

HOW TO LEARN

Novice to expert in 3 simple steps

KFE KENT FURTHER
EDUCATION

Teaching, learning and assessment conference
15 February 2019

Matt Bromley
 [@mj_bromley](https://twitter.com/mj_bromley)



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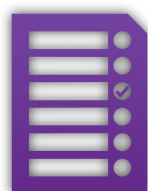
be inspired

influenced by **evidence**
informed by **experience**
be inspired by our **expertise**

Read Matt's blog and download free resources at
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Blog



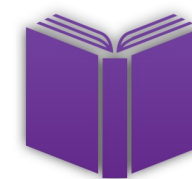
Posters



Book a course

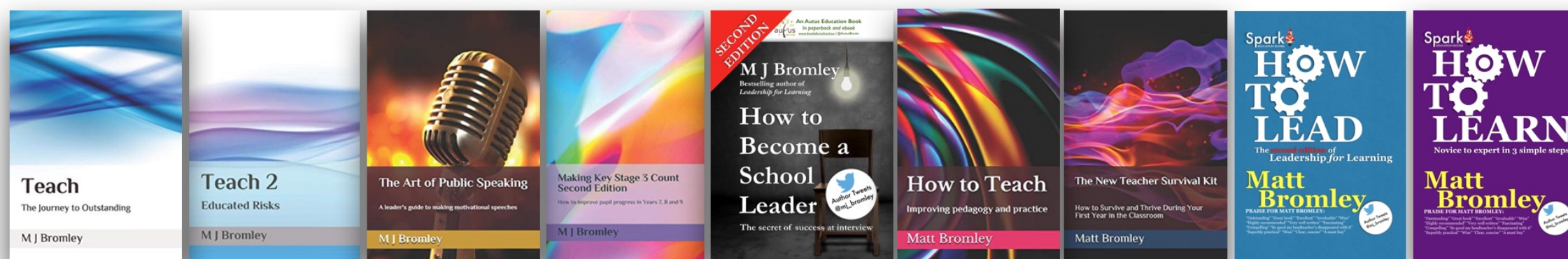


Journalism



Bookstore

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There is no pill which once
popped will proffer outstanding
teaching every time



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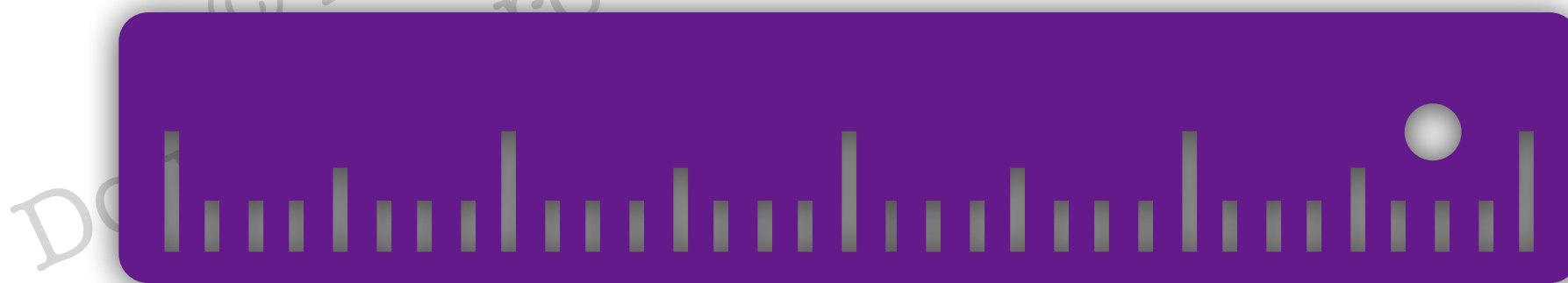


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Teaching cannot be reduced to a single measurement



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The best teachers are
sensitive to the needs of their
students and adjust their
lessons to the here and now



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1. My teacher respects me
2. My teacher is knowledgeable in their subject
3. My teacher is friendly, approachable and willing to listen
4. My teacher is positive, enthusiastic & has a sense of humour
5. My teacher encourages and helps me to succeed
6. I do work that is interesting and challenging for me



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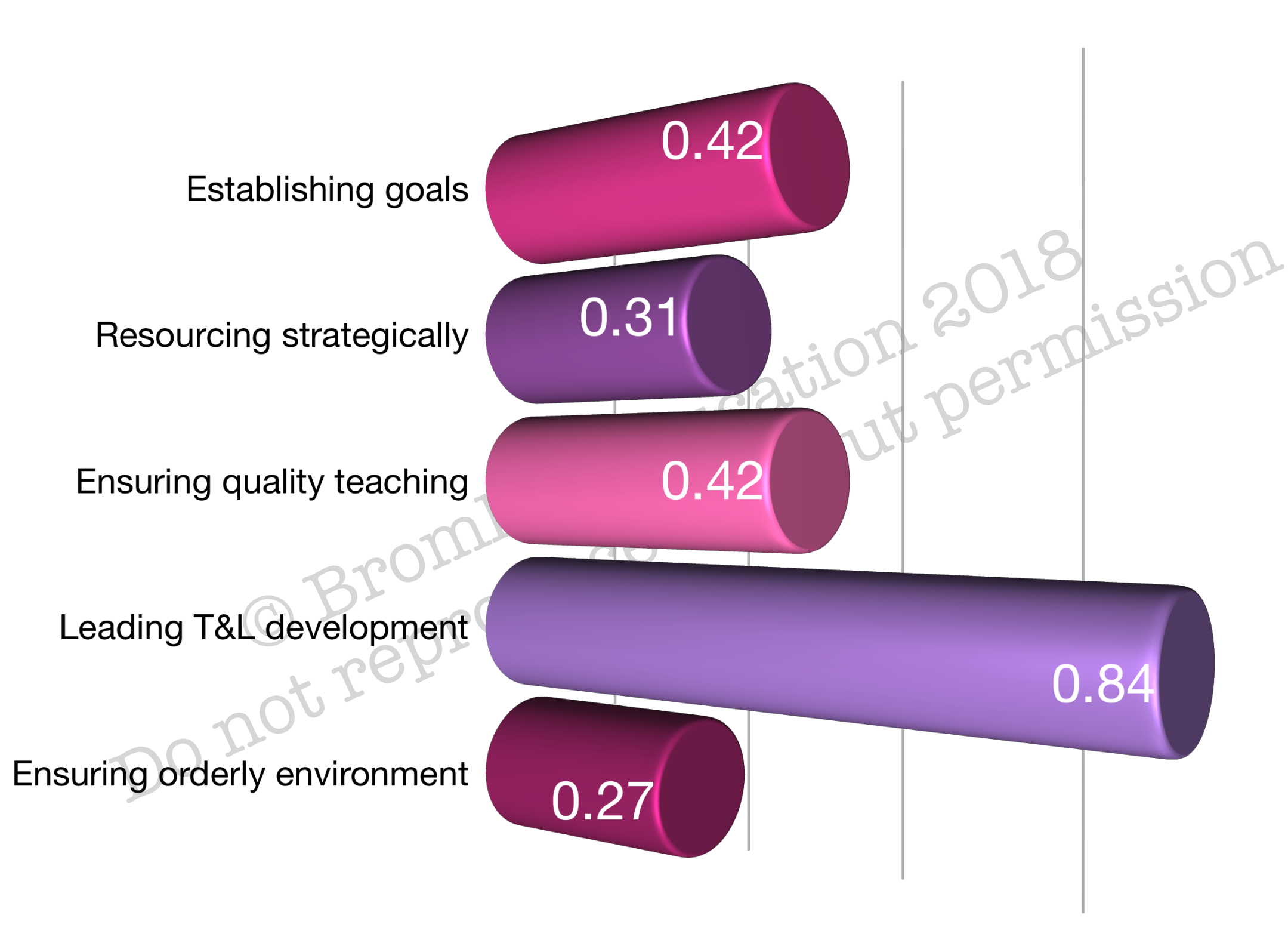
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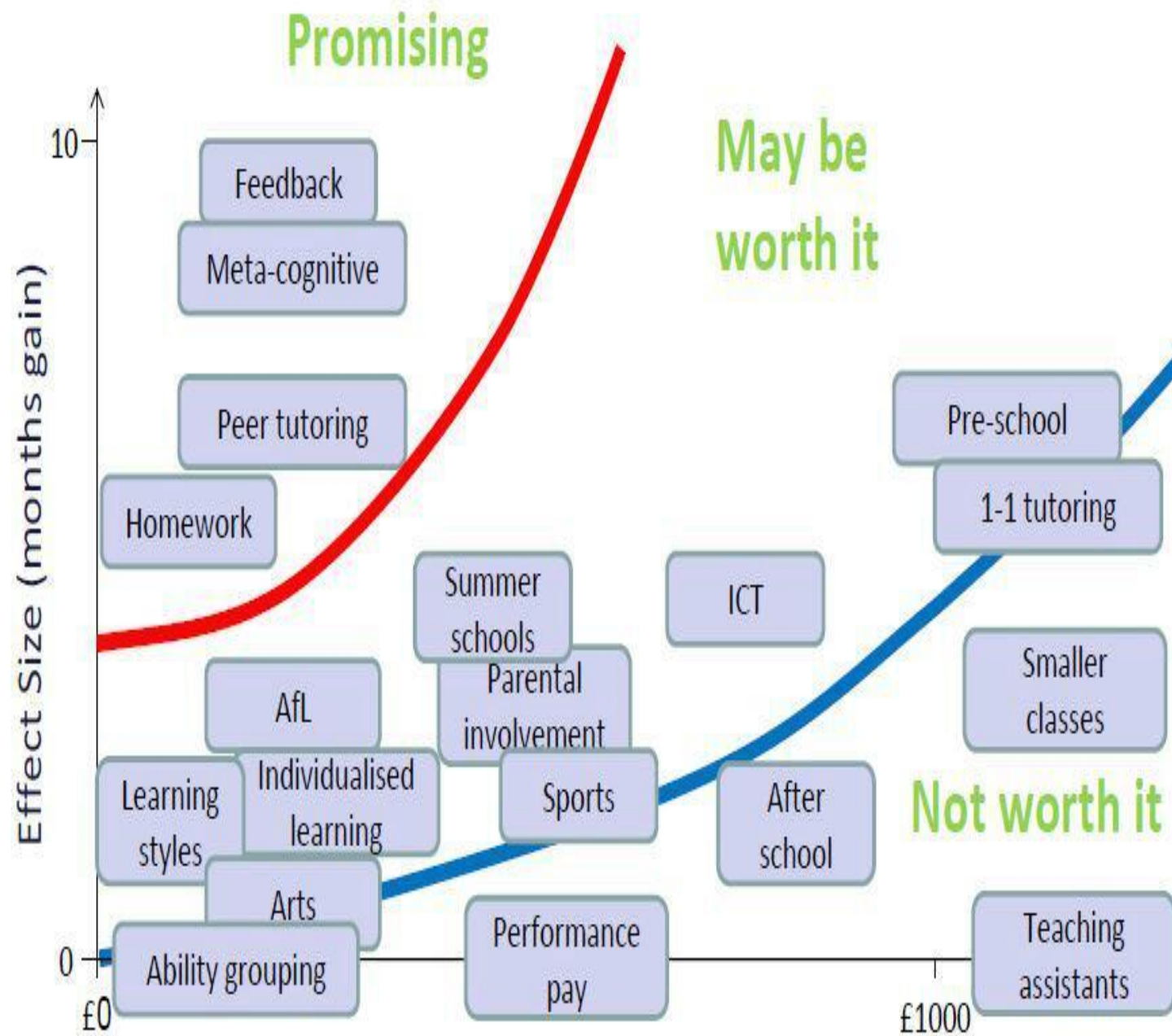
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 Tool kit Info	 Tool kit Filter	 Pupil Premium Calculator	 Latest Updates	 Downloads
Feedback	£££££	★★★★★	+8 months	
Meta-cognition and self-regulation	£££££	★★★★★	+8 months	
Peer tutoring	£££££	★★★★★	+6 months	
Early years intervention	£££££	★★★★★	+6 months	
One to one tuition	£££££	★★★★★	+5 months	
Homework (Secondary)	£££££	★★★★★	+5 months	
Collaborative learning	£££££	★★★★★	+5 months	
Phonics	£££££	★★★★★	+4 months	
Small group tuition	£££££	★★★★★	+4 months	
Behaviour interventions	£££££	★★★★★	+4 months	
Digital technology	£££££	★★★★★	+4 months	



