



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Day 4 10.9.25

**Planning
Subject knowledge
Development**

Secondary Geography



What are you thinking?



How are you feeling?



What are your next actions?





- have an overview of the thought process behind planning a lesson
- begin to 'visualise' how a lesson might run in real-life
- become familiar with the lesson plan template and associated links
- considered a 'lean' mindset when approaching planning.

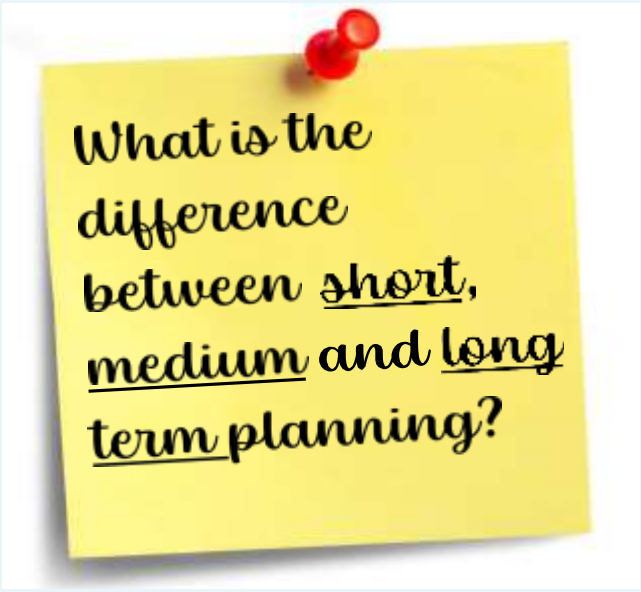
PLANS ARE WORTHLESS,
BUT PLANNING IS EVERYTHING.

- DWIGHT D. EISENHOWER -



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Adding a Dimension to Education for Wales



What is the difference between short, medium and long term planning?



