching effectiveness is strong” (Coe *et al*, 2014). This is shown particularly in subject areas such as maths, literacy and science. In science for example this is supported by Watt (1996), Harlen (1996), Osborne and Simon (1996), it is evident that teachers with sound subject knowledge can teach more effectively. According to Coe *et al* (2014) as well a strong understanding of the subject being taught, teachers must also understand ways students think about the content which is being taught to them. If this is done effectively this will enhance children’s performance in lessons. This will also allow for the teacher to alter their teaching if their teaching is not effective. Children also need to be given a clear quality of instruction (Coe, *et al*, 2014) for effective teaching. Effective questions and assessment are shown in all good teachers. Questioning and assessment allows for more or less scaffolding to take place depending on the individual child to improve performance. Jerome Bruner highlighted the importance of adults ‘scaffolding’ the children’s learning. (Alfrey, 2003). Bruner believed children learn when they have access to supportive adults. So depending on how the children are learning will allow for more or less scaffolding to be put in place by the classroom teacher. The way the teacher manages the classroom also links with the effectiveness of the teaching that takes place. The classroom teachers’ abilities to make efficient use of lesson time, resources, space and to manage students’ behaviour are all significant factors that can maximise the learning that takes place. Even though these are not directly linked to children’s learning they are necessary to allow learning to take place (Coe *et al*, 2014).

An analysis of my subject knowledge of primary teaching

During my time on placement the area in which I found most challenging was when teaching the topic of 'Education around the world' as it was such a broad subject which I had very little experience on. As this was the topic for the term I found most subjects I was teaching were going to be about this topic. During the first number of sessions of taking this subject area I found it difficult. I believe this was down to the lack of subject knowledge I had of the topic, this was highlighted in Shulman's (1978) work. He believed to show effective teaching you must show a good knowledge of the subject being taught. During this topic I showed very little which effected the way I taught it. During my time teaching this subject I had to link in many different subjects these included Literacy, Numeracy, ICT, Geography and Creative Arts. Donaldson in his report (2015) highlighted the importance of having cross-curricular links. Donaldson (2015) highlighted the changes being made to the curriculum here in Wales. Donaldson specified in his report that cross-curricular links needed to be made throughout all areas of the curriculum. In the review particular emphasis was put on having cross curricular links between digital competence, literacy and numeracy. He suggested that children need to develop high levels of competence in these areas.

When undertaking the topic of 'Education around the world' I had to create a lesson with cross curricular links of numeracy and digital competence. This proved to be challenging as it was the first time that I had to make cross-curricular links. It was a completely new experience and nothing like teaching numeracy in a normal maths lesson. It was also an area of the curriculum I knew very little about. When I was first asked to take this lesson I had no idea on where to start or how to approach my

research. I had very little foundation knowledge of the subject and lacked a lot of confidence when teaching the children about it. The lesson I had planned was a good one (See appendix one), however the teaching wasn't as effective. All children were set off on the task well and all made a good start. However it was later in the lesson when they started asking for help using Excel to produce their graphs, this was where my teaching hindered as I hadn't used the programme since I had been in school. I had to sit with individual children and remind myself how it worked, which slowed down the lesson drastically. In hindsight I should have familiarised myself with the programme in order to facilitate my role as the teacher. I could have modelled it in front of the class step-by-step how to use excel however I was unaware of the lack of experience the children had with the programme. This has made me realise you cannot just assume that you have the required knowledge from your own education (Cremin and Arthur 2014). It has also shown the work of Cremin and Arthur (2014), that to be an effective teacher you are expected to have a good grasp of each curriculum subject, together with an in-depth understanding of language mathematics and ICT (Cremin and Arthur 2014). In this lesson it was my subject knowledge which was at fault and prevented me from teaching the children effectively.

During my time on PTE 1 I undertook a number of maths lessons with class 5. However one maths session I took was teaching the children how to tell the time, this lesson proved to be ineffective (See appendix two). Before teaching this area to the children I had the subject knowledge on how to tell the time and I thought it would be easy to explain and teach to the children and for them just to have an instant understanding of the subject. However this wasn't the case and I didn't plan for the

children who didn't understand the subject. I thought because I had a good subject knowledge and understanding of the subject explaining and teaching it to the children would be easy. I didn't take into consideration how individual children learn and their differing abilities. For this lesson I had the required subject knowledge however my pedagogical knowledge of teaching the subject was not as strong which hindered the children's learning. In this case the importance of having pedagogical subject knowledge is proven to be important (Shulman, 1987).