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1 PROGRESS through

FEEDBACK

2 ENGAGEMENT through

**META-
COGNITION**

3 CHALLENGE through

PITCH



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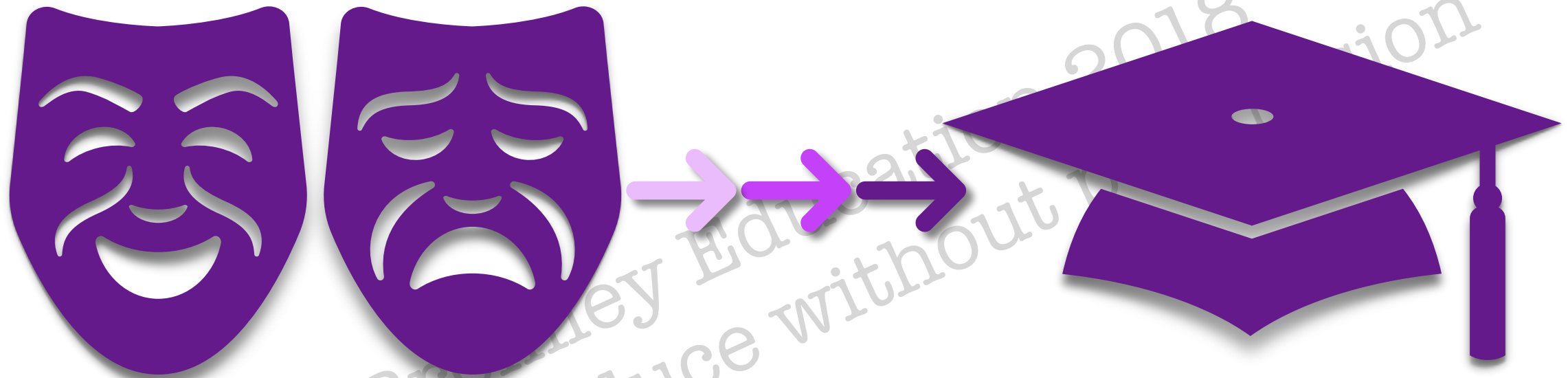
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MIMICRY

Performance

MASTERY

Learning



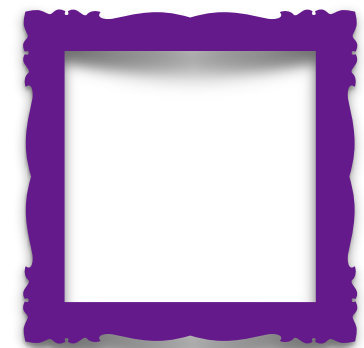
**Not
encoded**



**Quickly
forgotten**



**Long
term**



**Different
contexts**



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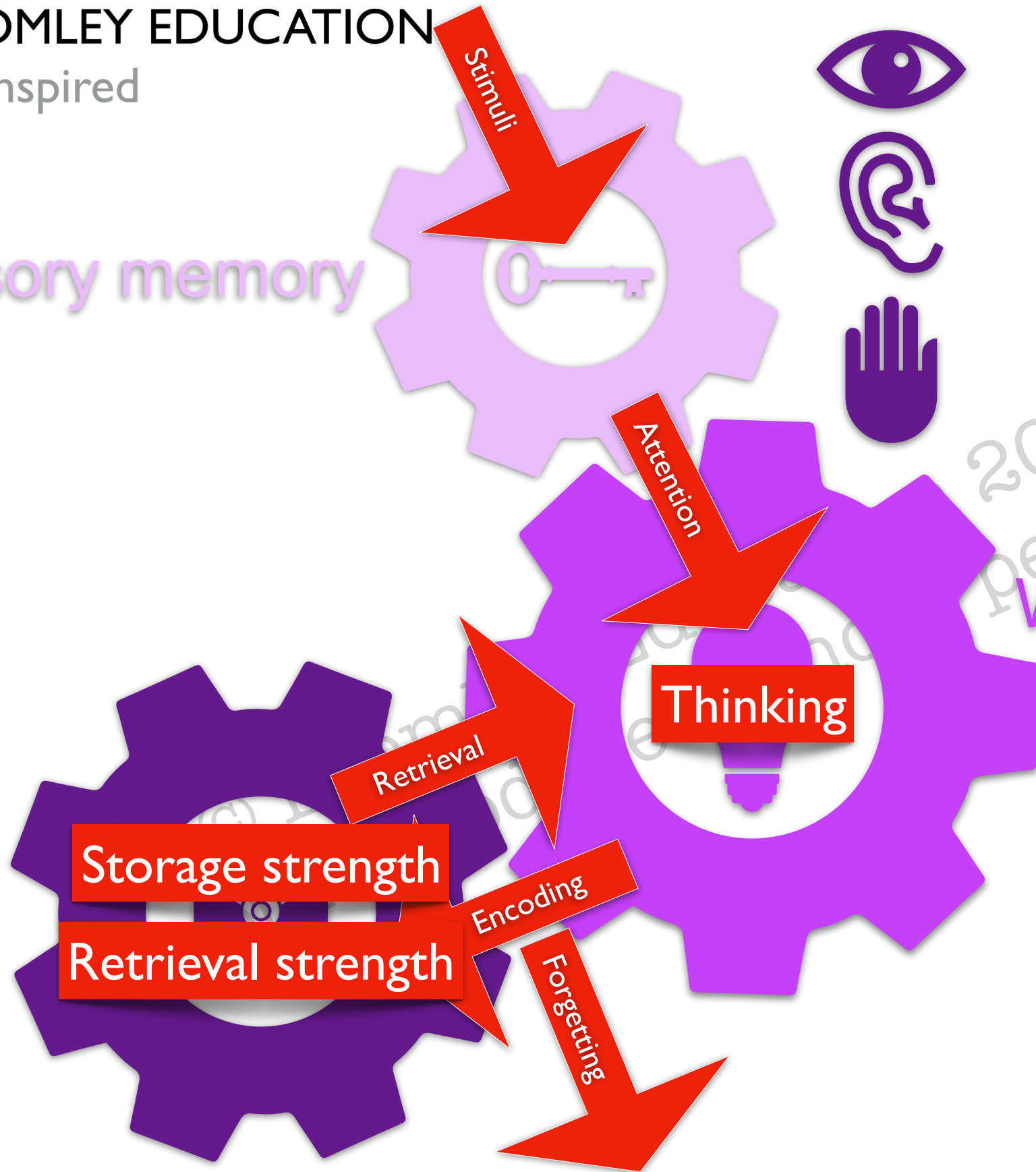


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Sensory memory



Working memory

Long-term memory



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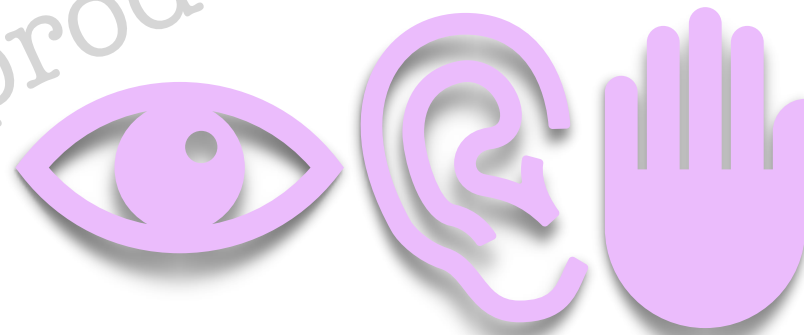
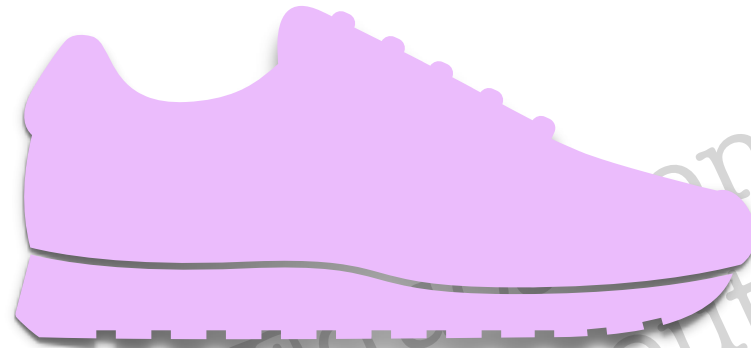


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1



Stimulate



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**What will
students **do**?**



**What will
students **think**?**



Memory is the residue of thought



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2



Think

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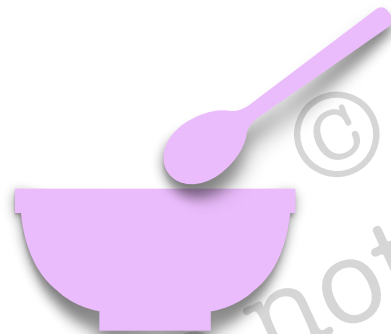
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$$367 \times 2892 =$$


$$2 \times 10 =$$



Automatic



**Hard but
achievable**



**Cognitive
overload**



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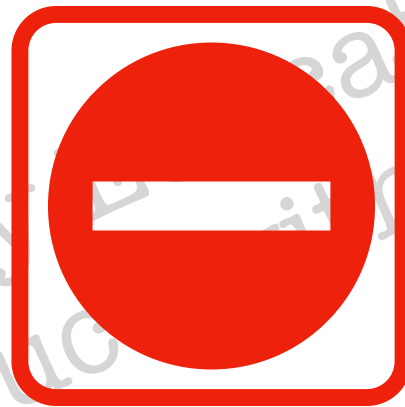
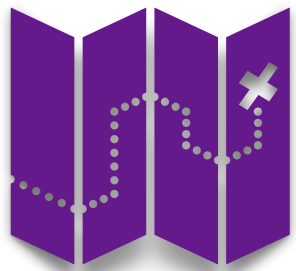


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Desirable difficulty



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How many animals of each kind did Moses bring onto the Ark?

How many animals of each kind did _____ bring onto the Ark?

In the biblical story, to save them from the flood, how many animals of each kind did Noah bring onto the Ark?

How many animals of each kind did Noah bring onto the Ark?



