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School: Grappenhall Heys Primary School	LA: Warrington
Teacher: Matt Boot	Students: Year 6
Contact: mattboot@googlemail.com	
Learning Focus: To scaffold higher order thinking skills using Bloom's Taxonomy & deBono's Thinking Hats.	
Curriculum Focus: History, Thinking Skills / Learning Skills	
Tools used: Forum	



Grappenhall Heys Primary School > Children's Work > Year 6 > Changes in Britain Since 1930

How has life in Britain changed since 1930?

Each week, there will be a new topic added to this discussion forum.

I would like all of you to try each activity, and if possible, to reply to someone else's post. Read each task carefully, and think about what you are being asked to do, and what extra information you will need in order to answer it.

Remember that whatever you say in this forum has your name with it - you are responsible for all of your own comments! Keep your password safe.

SAFE - Always keep your name, address, mobile phone no. and password private - it's like giving out the keys to your home!

Only children from Grappenhall Heys can log in to see this forum.

Topic	Views	Posts	Last Post
Evaluation Activity	124	18	15 Dec 2008 11:22

Use the Thinking Hats

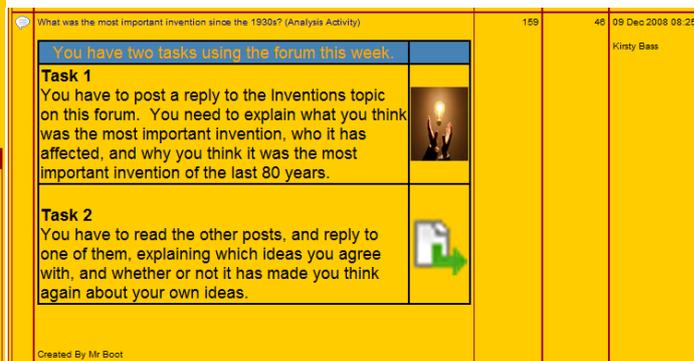
OBJECTIVE

PROCESS (Blue hat) **NTUTIVE** (Red hat)

CREATIVE (Green hat) **NEGATIVE** (Black hat)

POSITIVE (Yellow hat)

Choose one thing that has been invented since 1930.



What was the most important invention since the 1930s? (Analysis Activity)

You have two tasks using the forum this week.

Task 1
You have to post a reply to the Inventions topic on this forum. You need to explain what you think was the most important invention, who it has affected, and why you think it was the most important invention of the last 80 years.

Task 2
You have to read the other posts, and reply to one of them, explaining which ideas you agree with, and whether or not it has made you think again about your own ideas.

159	48	09 Dec 2008 08:25
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Kirsty Bass

Created By Mr Boot

How this worked in practice: During their History project exploring Life in Britain since 1930, children discovered, explored and learned about different aspects of knowledge and understanding of this period. During topics and project work like this it is very easy to develop quantity of knowledge without deepening learning, and so in order to develop the children's higher order thinking skills around this topic, children had their learning scaffolded each week using Bloom's Taxonomy. The class used a forum with 6 topics aligning with the 6 Taxonomy areas; Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. Each topic had a series of guidance about how that level of thinking and learning could be developed in line with the topic – and each level of the taxonomy was introduced carefully and gradually (as seen above right).

With the particularly higher order areas of Bloom's taxonomy, children were given additional scaffold for their learning; as seen above in the left side screenshot. In the Evaluation activity children were asked for example, to identify one thing that had been invented since 1930, and to *Evaluate* it by using Edward deBono's 6 Thinking Hats as prompts for these for considering its strengths (yellow hat – positives), weaknesses (black hat – negatives), alternatives (green hat – creativity), facts (white hat – factual), emotional responses (red hat – emotions) and overall judgements (blue hat – overall).

Learning this combination of using theories, skills and ideas to structure thinking in order to achieve more thorough outcomes has been learned in the context of this activity, but then later applied across a range of topics and curriculum areas; leading to raised attainment and progression for the children.

By the end of this sequence of work children had developed skills in:

Learning Skills: Reflection, Self-Assessment, Higher Order Thinking

History: British History

Next Steps: The children could use their responses to link back to examples and other pieces of related work within their eportfolio area; connecting these skills and activities to APP and AfL.