LONG TERM: overall curriculum map
... 1year, 2 years, a Key Stage

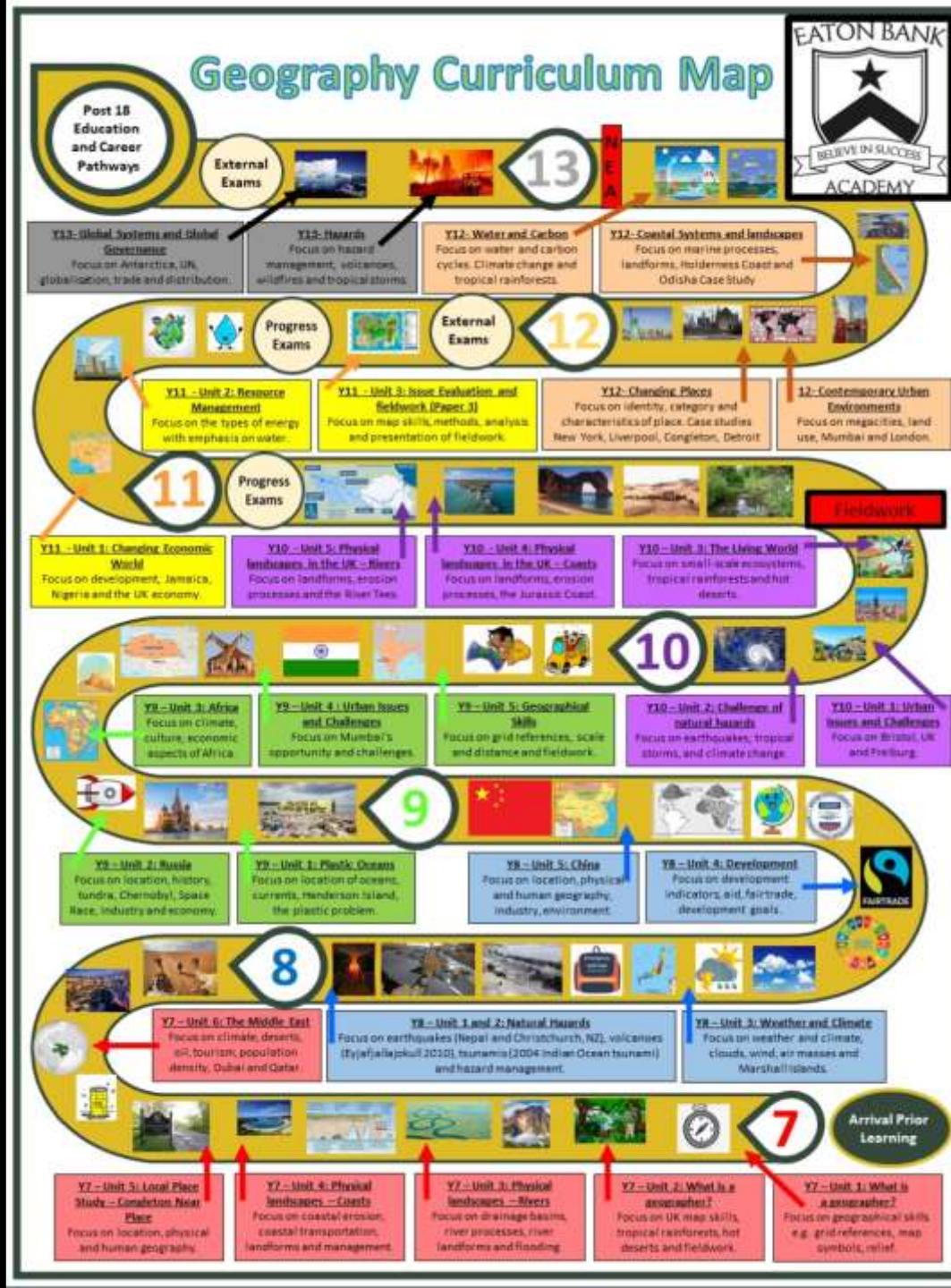
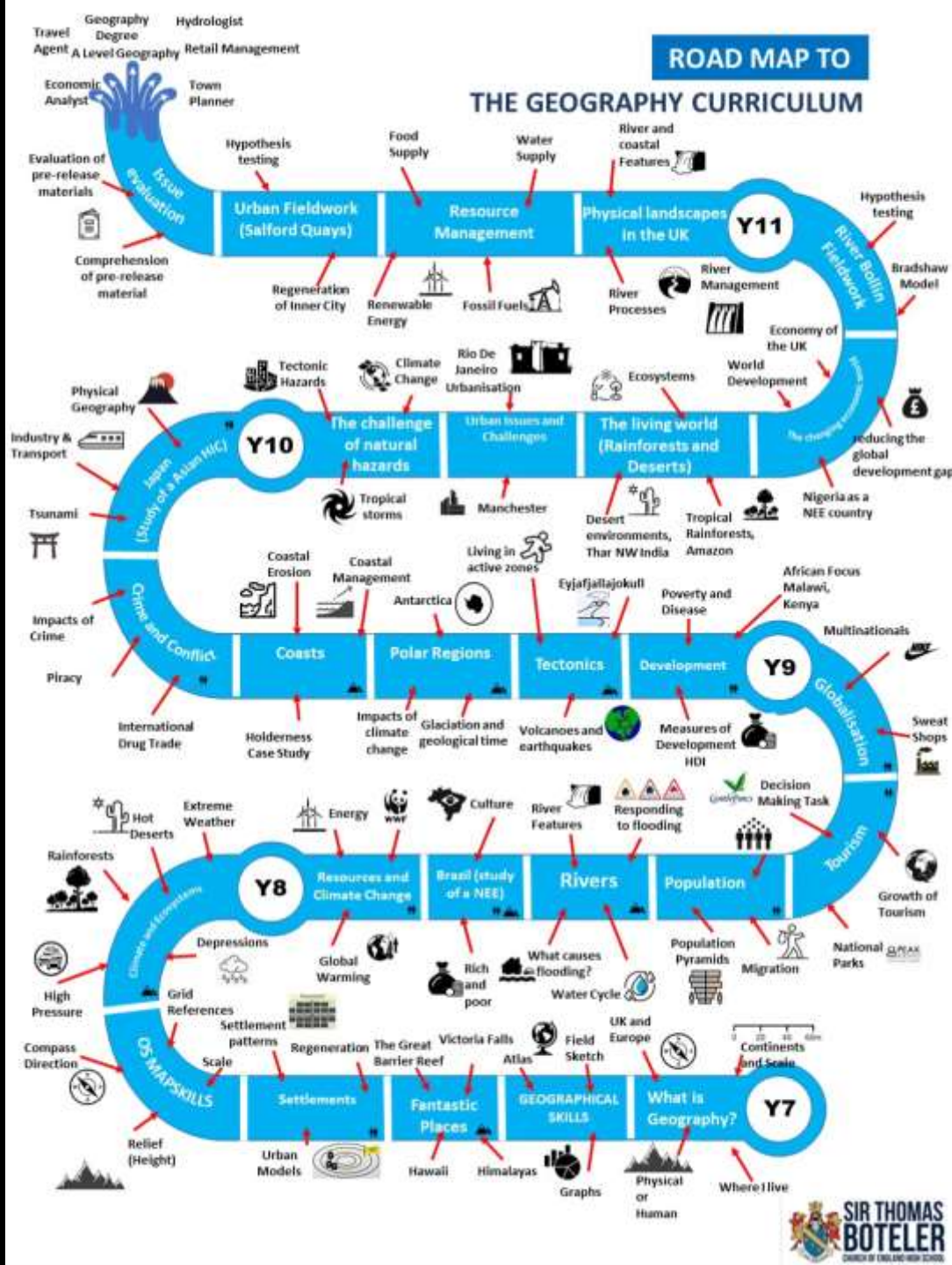