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Sans Forgetica



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A

bread - butter

hammer - nail

rise - fall

sweet - sour

read - write

B

bread - butter

hammer - nail

rise - fall

sweet - sour

read - write



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Induce cognitive *strain*



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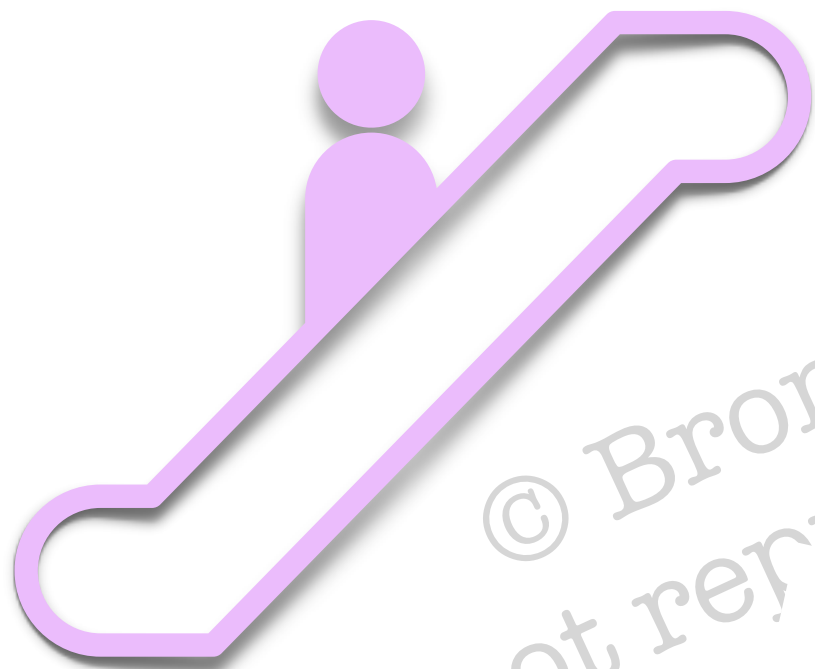


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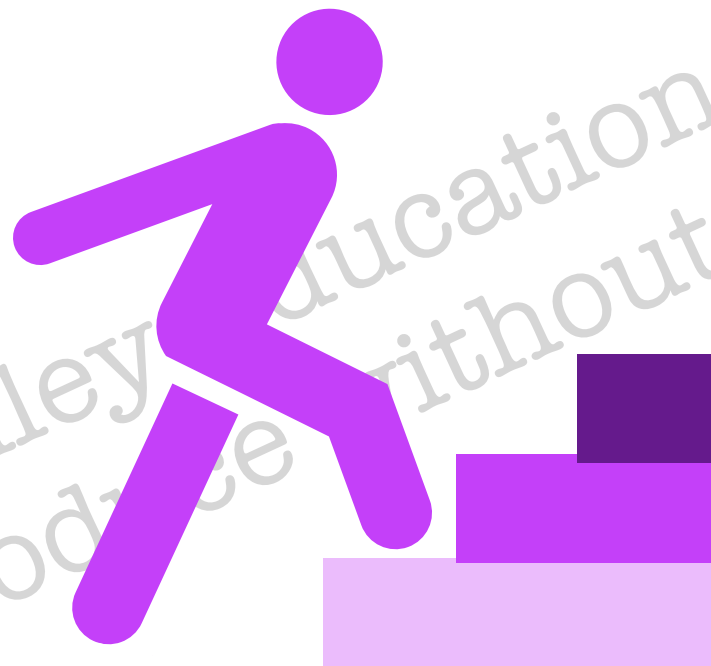
Don't think

Think

Can't think



Automatic



**Hard but
achievable**



**Cognitive
overload**



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Stress zone

Cognitive overload

Learning fails



Struggle zone

High challenge, low threat

Thinking and learning



Comfort zone

Automaticity

Learning fails

Comfortable with discomfort



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YET



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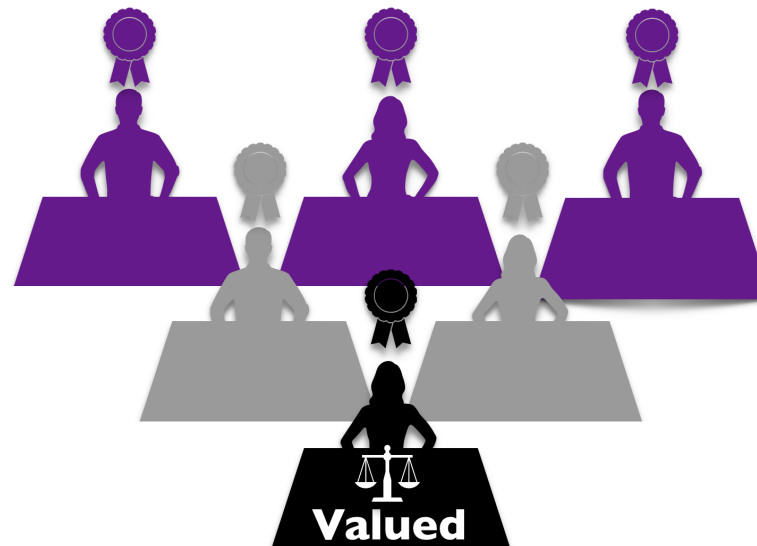
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- 1. Effective
- 2. Efficient
- 3. Enjoyable



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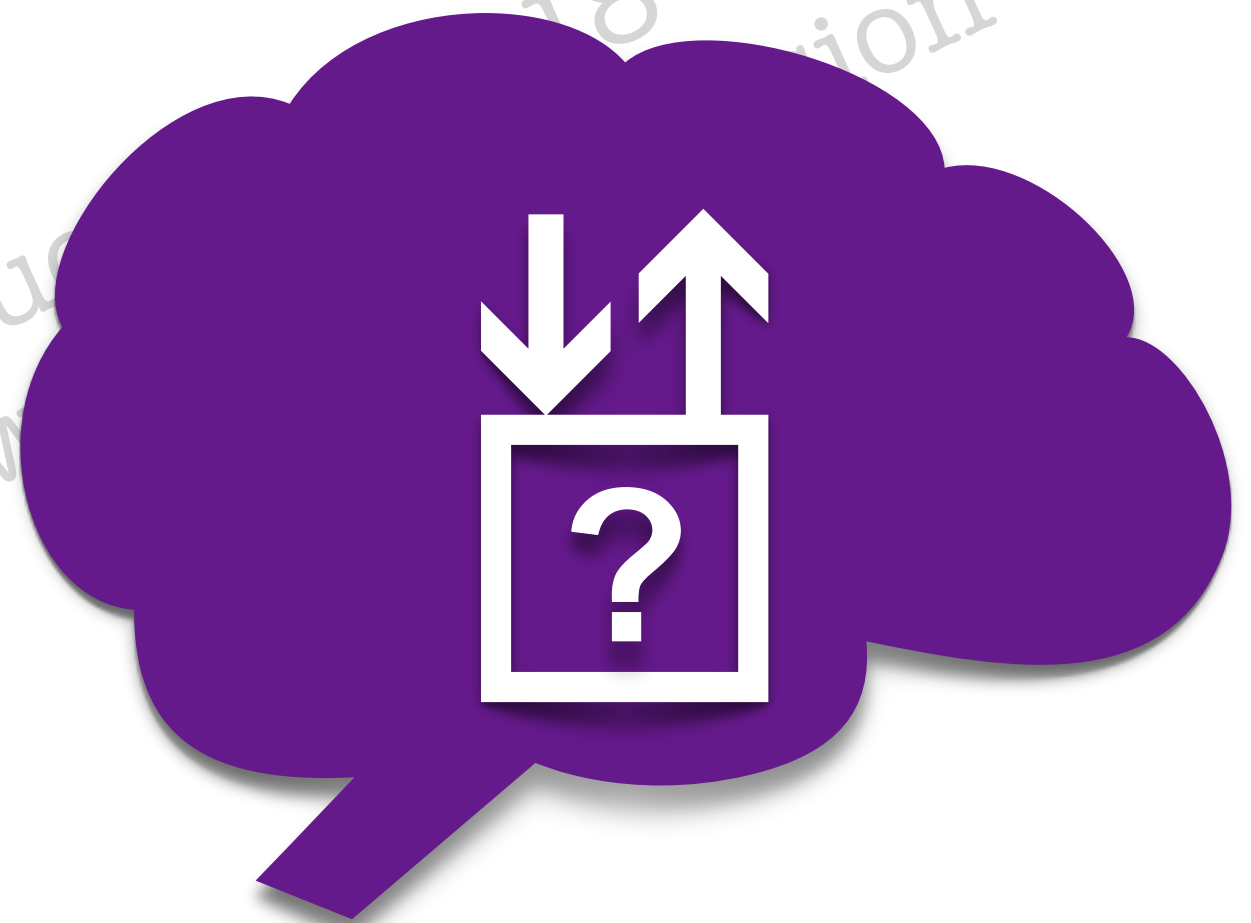
LIMITED

Working memory



LIMITLESS

Long-term memory



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X D H

P E S

C G E

F D V

T I C

B B X

X

B B C

I T V

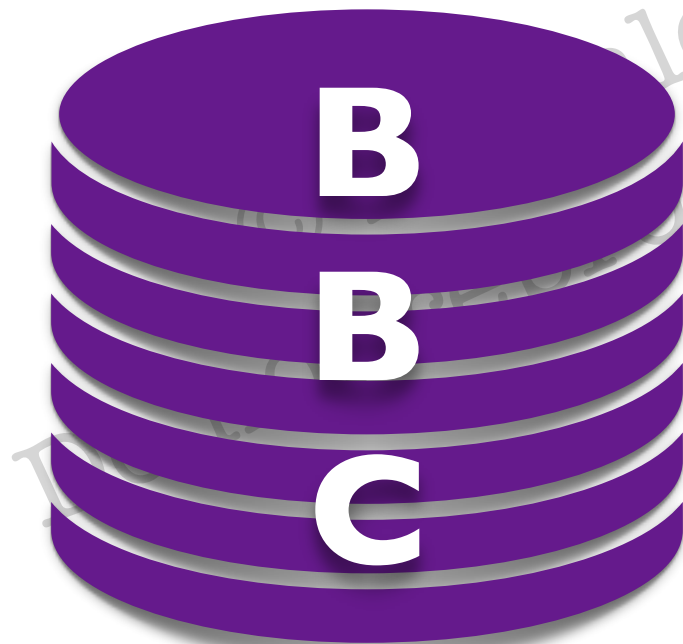
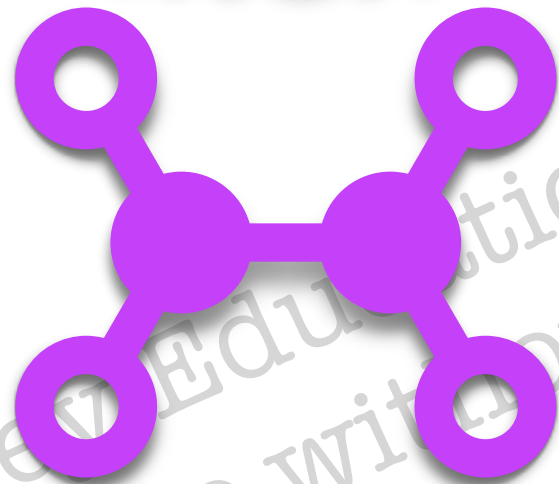
D F E