The situation which I found myself in showed to me the importance of having full understanding of how the children learn which according to Alexander *et al* (1992) allows for effective teaching to take place. This is a strong suggestion that it isn't just about having subject knowledge, you also require a good pedagogical knowledge. This is shown through my lesson of teaching the time as I had the subject knowledge but I couldn't implement effective teaching for each child. Effective teaching is shown through Alexander's *et al* (1992) work of having a good understanding of how children learn and the skills needed to teach them as well as having a good amount of subject knowledge. To overcome this challenge I will make sure that I plan for all abilities for children in the class. I will need to show differentiating in my lesson planning. Differentiation in the classroom is a way of helping children with differing abilities to access knowledge, increase understanding, develop concepts and practice skills. It is the requirement of teachers to tailor their learning, teaching and assessment and adjust the curriculum to the needs of differing abilities of children in their classroom (Cole 2008; Rogers, 2007). It is the role of the teacher to be able to produce effective strategies for differentiation to take place (Algozzine and Anderson, 2007).

Another area in which I faced predicament was responding to ideas in questioning during my 'Big Question' lesson. The lesson was on the question 'What it means to be fair?' (See appendix three). I had originally planned a good lesson and believed I had all the required knowledge for what I was going to teach the children. I then faced my problem, one child in the class used their own knowledge and experience to produce good questioning. I hadn't planned for this and hadn't furthered my research on what else may come up during the lesson and just came up with a way of avoiding the question I was being asked. This was due to my lack of understanding. As a teacher to be affective in all lessons and to enhance children's learning at any time you need to have a deep understanding of all subject being taught (Hattie, 2012). Through this example it is clear that I didn't have this deep knowledge and understanding. I was unable to take the learning deeper and respond to well asked questions which the children were producing. According to the KQ ways in which teachers can respond to questions and ideas presented to them is an important element of being an effective teacher (Rowland, Huckstep, and Thwaites 2003). Due to not having a deeper understanding of the subject I was teaching I was unable to respond to questions I was being asked which was preventing the enhancement of the children's learning.

After reviewing challenges in my lessons which proved to be ineffective and to overcome problems which I faced and to improve the effectiveness of the lessons for the children I will need to improve on my own subject knowledge and pedagogical knowledge and weaknesses, which Shulman (1987) and the KQ believe you need to make an effective teacher. To do this I will revise the subject content, have resources ready for the pupils and myself in the classroom so we can learn together.

I will plan my lessons with plenty of time so that I can prepare myself in order to overcome and fulfil a good lesson by doing this I will be giving myself up-to-day knowledge of the content which will allow me to scaffold the children on difficulties they may be having with different subject to improve on their knowledge and understanding. I will not just presume that because I have sufficient knowledge of the subject being taught that the children are all going to learn the subject in the same way as one another. For this to be implemented I will differentiate the lessons so all children in the classroom with differing abilities will benefit from the learning. Children must be presented with tasks appropriate to their developmental stage (Alfrey, 2003) this will support each child's individual learning.

As well as some of my lessons being ineffective due to lack of subject knowledge and pedagogical subject knowledge many proved to be effective. Whilst taking the topic area I taught a literacy session (See appendix four). I believed my literacy session on 'Education around the world to be more effective than that of previous topic lessons. The reason for this being, I had deeper understanding of the subject knowledge having already taken the topic for the majority of the term. I also had reviewed previous lessons which hadn't been as effective and acted upon difficulties which I faced. This was a session where class 5 had to complete a piece of writing with paragraphing comparing two different education systems. Due to having good knowledge on schools in Wales and having previously done work and research on the schooling system in China in previous topic lessons by this stage the lesson was effective and all children were able to produce a good piece of work. All children knew how to produce paragraphs after I had originally taken a planning session with full explanation of how to do paragraphs with the children. Due to having a good

understanding of paragraphing I displayed a sufficient amount of pedagogical subject knowledge and the teaching proved to be effective for the children.