MEDIUM TERM: term/designated period of time (half term) or unit plan



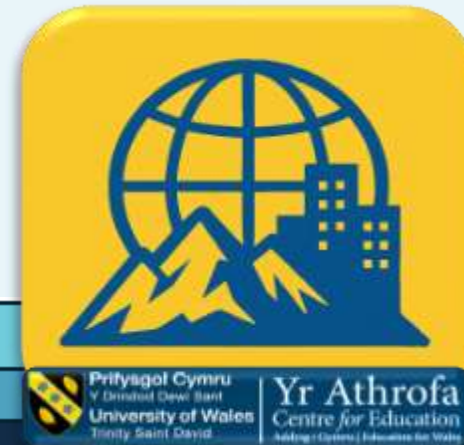
SHORT TERM: weekly/daily/individual lesson plans

Long
Term



Medium Term

What is Geography?		Geography Year 7 – Unit 1	
About this unit The main purpose of this unit is to further develop pupils' knowledge and understanding of places. Pupils investigate some of the features and characteristics of the area around their new school while also developing a range of geographical skills. This unit aims to help transfer between key stage 2 and 3 by building on locality studies pupils are likely to have carried out and encouraging them to talk about the work they have already done. Teachers will be able to use this unit to make a diagnostic assessment of what pupils know, understand and are able to do. Some of the freestanding activities in unit 24 'Passport to the world' may be used to supplement those suggested here or may be used as homework exercises. This unit is expected to take 8–11 hours.			
Places • School locality • Wider context • Physical and human features • Links with other places	Geographical Enquiry & Skills • Observe and question, collect and record evidence • Analyse and communicate, using geographical vocabulary • Undertake fieldwork, make maps and plans • Use secondary sources, use ICT	Themes • Study at a range of scales • Study of different parts of the world including the local area • Carry out field work investigations outside of the classroom	Patterns and Processes Pupils will: • locate places and environments • describe scale contexts • describe and explain physical and human features • explore interdependence and global citizenship
Environmental Change and sustainable development • Examine changes that have occurred in the local environment		Future Learning	
Vocabulary Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: • scale, eg <i>catchment area, local, regional, national, international</i> • geographical analysis, eg <i>link, survey, perception, stereotype</i> It is recommended that each pupil develops their own glossary. Speaking and listening – through the activities pupils could: • ask questions to gain clarification and further information, eg <i>why, how, what then</i> • answer questions using relevant evidence or reasons Writing – through the activities pupils could: • develop ideas and lines of thinking into continuous writing (250 words minimum)		Resources Resources include: • local, regional, national and world base maps • photographs of a range of human and physical features • OS maps of the local area • atlases • photographs of the main features of the local area • slides/photographs of localities, at different scales • camera, digital camera, video recorder	
Prior Learning It is helpful if pupils have: • studied their primary school locality, and other localities in the UK and overseas • used a range of enquiry skills and geographical techniques to research and record information • used Ordnance Survey (OS) maps 1:50,000 scale Teachers need to consider and plan for the range of pupils' experiences; prior contact with key stage 2 teachers would be helpful.		Links The activities in this unit link with: • other geography units – unit 3 'People everywhere', unit 24 'Passport to the world' • mathematics – handling data, drawing conclusions • ICT – using mapping, database and desktop-publishing packages, using digital cameras, using internet search engines • key skills – improving own learning and performance • thinking skills – processing information • citizenship – looking at the diversity of the UK population	



Short Term

Student-teacher:		Class / Group:	
AoLE or Subject:		Date (please note that this may be a continuous session):	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention 'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria - What the pupils need to demonstrate to successfully meet the Learning Intention.			
Planning for misconceptions - Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.			
Strategies to support learners' Welsh language development			
Key vocabulary:			
Language focus:			

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>

Where do I start?

What if something goes wrong?

What do I include?

How detailed does the plan need to be?

What if I run out of time?

How do I keep my pupils engaged?

What if I run out of materials?

What tasks do I choose?



What are mentors looking for in your plan?

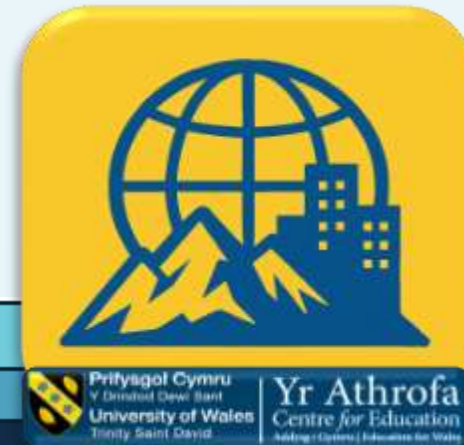
That you split your lesson into sections and provide clear detail about what is happening in each

part.

That you show the links to the Professional Standards and strands.

Include enough detail to allow you or the teacher to 'visualise' how the lesson will run.