G C S E

P H D

X

Schema



=

BBC



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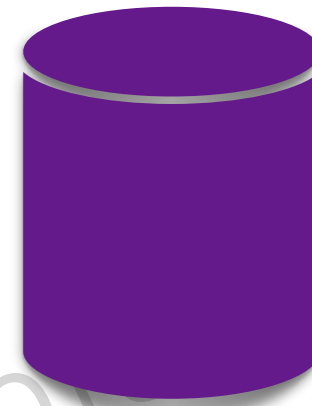
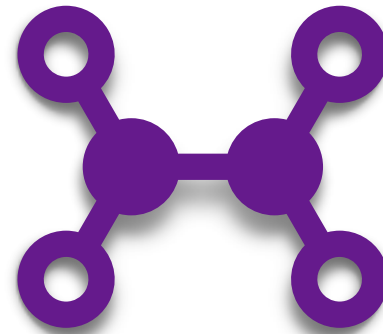
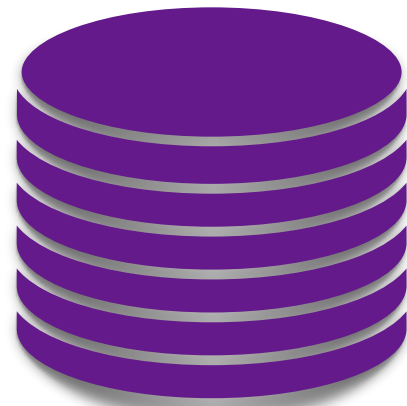
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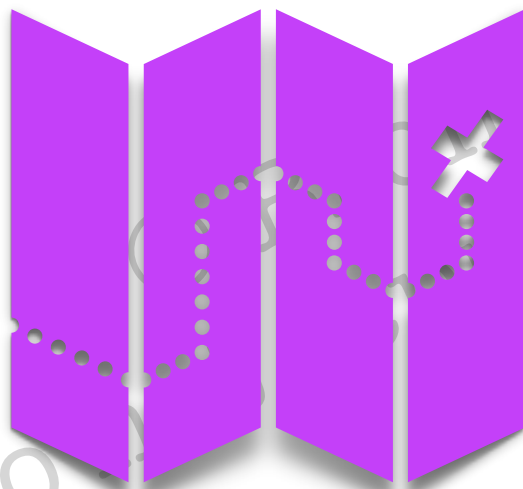
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Schema



Method of loci



Rhythm

Acrostics
Can
Reduce
Obsolete
Space
Thus
Increasing
Cognition



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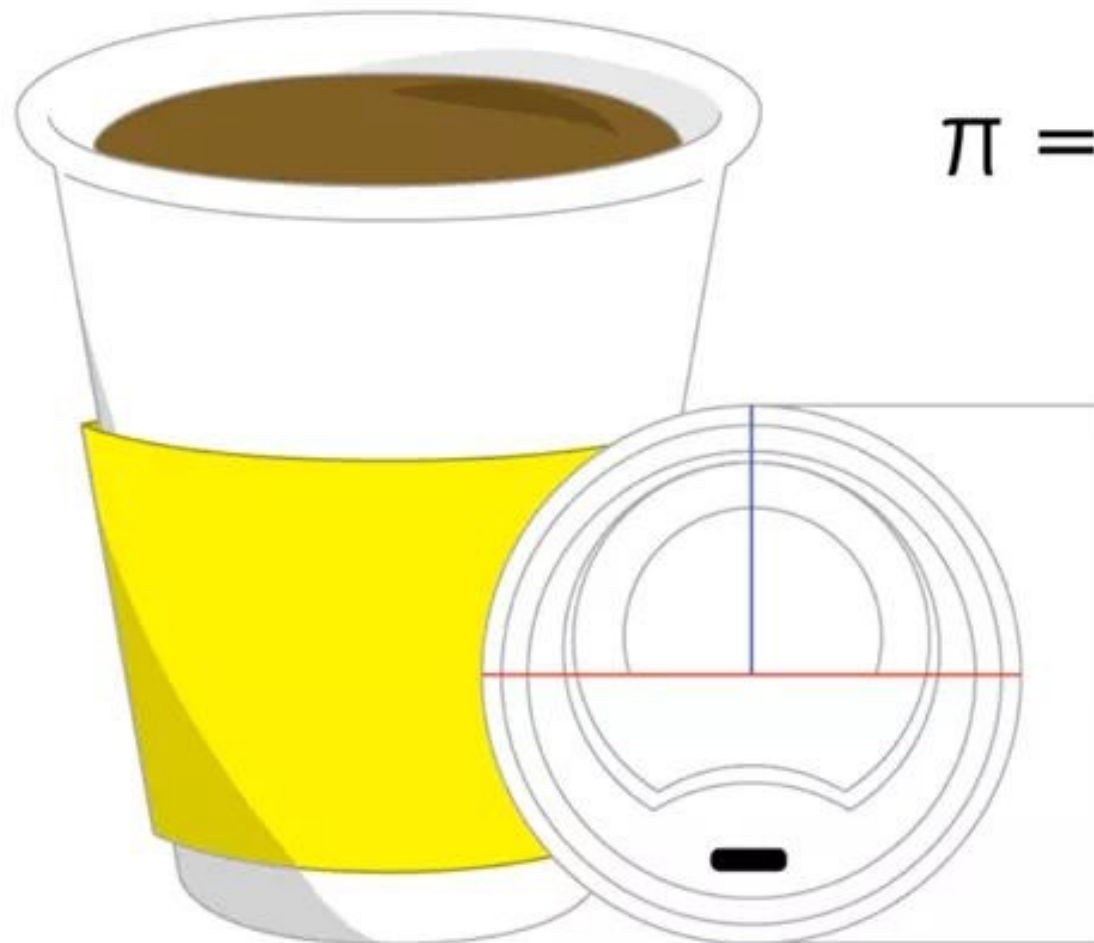
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May I have a large container of coffee?

3. 1 4 1 5 9 2 6



$$\pi = 3.1415926$$

$$\text{Area} = \pi r^2$$

$$\text{Circumference} = \pi d$$



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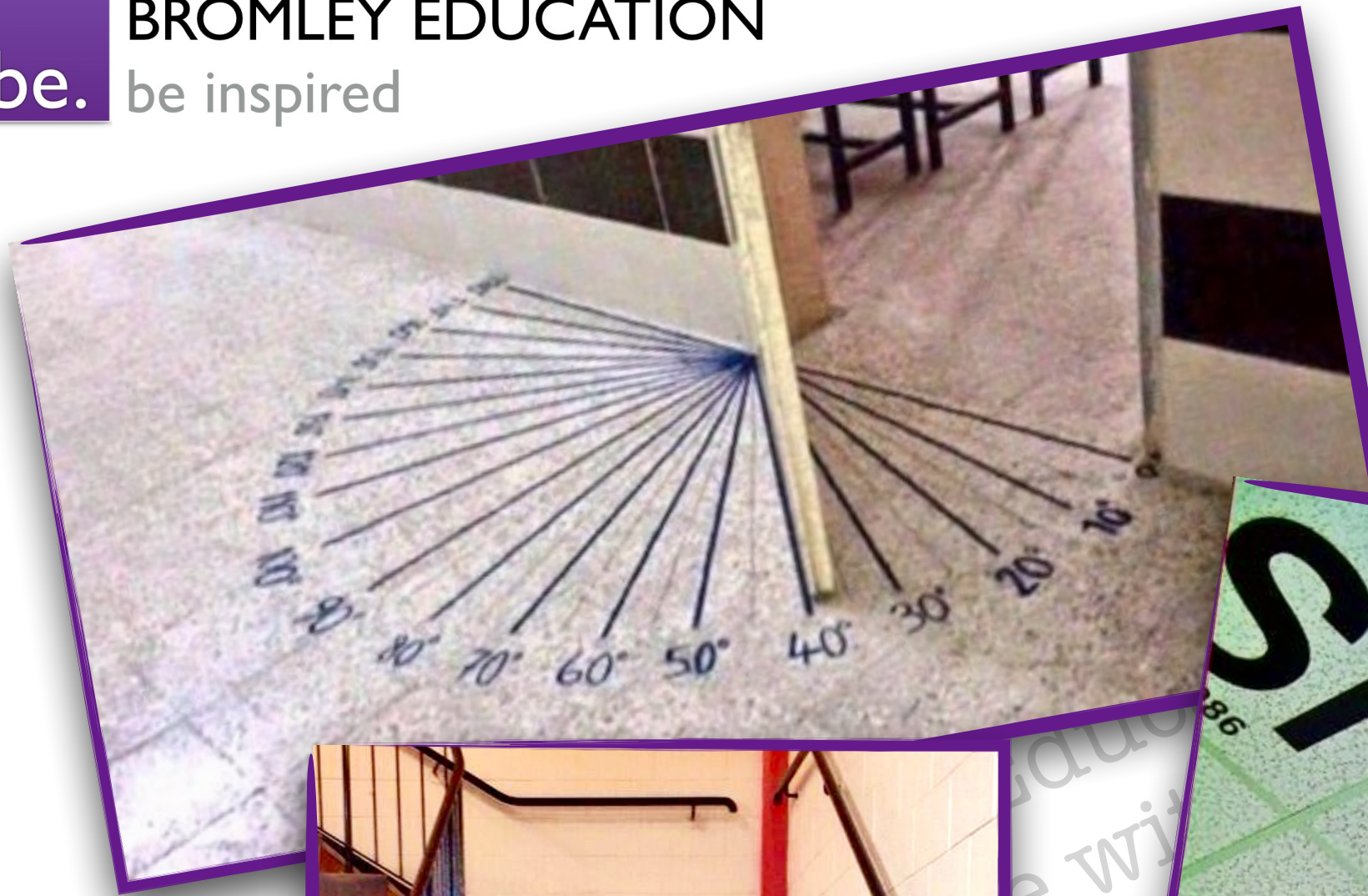
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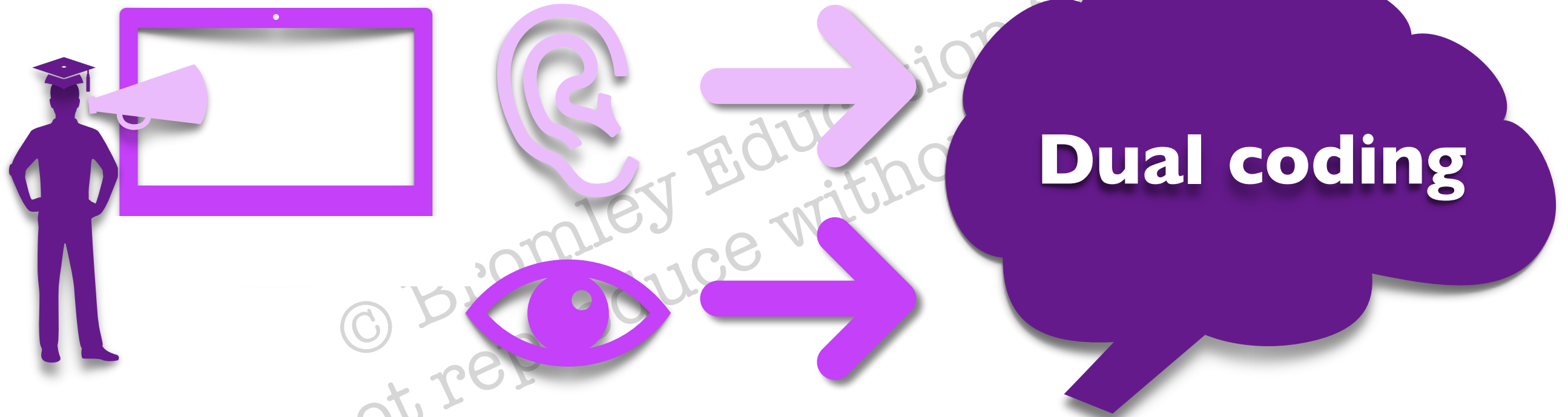
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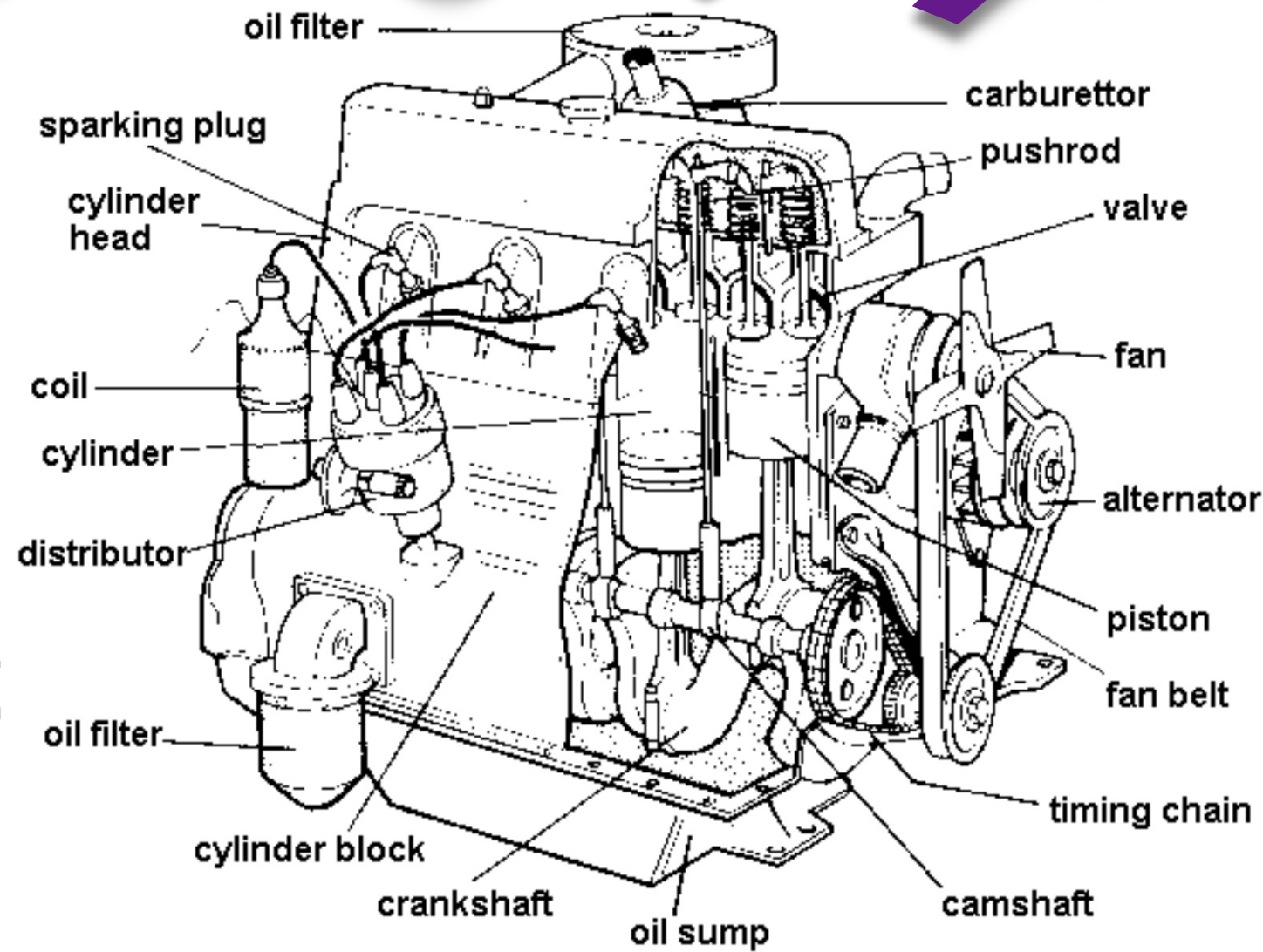
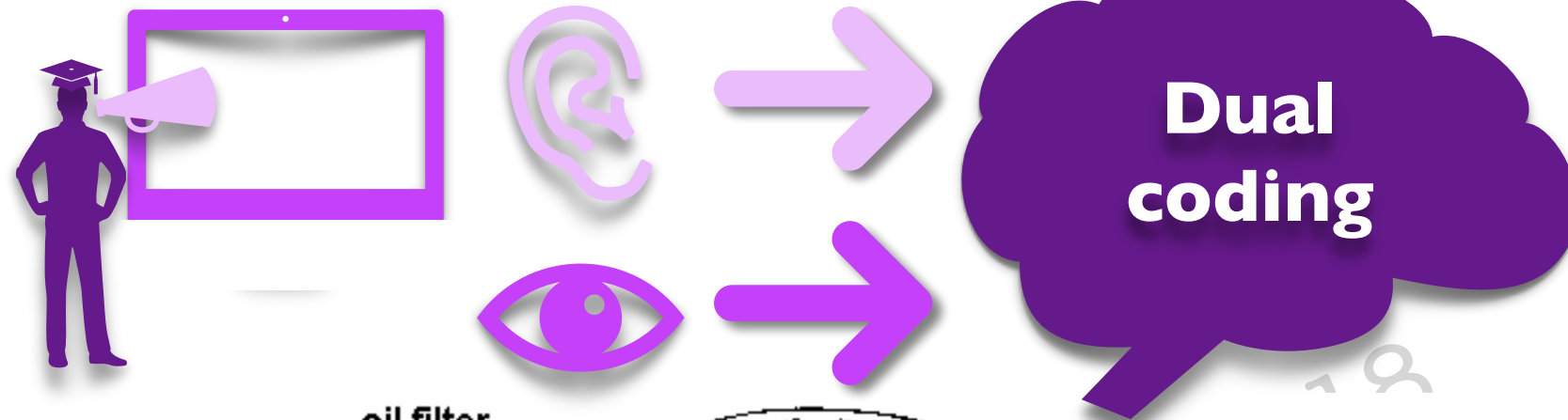
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Petrol Engine