I was able to scaffold the children in their work where needed, which is said by Alexander Rose and Woodhead (1992) to be a crucial role of the teacher to support children's knowledge and understanding in the classroom. The reasoning behind this lesson being effective was due to having confidence. This was because I now had a deeper understanding of the topic from having already done topic lessons weeks leading up to this one. I also had a good knowledge of paragraphing and sentence structuring as I myself had been given a lot of educating on writing pieces as well as having to complete writing pieces myself throughout my education. It is evident here that the subject knowledge and pedagogical knowledge you have does affect your teaching (Hattie, 2012). This is shown as at the start of the topic I had little knowledge and the lessons I was producing weren't as effective as I hoped, however as the topic went on, I gained more knowledge of the subject and I was able to teach the subject at a good standard for the children to gain full knowledge and understanding of topic.

Conclusion

It is clear, throughout the literature and my own experience that to be an effective teacher you need to have a great amount of subject knowledge and be able to then implement this knowledge to teach the children effectively thus having a good pedagogical knowledge. Without having subject knowledge you would not be able to start research planning for an effective lesson as you wouldn't know anything about the subject being taught or how to link it in with the required curriculum documents. Likewise, if you are unable to teach the children in the best way possible then how

1803278

are they going to learn what is required from the curriculum. As teachers you need to be able to plan an effective lesson, be able to implement effective strategies and understand how children learn best for you to implement effective teaching.

Furthermore, I believe that both these types of knowledge are required to be an effective teacher, to allow you to provide effective teaching for children in your class.

To allow the children to gain their best knowledge and understanding of the differing curriculum subjects being taught to them. To summarise, the literature and experience I have reviewed relates back to Shulman's (1987) views to become an effective teacher you need to acquire professional knowledge, that being subject knowledge and pedagogical subject knowledge.

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1803278

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Appendices

Appendix one

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B	
Session Plan – Key Stage 2				
Name of trainee: Delyth Foster			Session ref: 14/11/18(15)	
Personal target(s) in relation to QTS: Differentiate tasks to learners needs Assess pupils – linking in with next steps				
Year group: 5&6	No. of learners: 31	ALN: One pupil uses an iPad to transfer work from the whiteboard to write in their book.		
Additional Adults: 0				
Learning objective(s): To interpret data from a graph of the number of children out of education by region.		Success criteria: To have understanding of graphs To interpret graphs and the data they hold To answer questions about the data in the graph.		
Links to previous learning: Last week as a class we looked at interpreting data from a graph.				
Curriculum coverage (range, skills) Extract and interpret information from an increasing range of diagrams including graphs.				
ICT skills - produce and use databases to ask and answer questions, e.g. search, sort and graph Range - use ICT to explore and to solve problems in the context of work across a variety of subjects				
Literacy(LNF)		Numeracy (LNF) Extract and interpret information from an increasing range of diagrams including graphs. Use a median to describe a data set.		
DCF Creating graphs	Thinking	ESDGC Looking at the children not in education around the world	YCC	
Key vocabulary(English/Welsh):				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	
	Introduction To get all children to come to front of the class for you to explain what is going on. Make sure that all children understand what is expected of them in the lesson. Children can work in pairs in their activities but if they want to work on their own they can do.			
	Main activities Group 1 and 3 – To interpret the graph given to them about children out of education in different regions. Children are			

	then to answer questions from data they have gathered from the graph. Grp 2 – children are to put results from the table about children out of education in different regions into a graph. Then form the results in the graph are to produce questions which other children can answer about their graph. Group 4 – to be given data to put into a table. The results they have gathered into the table are then to be put into a graph.
	Plenary To get everyone to refer back to the class. Get groups 1 and 3 to share their answers. Grp two to display their graph on the board and to ask children questions about the graph.

Appendix two

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B
Session Plan – Key Stage 2		
Name of trainee: Delyth Foster		Session ref: 26/11/18(12)
Personal target(s) in relation to QTS: Differentiate tasks to learners needs Assess pupils – linking in with next steps		
Year group: 5	No. of learners: 15	ALN: 0
Additional Adults: 0		
Learning objective(s): Read timetables using the 24 hour clock and calculate the intervals.		Success criteria: - To read understand the use of the 12 and 24 hour clock - To use bus timetables to calculate journey lengths - To use television guides to work out lengths of programmes.
Links to previous learning: Converted between different imperial units		
Curriculum coverage (range, skills) Read and use a digital clock.		
Literacy(LNF) Oracy – contribute to group discussion		Numeracy (LNF) read and analyse digital clocks Calculate start times, finish times and durations of events Calculate time events in minutes