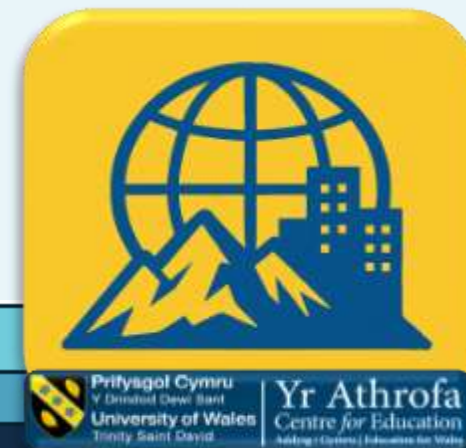
That you consider specific AoLEs when planning cross-curricular links.





Planning can take a **lot** of time.

Are there opportunities to manage your planning and employ a more 'lean' mindset to this very important task?



Where do you make the fundamental changes?



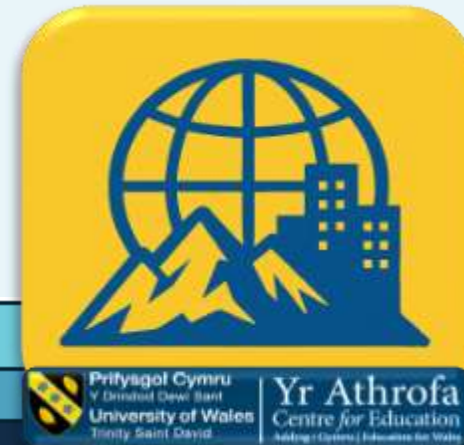
Cold
Environment



Hot
Environment



Mccrea, P. 2015



Process

Planning as a thinking process

Planning as a filled in form

Pareto

Do as much as possible

Do less but do it better

'The 4 lean mindsets' Mccrea, P (2015)

Growth

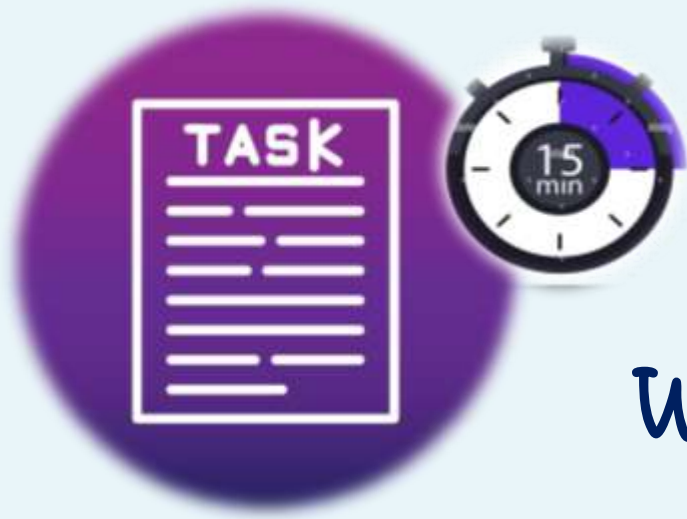
Some people are naturally better at planning

Anyone can become a great planner with the right practise

Design

I get better by trying stuff out in the classroom

I improve by making systematic changes in my planning



What **questions** do I ask myself when I plan?

How consistent and intentional is my strategy?

Traps to avoid

You focus too much on coverage of the work and don't take into account the needs of your students

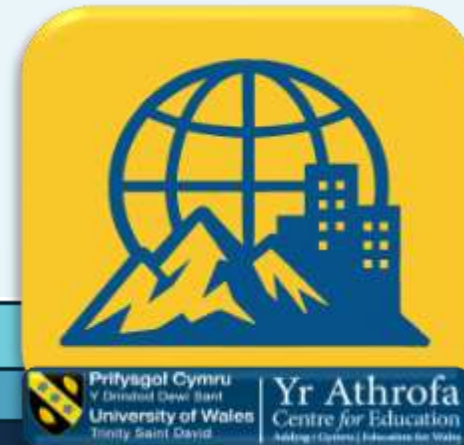


Leads to 'getting through the curriculum'

You focus too much on an activity you wish to complete and try and form the lesson intentions around it



Leads to 'keeping students busy'



Where are your learners starting from?

What prior knowledge links?



Where do you want them to get to?

What are your goals/aims?

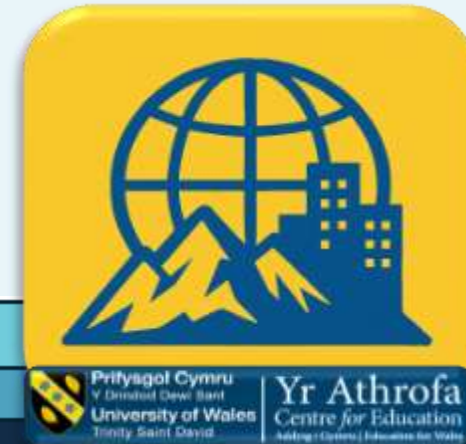
Non variable
questions

How will you know when they're there?

How will you assess?

How can you best help them get there?

Which task will you use?