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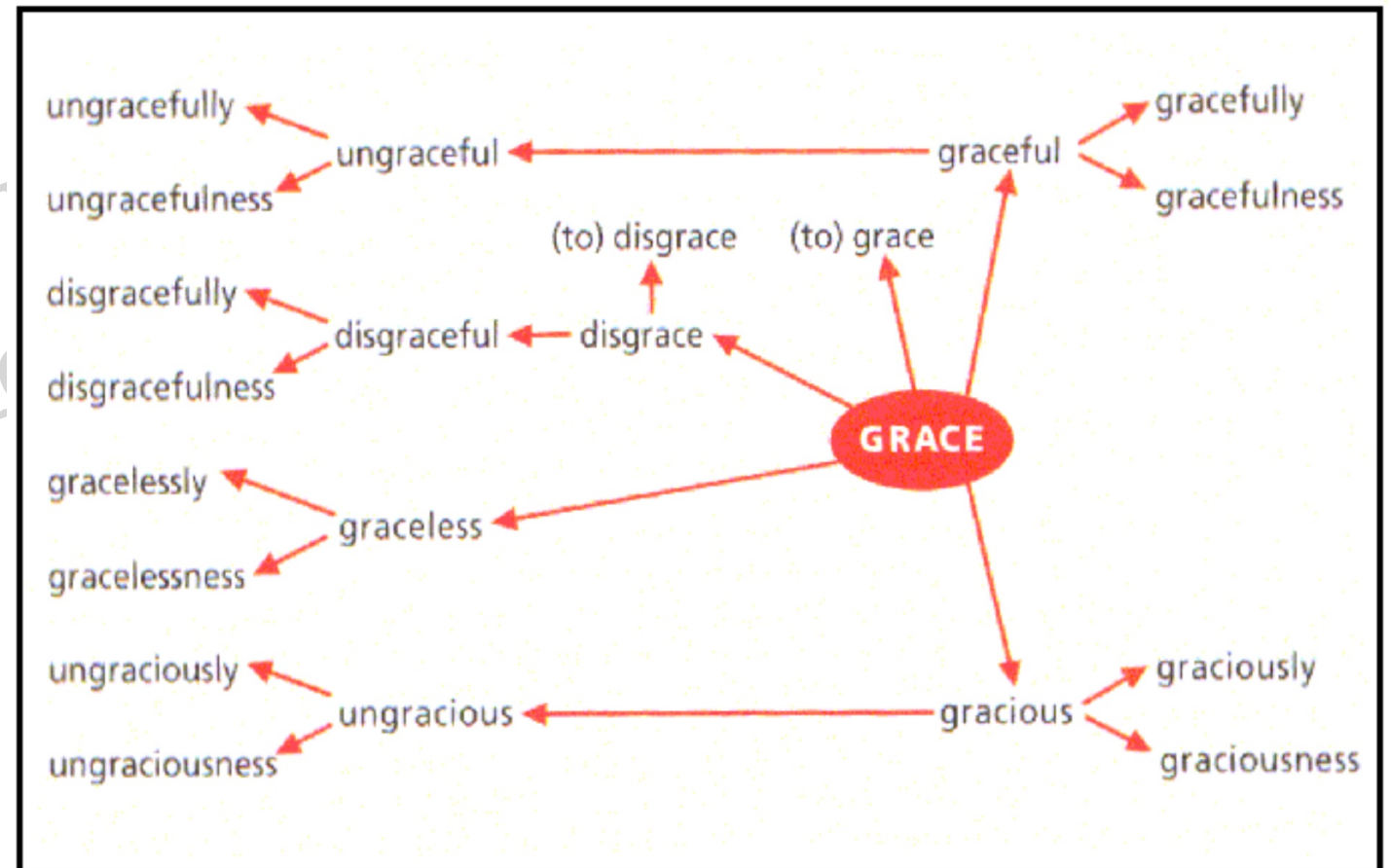
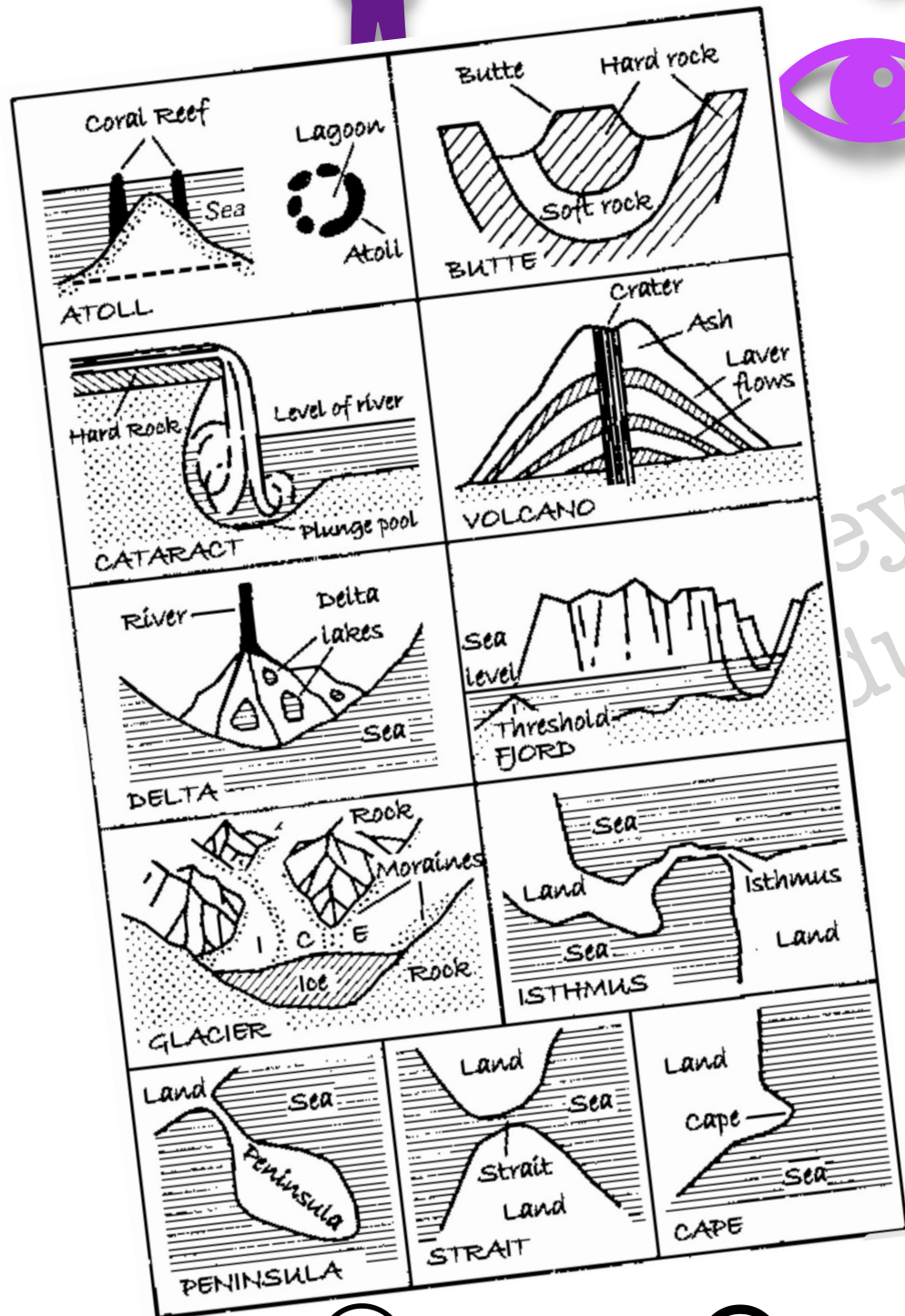
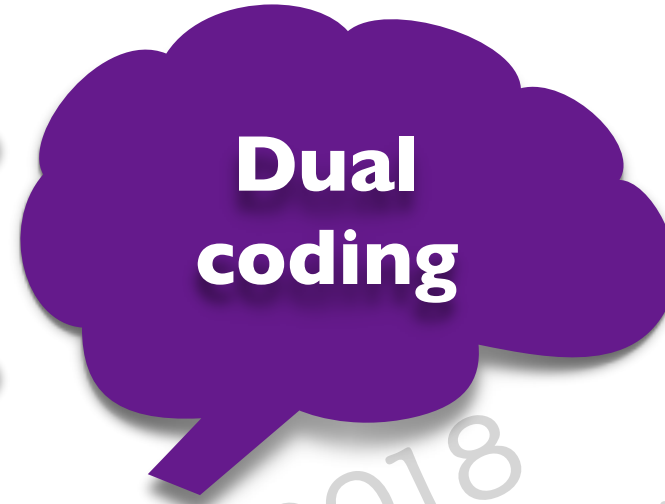
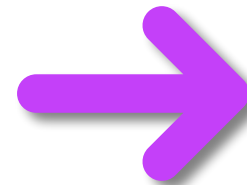
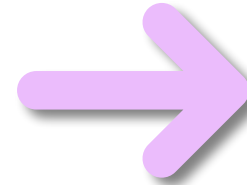
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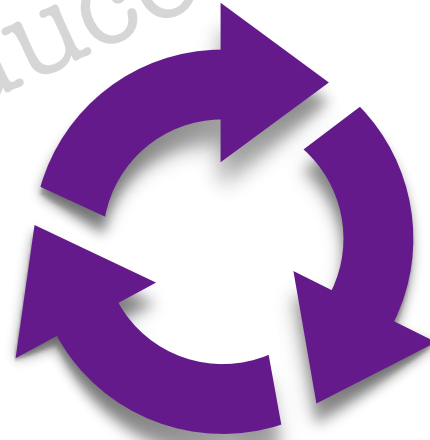