DCF	Thinking Difference between 12hr and 24hr clocks.	ESDGC –	YCC
Key vocabulary(English/Welsh):			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
	Introduction Split into two groups: Set group 1 off on an independent tasks while you explain to group 2 what their activity is going to be. Group one – Explain to children what is going to happen in the lesson – LO. All children to gain understanding of the difference between 12 and 24 hour clock. Give children 12-24 hour worksheet. Use the clock whiteboard with a partner. One partner to draw hands on the clock and say whether it is AM/PM and the other is to write underneath what the answer is. Group two – Explain what we did last week and how it links in with this week. See if all children feel comfortable with timetables about working out intervals. Introduce activity	What is the difference between the 12 and 24 hour clock?	
	Main activities Group one – After giving group 2 their main activity go back to do group 1's activity. Ask children if they understood the 12 and 24 hour clock more after the activity. If so move on to questions, if not then go over with them. Activity – To answer question from a bus timetable on their own. Explain to children how the timetable works. Group two – Give children TV guide. Explain to them that a new rule that has come out is children are only allowed to watch 9 hours a TV in a week. They are to choose from the TV guide any shows they wish to watch but these must not exceed 9 hours. Children are to write in their books programmes they have decided to watch with workings out showing calculation of up to 9 hours ONLY. Ext: To answer worksheet questions with challenge question at the end.		
	Plenary Mark work with children; green and pink pens This will allow you to see where the children are at in their work and where they need to improve.	ASSESSMENT Mark work with children; green and pink pens This will allow you to see where the children are at in their work and where they need to improve.	

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	Give next steps and allow children to look at these.
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Appendix three

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B
Session Plan – Key Stage 2		
Name of trainee: Delyth Foster		Session ref: 11/12/18(17)
Personal target(s) in relation to QTS: To use monitoring and assessment to evaluate learners progress to improve planning and teaching Linking skills taught to assessment through building blocks and the national curriculum.		
Year group: 5&6	No. of learners: 31	ALN: One child uses an iPad for help with getting information off the whiteboard to paper.
Additional Adults: 0		
Learning objective(s): To discuss the Big Questions of 'What is means to be Fair'.		Success criteria: To gain understanding of what it is to be fair. To be able to know the difference in Fair and Unfair scenarios.
Links to previous learning:		
Curriculum coverage (range, skills)		
Ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion		
<i>Literacy(LNF)</i> - express issues and ideas clearly, using specialist vocabulary and examples (LNF) - explore challenging or contentious issues - contribute purposefully to group discussion to achieve agreed outcomes - express opinions clearly about topics and written texts and include supporting reasons - follow up points in group discussions, showing agreement or disagreement giving reasons - communicate for a range of purposes, e.g. recount and present information, instruct, argue and explain a point of view,		<i>Numeracy (LNF)</i> Using number in board games e.g. dice.

discuss an issue, persuade, question and explore interpretations, convey feelings experiences, role play, improvisation and drama techniques • speak and listen individually, in pairs, in groups and as members of a class			
DCF <i>The use of technology to record. Selecting the appropriate materials to use for activity.</i>	Thinking <i>Thinking about fair and unfair incidents in life. How different unfair actions can be made fair.</i>	ESDGC	YCC
Key vocabulary(English/Welsh):			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
10-15 mins	Introduction To introduce the BIG question. WHAT IT MEANS TO BE FAIR? Think, Pair, Share – What do the children think ‘To Be Fair’ means. Get children to read of the statements you will provide for them. They will then put their thumbs up/thumbs down whether the statement is fair or unfair <i>Equality: the quality or state of being equal; the quality or state of having the same rights, social status, etc.</i> <i>Equity: fairness or justice in the way people are treated</i> Give students permission to discuss their thoughts and feelings when life doesn’t seem fair. Ask them what they want or need to resolve their conflicts.	What it means to be fair? What does not being fair look like? Is life always fair? How can different situations be made fair?	
40mins	Main activities Group one and three – Give children different scenarios (fair and unfair) they are to read them and put them into two different piles as to what they think the situation is (fair or unfair). With the scenarios that are unfair come up with ways they could be made fair. Can be done in Pairs. Extension: To come up with their own scenarios of Fair and Unfair incidents for others in the class to work on. There must be at least five of each. Group two – Role play – to create a scene based in school. This is to be a scenario where children are either acting fairly or unfairly. The scenario must be planned, all children are to be given a role and then it must get recorded on the iPad. Group four – Are to make a game, this can be a board game or game of your choice. The game must be based on ‘What it means to be fair?’ e.g. board game, each space of the		

	board game has a statement on which is either fair or unfair. If you land on a fair statement you move forward two spaces if it is unfair you move back one.	
15mins	Plenary Group one & three will read out the scenarios and where they have placed them. The rest of the class to say whether they agree or disagree. Group two To show their videos to the class at the end of the lesson. The rest of the children are to give Group four To give other children in the class a try on the game they have made. Expectations of where the children should get in the lesson should be set at the beginning.	Assessment for learning: Ask the children what they know about 'what it means to be fair' Big questions Think-pair-share Talk partners Show casing work back to the class, what they have done. Have they understood task.