We learn best
when we:

1

1. Know what we are going to be learning

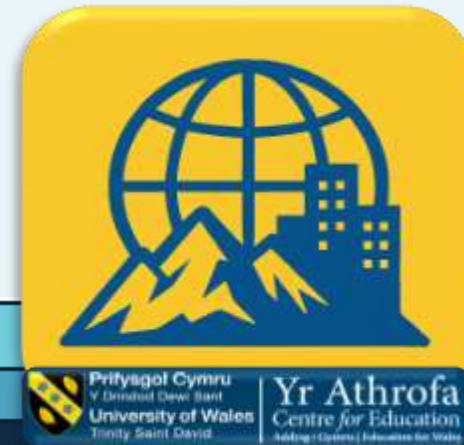
2

1. Know what success looks like

3

1. Understand what we are going to be doing
to be successful

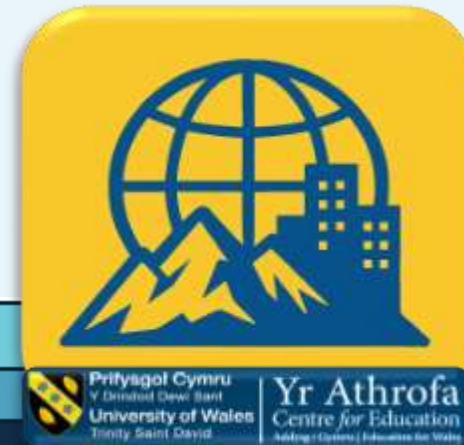
Effective teachers start with a standard, break the learning that standard required into lesson-sized chunks, and then phrase these chunks so that learners will be able to understand them
Hattie, 2017, p14





Collaborative Planning - Step by step

Choose a topic



rofa
education
Gefördert von: Völkig

Learning Intentions

Statement describing what we want students to know, understand and be able to do as a result of a learning activity.

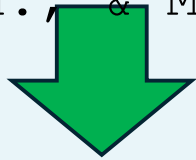


Learning Intention

'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'



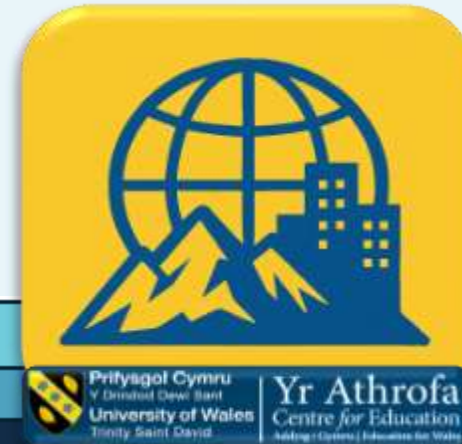
(Crichton, H., & Mcdaid, A. 2016 p.196)