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3



Practice



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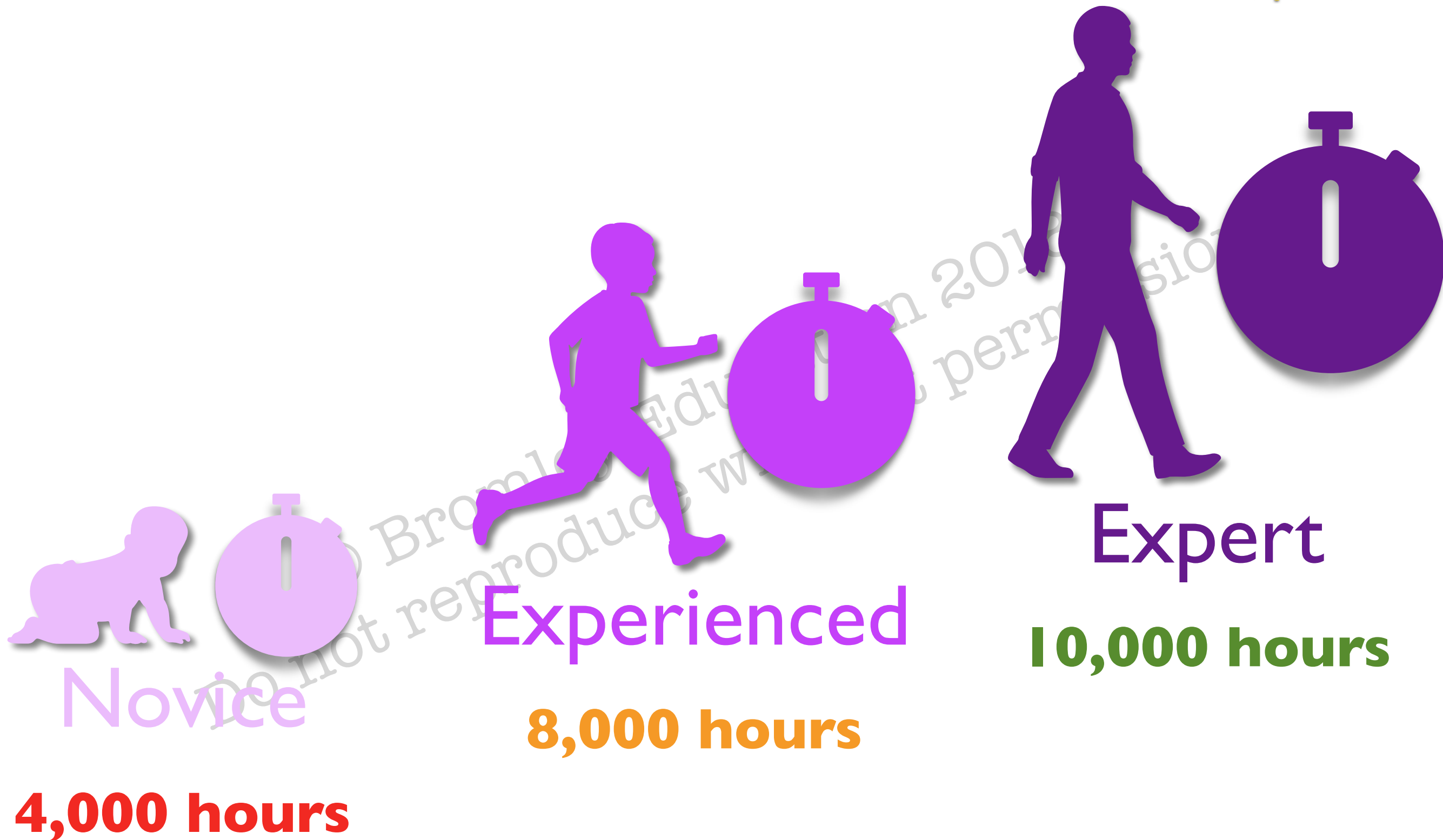
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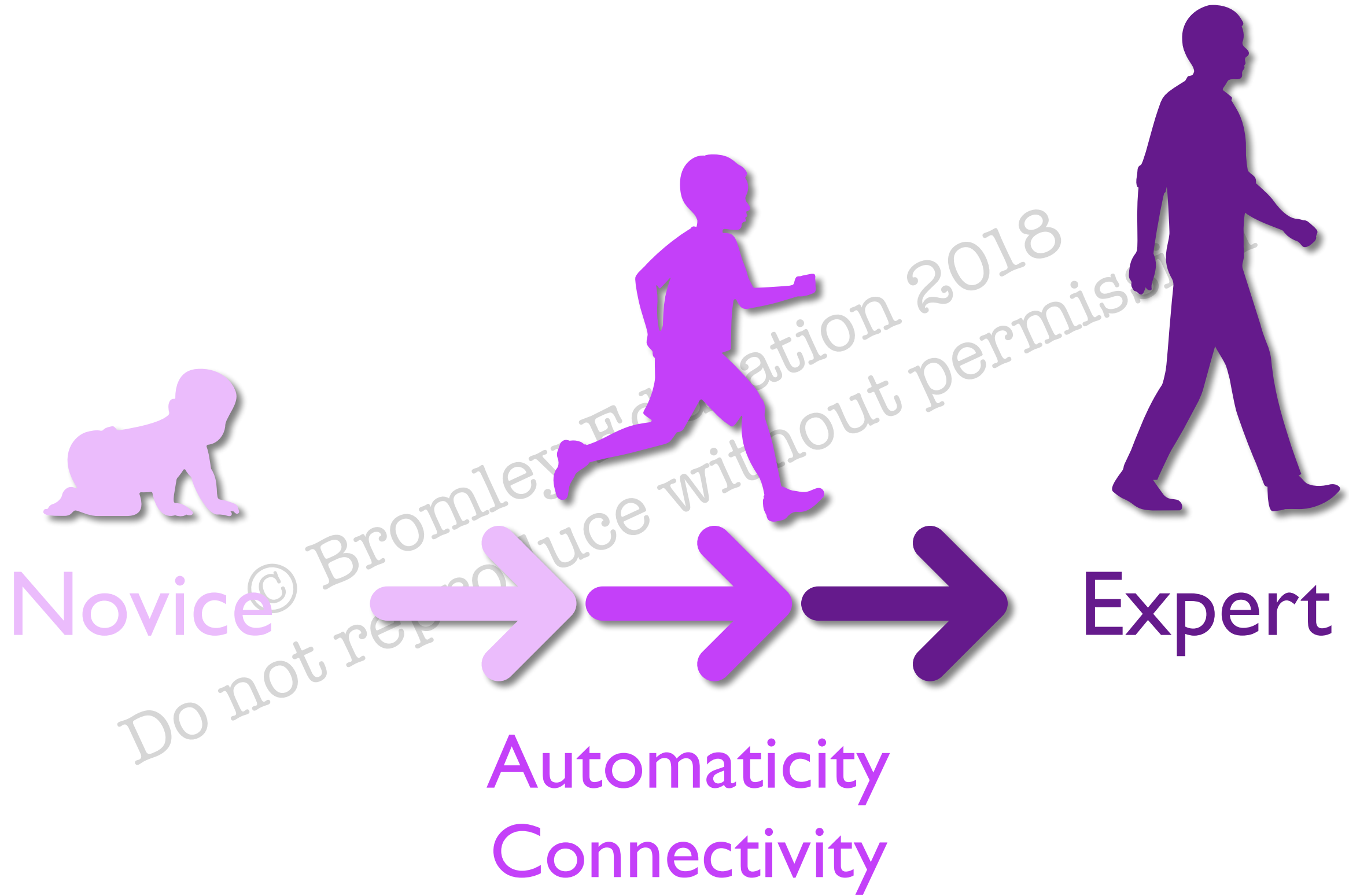
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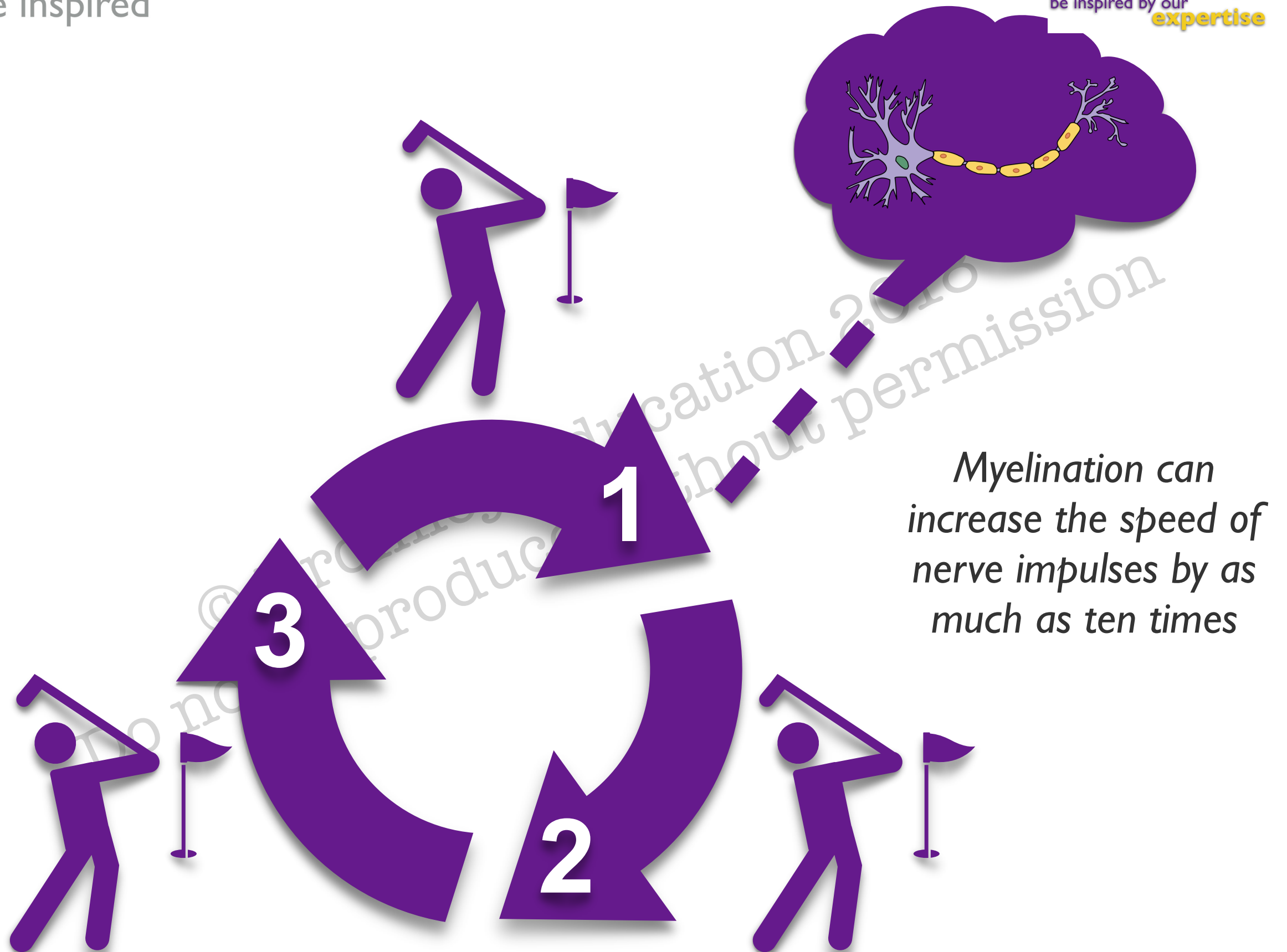
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Practice