Appendix four

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B
Session Plan – Key Stage 2			
Name of trainee: Delyth Foster		Session ref: 28/11/18(10 &11)	
Personal target(s) in relation to QTS:			
Year group: 5&6	No. of learners: 31	ALN: Two children in the class benefit from using an iPad to write up their work.	
Additional Adults: 0			
Learning objective(s): To identify and write about the similarities and differences between two different education systems.		Success criteria: - To template a plan for a piece of writing - To being planning for that piece of writing. - To research using the internet about differences and similarities of differing education systems.	
Links to previous learning: Last sessions we looked at creative arts in Africa and we also did some work on comparing pictures in Lesotho's schools to our schools here in Wales.			
Curriculum coverage (range, skills) Strand – Reading Read for different purposes, e.g. to retrieve, summarise and synthesise key information Strand – Writing Write for a purpose Use techniques in planning writing, e.g. mind mapping, sequencing, placemat activities Expand upon main idea(s) with supporting reasons, information and examples Write a comprehensive account of a topic or theme Be able to use paragraphs which have main ideas. Year 6 – to use paragraphs and make links between them.			

Be able to write an introduction that establishes the context of the piece, series of appropriately ordered points and a suitable conclusion

Explore the layout of web pages to create material using available tools

Digital Framework

Skills - find information from a variety of sources for a defined purpose

Range - use ICT to further their understanding of information they have retrieved and processed

Literacy(LNF)

Read for different purposes, e.g. for personal pleasure; to retrieve, summarise and synthesise key information

identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality
Be able to write in paragraphs. Be able to write an introduction that establishes the context of the piece, series of appropriately ordered points and a suitable conclusion

Write for a purpose.

Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes

Numeracy (LNF)

DCF

find information from a variety of sources for a defined purpose
use ICT to further their understanding of information they have retrieved and processed

Thinking

ESDGC

YCC

Key vocabulary(English/Welsh):

Introduction, main body, conclusion, paragraphs. Similarities and differences.

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities								
	Introduction: Explain LO Writing topic on similarities and differences in the education system between Wales and China/there chosen country. Grp 1 and 3 – China Grp 2 and 4 – choose a country which they want to do This session is going to be a planning session. GO through a planning template with the children and ask them what they wish to include in each area of their writing. <table><tr><td>Title</td><td>The similarities and differences between the education system in Wales and China.</td></tr><tr><td>Introduction</td><td>What is the piece is going to be about / what is going to be discussed</td></tr><tr><td>Main Body</td><td>Similarities and differences • school uniform • Start time • starting age • lessons taught </td></tr><tr><td>Conclusion</td><td>Summarise what you have talked about throughout your writing.</td></tr></table>	Title	The similarities and differences between the education system in Wales and China.	Introduction	What is the piece is going to be about / what is going to be discussed	Main Body	Similarities and differences • school uniform • Start time • starting age • lessons taught	Conclusion	Summarise what you have talked about throughout your writing.	How do you start a piece of writing? What comes in the middles section of the writing? What do you need to include in a good piece of work? • connective words
Title	The similarities and differences between the education system in Wales and China.									
Introduction	What is the piece is going to be about / what is going to be discussed									
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Conclusion	Summarise what you have talked about throughout your writing.									

	Main activities Set children off on their research. Children can use iPads and laptops to undertake their research. Children should start to plan what they are going to include in each section of their writing. All children must stay on task. There planning work can be done with a partner – their write up but be done independently. All children must have planned by the end of the 2hour session ready to do a write up the following day.	
	Plenary Get all children to focus back to the front of the class. Explain that all children should have planned ready for tomorrow, see where all children are at, and if they are ready to do their write up. <u>21/11/18</u> – all children will begin their write up.	Assessment: because this is a big piece of work for the children to complete, to assess it once they've finished wring it up I will read each one and mark then and make suggestions for their areas to improve on.