**Focus on the pupils' 'learning'
rather than what they will be
'doing'**



**Keep your intentions
-short, achievable &
measurable**





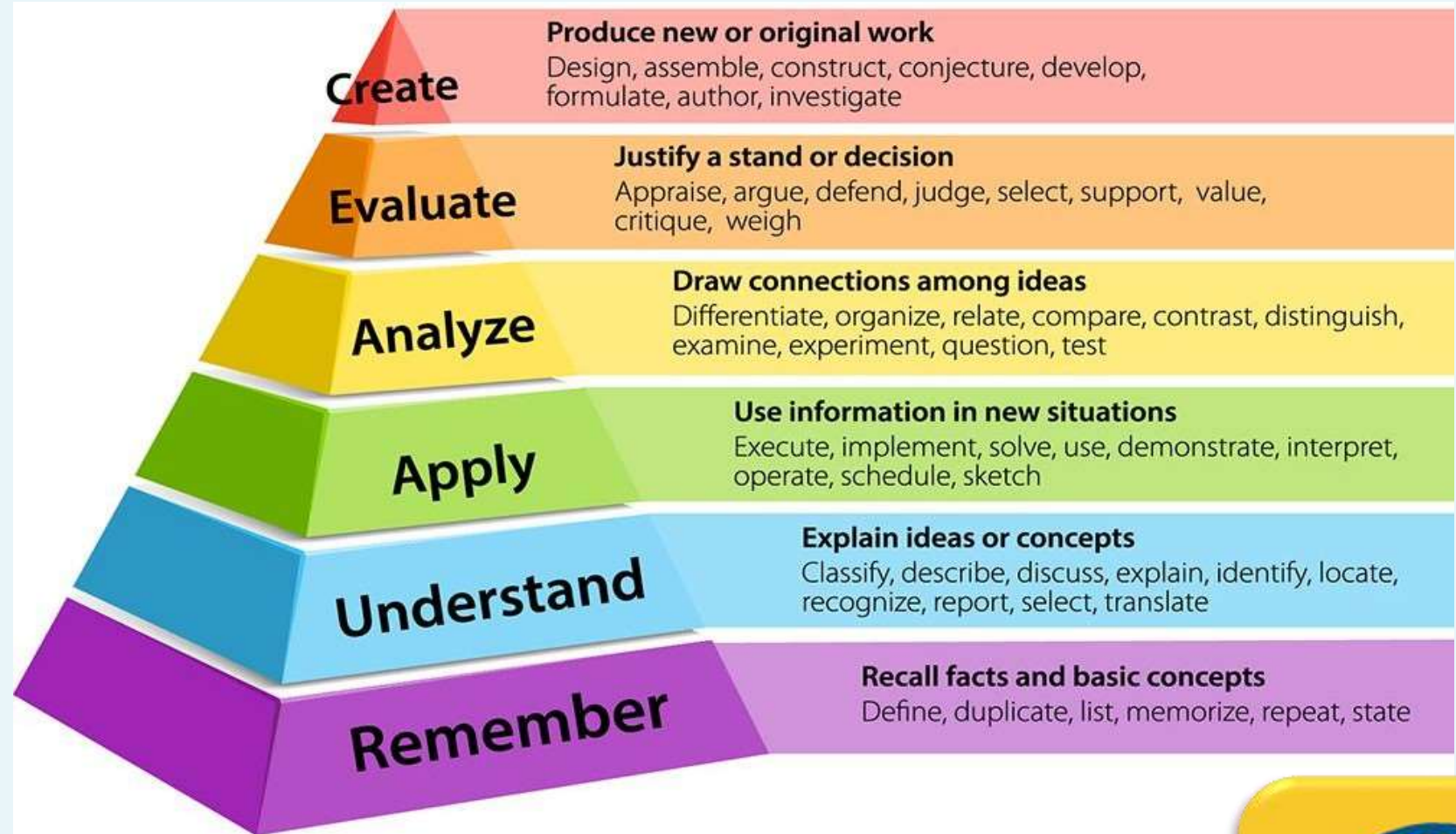
eg

To evaluate...

To compare...

To make connections...

To examine...



Bloom's Revised Taxonomy (2001) for the cognitive domain [Credit: Vanderbilt University Center for Teaching]

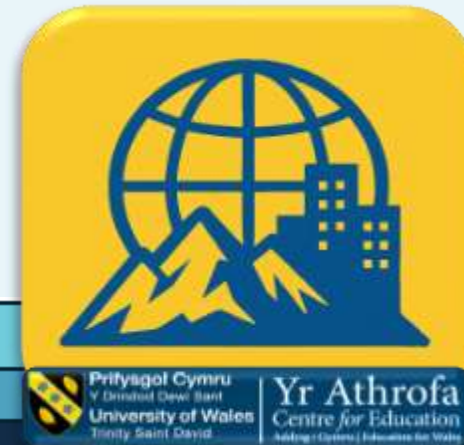


- John Hattie Learning Intentions and Success Criteria



Success Criteria

The purpose of success criteria, or “what we are looking for” is to make students understand the criteria for assessing their understanding.





Eg - I can...

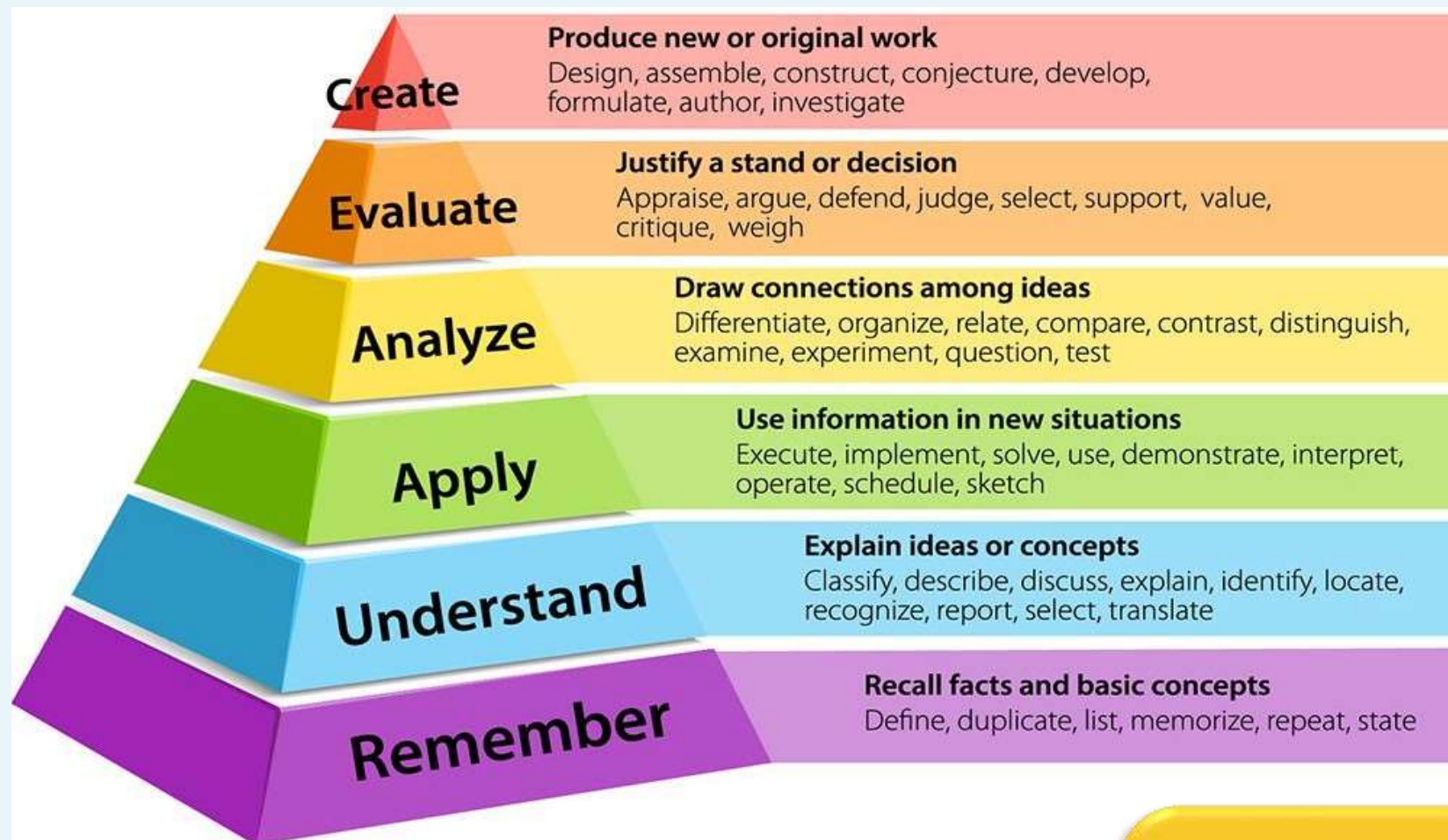
I can suggest...