Spaced practice



Interleaved practice



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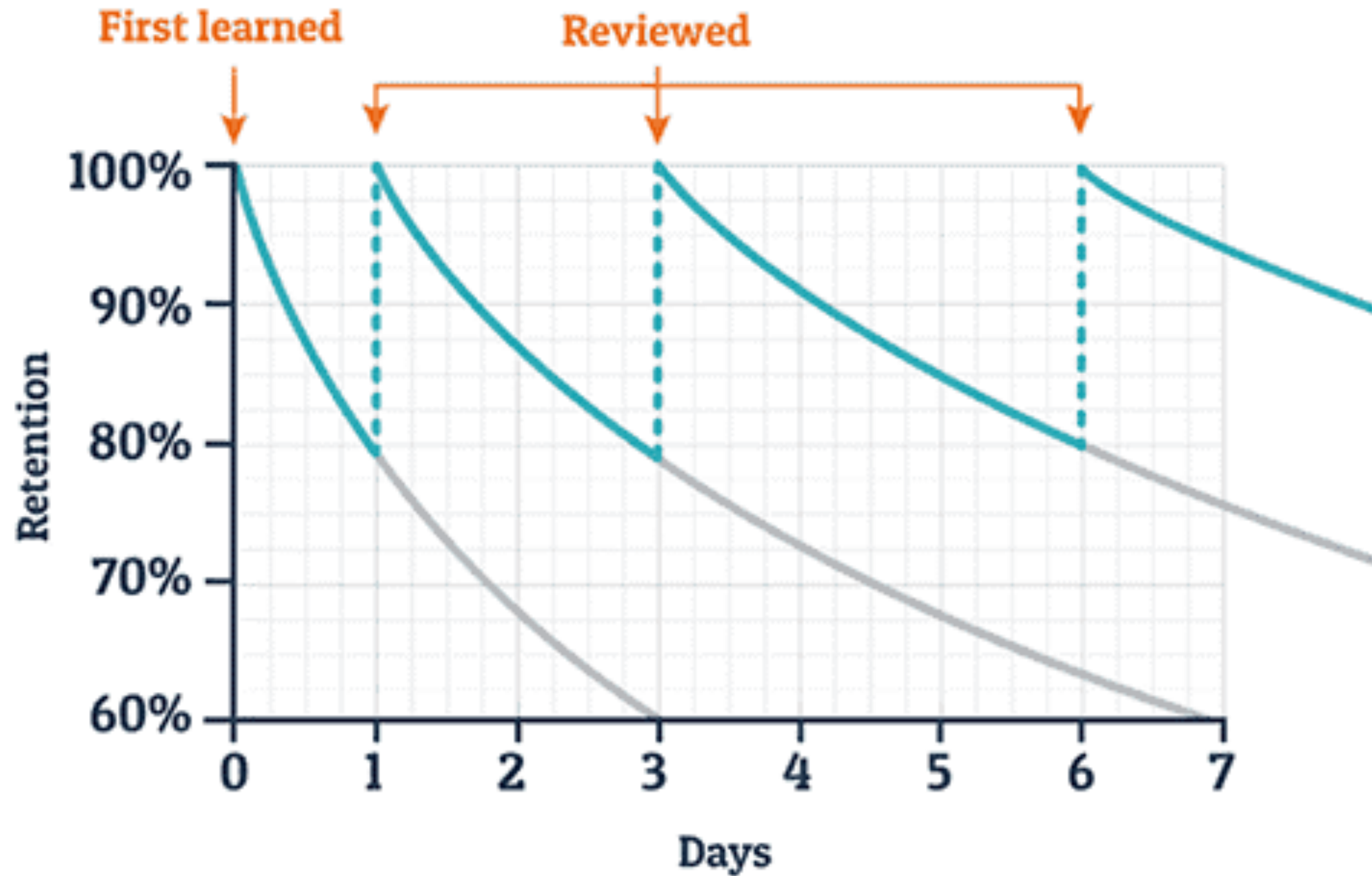
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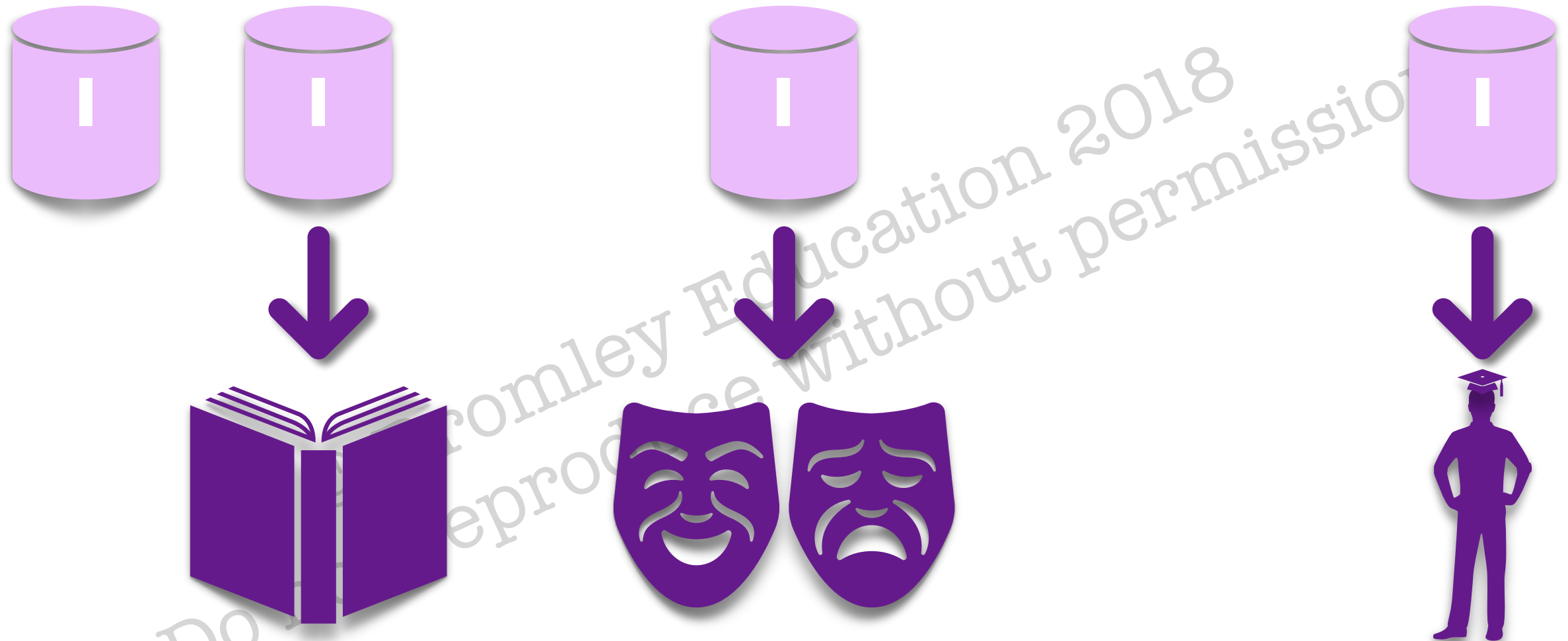


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Create *sensory hooks*



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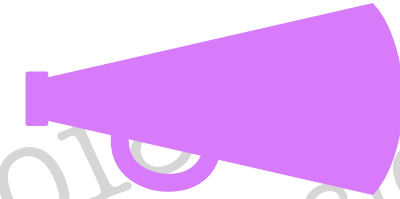
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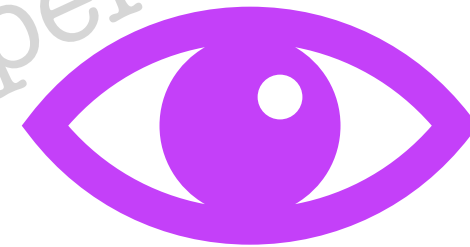
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Teaching sequence

1. Telling



2. Showing



3. Doing



4. Practising



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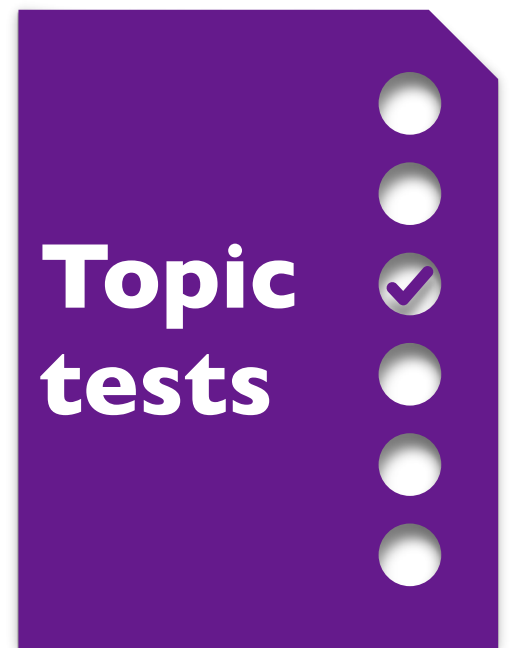
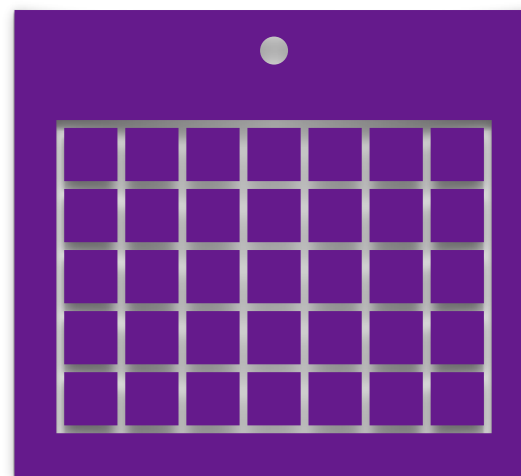
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Daily quizzes



Graphic organisers



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Year 8 - Knowledge Organiser – Animal Farm

Animal Farm is an allegorical novel by George Orwell where animals are in charge rather than humans.