I can sort...

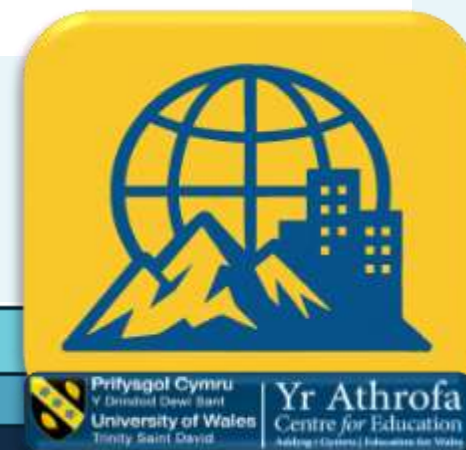
I can describe...

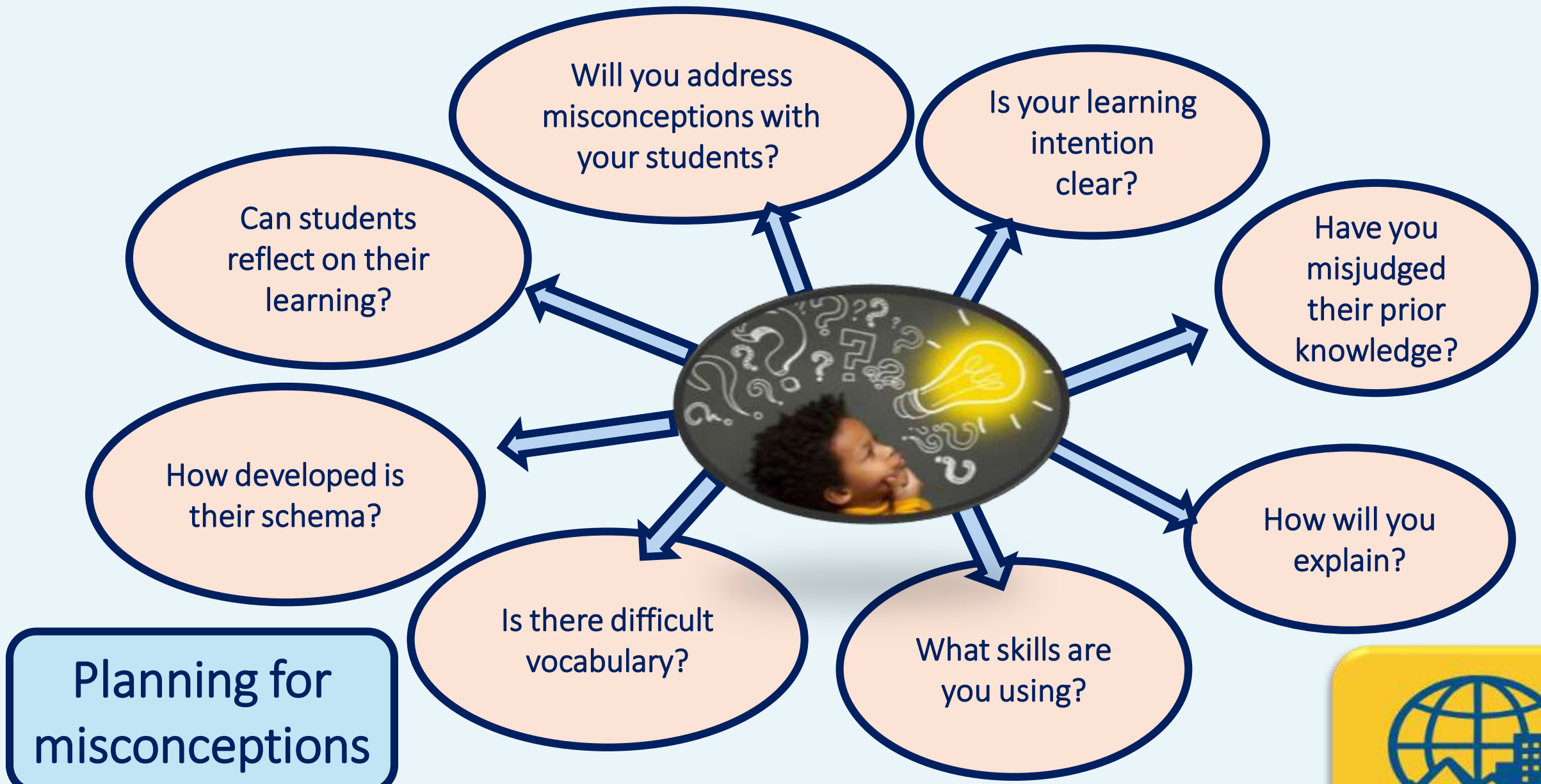
I can give examples...

I can give reasons for...



Learning objectives and success criteria are the tools which enable pupils to exercise power over their own learning. Clarke (2008 p81)





Planning for misconceptions

SEQUENCE OF TEACHING & LEARNING

(Add or remove rows below as appropriate)

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Possibilities	Must, Should, Could?	Possibilities	Must, Should, Could?
Starter		Pair work	
Aims and Intentions		Quizzes	
Teacher instruction		Retrieval activity	
Questioning		Technology	
Pupil centred work		Written work	
Scaffolded tasks		Plenary	
Images		Video	
Pupil interaction		Reflection	
Opportunities for assessment		Group work	

How do you decide on your lesson structure?

Option A	Option B	Option C

Try out a few different variations...



LOWER ORDER THINKING SKILLS



HIGHER ORDER THINKING SKILLS

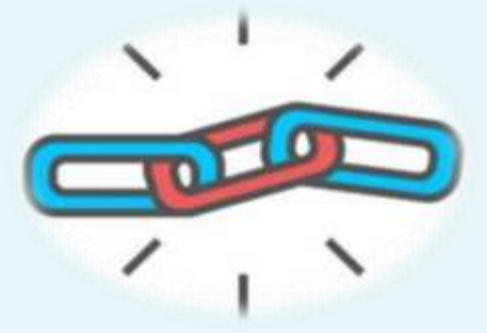


Design
your
thinking?

Remember	Understand	Apply	Analyse	Evaluate	Create
Can you recall..? When did..? Can you list..? Where is..? How would you describe?	What facts show..? Can you explain..? How would you group..? How would you compare?	What examples can you find..? What question would you ask..? How would you organise..?	Why do you think..? What conclusion can you draw..? What evidence can you find..?	What is your opinion..? How would you justify..? What ideas would you recommend..?	How would you test..? Can you predict..? How would you adapt..? What would happen if..?
← RECALL REPRODUCTION →		← SKILLS CONCEPTS →		← STRATEGIC THINKING →	
				← EXTENDED THINKING →	



Make meaningful links **across** the curriculum



Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. It will be the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills.

To develop, extend and apply these skills, the frameworks have been updated and continue to be available as non-statutory supporting guidance.

Literacy
Framework
(gov.wales)

Numeracy
Framework
(gov.wales)

Digital
Competence
Framework
(gov.wales)





Identify the positives



Identify ways to improve



There will always be ways to improve but don't be too hard on yourself!





What plenary would you use for the
end of this session?

How would you check for
understanding?





References:

- Anderson, L. W., Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York:Longman.
- Bloom, B.S (1956) *Taxonomy of Educational Objectives, Handbook 1: The Cognitive Domain* New York: David McKay Co Inc.
- Crichton, H., and Mcdaid, A. (2016) Learning intentions and success criteria: learners' and teachers' views. *Curriculum Journal*, 27(2), pp. 190– 203. (doi:10.1080/09585176.2015.1103278)
- [Curriculum for Wales - Hwb](#)
- Hattie, J [John Hattie Learning Intentions and Success Criteria](#)
- Hattie, J. & Zierer, K., (2017) *10 Mindframes for Visible Learning. Teaching for Success*. Routledge, London.
- Mccrea, P (2015) *Lean Lesson Planning* pepsmccrea.com