Context	Characters	
Orwell wrote the novel as an allegorical tale that links with the history of the Soviet Union. The book was viewed as incredibly controversial and rejected by several publishers before being published.	Old Major: Wise, old pig. Starts the rebellion with his powerful speech about men.	Mr Whymper: Sly solicitor who helps Napoleon.
	Mollie: Shallow and childish mare; deserts the farm to continue to lead the life of a horse.	Mr Jones: drunken owner of Animal Farm. Symbolises the control and greed of men.
Old Major represents Karl Marx, Snowball represents Communism, and Napoleon represents Stalin.	Snowball: Hero of the Battle of the Cowshed, expelled by Napoleon and used as a scapegoat.	Napoleon: Controlling dictator. Leads by fear and propaganda.
Orwell is most famous for this novel and 1984, a dystopian book that wrote about an extreme version of the future. Several new words came from Orwell's work, including cold war, Big Brother, Thought Police, Room 101, memory hole, newspeak, doublethink, and <u>thoughtcrime</u> .	Clover: Caring and loyal, has very little control but realises what is happening as the pigs take control.	Pilkington and Frederick: Owners of the neighbouring farms and equally manipulative.
	Boxer: Innocent but hard working, very strong and selfless.	Squealer: Napoleon's mouthpiece, he uses propaganda to control the animals.

Plot

<p>1. Mr Jones, the owner of Manor Farm falls asleep in a drunken stupor. All the animals of Manor Farm meet in the big barn where <i>Old Major</i> delivers a speech arguing for a rebellion against the men. The Animals sing 'Beasts of England', a song from Old Major's dream.</p> <p>2. <i>Old Major dies and the pigs adapt his speech, forming the principles of Animalism. The pigs plan the rebellion even though some animals (like Mollie) are concerned. Napoleon steals milk.</i></p> <p>3. The animals complete the harvest faster than ever. Napoleon teaches the sheep 'four legs good two legs bad' and takes the dogs for 'education'. Cow's milk and windfall apples are given to pigs, Squealer convinces the animals that this is a good idea.</p> <p>4. News of the rebellion spreads, In October, a group of men try to seize the farm. Led by Snowball's brilliance, the animals fight off the humans which is named 'The Battle of the Cowshed'.</p> <p>5. Mollie deserts the farm. The pigs grow in influence, suggesting ideas on which the animals must vote. When the Windmill is put to vote, Snowball is expelled from animal farm. Later, Napoleon announces that the Windmill will be built.</p> <p>6. Napoleon begins trading with humans and hires Mr Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments 'with sheets'. Squealer persuades the animals that this is acceptable. In November, a storm topples the half complete windmill. Napoleon blames this on Snowball.</p>	<p>7. The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their rations and 9 hens starve as a result. In spring, Napoleon calls a meeting and several 'traitors' are executed. <i>Beasts of England</i> is outlawed.</p> <p>8. The next year brings more work and less food, despite Squealer's figures and statistics to the contrary. More executions occur. Napoleon sells a pile of timber to Frederick, who tricks Napoleon with forged banknotes. Frederick, with 14 other men, attack the farm and blow up the windmill, which rallies the animals to fight back. Several animals die, Boxer is injured but Squealer convinces the animals of their victory.</p> <p>9. 31 pigs are born, and Napoleon orders for a schoolhouse to be built for their education. Rations are yet again reduced. Boxer is injured working and Napoleon sends for a vet. A van arrives, Boxer is taken away but Benjamin reads the its side and learns that Boxer is being slaughtered. Boxer is never seen again.</p> <p>10. Years pass. No animal has ever retired. The farm has grown in size and population. Two windmills are complete. Clover notices the pigs walk on two legs. The commandments are replaced with "All animals are equal but some are more equal than others.". The pigs and humans play cards. A quarrel breaks out. Onlooking animals can not tell the difference between pigs and humans.</p>
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Themes

- Leadership, Control, Lies and Propoganda, Violence, Pride and Belonging, Dreams and Hopes

Key vocabulary

Deceit	Influence	Scapegoat	Dictatorship	Manipulated	Corruption	Equality	Commandment	Tyranny	Allegory	Satire	Comrade
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WAR POETRY ANTHOLOGY CORE KNOWLEDGE				SKILLS				EXAM REQUIREMENTS			
				<p>Analysis Points: Link to the question Link to the terminology (Lang/Structure – evaluating choice) Short Quote(s) Explain meaning and effect – both obvious and hidden (explicit and implicit) Zoom in on words/explore connotations and effect Suggest what other readers might think/feel (offering an alternative opinion) Link to the writer’s intentions (step out from the close analysis to give an overview of meaning) Explore a linking quote/supporting idea COMPARISON SKILLS: Link to the question for both texts stating the similarity or difference, Give a quote which links to your idea from TEXT 1 Explain briefly what the quote means Use comparative connectives in your answer to then explain a quote from TEXT 2 and HOW the quotes are different or the same and what they make you think</p>							
Terminology		Definition		Dulce et Decorum est –by Wilfred Owen (1917)		Mametz Wood – by Owen Sheers (2005)		<p>SINGLE POEM ESSAY – 20 mins (including planning time) Intro – link to question. Explain the overall meaning of the poem briefly. Mention time period/context. Throughout the essay – Choose relevant quotes and analyse the language, structure and effect of these quotes. Refer to the question and link to the context regularly.</p> <p>COMPARISON POEM ESSAY – 40 mins (including planning time) Intro – link to question. Explain the overall meaning of the poem briefly. Mention time period/context. Throughout the essay– Start with the 2nd poem, choose relevant quotes from the poem and analyse the language, structure and effect of these quotes and then how they link to examples and analysis from poem 1. You must use connectives of comparison. Refer to the question and link to the context regularly.</p>			
Imagery		visually descriptive or figurative language		<p>Considers the horror and lies told about the glory of war and dying for one’s country, with an account of a gas attack.</p>		<p>Explores the waste of life within a Welsh regiment sent to fight and die at Mametz Wood and never given credit. As the farmers find their bodies, their voices are heard again, and we remember them.</p>					
Simile		comparison between two things using like or as									
Metaphor		a comparison as if a thing is something else		<p>Latin – ‘It is sweet and fitting to die for one’s country’ – Propaganda message of the time. Owen experienced WW1 first hand, and believed this to be a lie. Use of mustard gas was a chemical first used by German army in 1917 –led to agonising death.</p>		<p>Part of Battle of the Somme – bloodiest battle of WW1. Mametz Wood – much bigger undertaking than Generals thought – 600 died, 4000 injured. Bravery not acknowledged at the time. Welsh poet fascinated by history/identity of the Welsh.</p>					
Onomatopoeia		words that sound like their meaning									
Symbolism		the use of symbols to represent ideas or qualities		<p>‘Like old beggars under sacks, coughing like hags’ ‘Gas! Gas, quick boys!’ ‘He plunges at me, guttering, choking, drowning’ ‘His hanging face, like a devil’s sick of sin’ ‘My friend, you would not tell with such high zest’</p>		<p>“For years afterwards, the farmers found them –the wasted young’ ‘The broken bird’s egg of a skull’ ‘Twenty men buried in one long grave’ ‘Their skeletons paused mid dance macabre’ ‘absent tongues’</p>					
Noun		the name of something									
Personification		Giving human qualities to inanimate objects		<p>The Manhunt – by Simon Armitage (2007)</p>		<p>The Soldier – by Rupert Brooke (1914)</p>				<p>A Wife in London – by Thomas Hardy (1899)</p>	
Adjective		a word used to describe									
Verb		a word used to describe an action		<p>A soldier with physical and emotional pain. His wife supports him towards recovery</p>		<p>An idealistic representation of fighting and dying for one’s country, written before the true horrors became apparent.</p>				<p>A wife waits alone in the gloomy London fog, She receives news of her husband’s death, by telegram, then the next day ironically receives a love letter from him.</p>	
Adverb		often ly words which describes how things are done									
Juxtaposition		placing contrasting ideas close together in a text		<p>Eddie Beddoes –peacekeeper in Bosnia, shot, PTSD. Rebuilding relationship with wife.</p>		<p>Written before the war started. Propaganda – originally entitled ‘The recruit’ 2 million men ended up dying in WW1</p>		<p>About the Boer War, and a soldier’s death. Communication channels bad in 19th century. Poet separated from wife. Wife died. He still loved her though & read her letters after her death – links to voice from beyond the grave</p>			
Repetition		when words or phrases are used more than once in texts									
Enjambment		incomplete sentences at the end of lines in poetry, where the line runs into the next line		<p>‘Frozen river which ran through his face’ ‘Handle and hold’ ‘His grazed heart’ ‘Foetus of metal beneath his chest’ ‘Unexploded mine buried deep in his mind’</p>		<p>‘There’s some corner of a foreign field that is forever England’ ‘A dust whom England bore, shaped, made aware’ ‘All evil shed away’ ‘Come somewhere back the thoughts by the river and English heaven’</p>		<p>‘She sits in the tawny vapour’ ‘A messenger’s knock cracks smartly’ ‘Flashed news’ ‘Shaped so shortly – He –has fallen-in the far South Land.’ ‘His hand, whom the worm now knows’ ‘Penned in highest feather – page full of his hoped return’</p>			
Caesura		a break in the middle of a line of poem using punctuation (. , : ;)									
Rhythm		A recurring beat in the poem		<p>Comparison Connectives</p>		<p>Tentative Phrases</p>					
Stanzas		the way verses are structured									
Similarly	In contrast /Contrastingly	Could	Maybe								
In the same way	On the other hand	Might	Possibly								
Also	However	May	Perhaps								



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PLOT		CHARACTERS		KEY VOCAB.	KEY QUOTATIONS
Act 1	Macbeth and Banquo are two Scottish noblemen who encounter three witches on a heath. The witches give both men predictions and then vanish. One of the predictions given to Macbeth comes true almost immediately. Macbeth writes a letter to his wife. She is excited by the news and summons evil spirits to give her the courage to commit murder. Macbeth arrives to announce that King Duncan is coming to spend the night at their castle.	Macbeth	A "brave" and loyal warrior whose vaulting ambition leads him to commit regicide	aside	"Fair is foul and foul is fair"
		Lady Macbeth	Macbeth's wife. Coerces Macbeth into committing regicide. Loses control and commits suicide at end of play.	soliloquy	
		Banquo	Scottish nobleman; close friend of Macbeth. Betrayed and killed. Ghost haunts Macbeth at a feast.	dramatic irony	
Act 2	Having agreed to kill King Duncan, Macbeth sees a dagger and wonders if it is a "dagger of the mind", because he is having second thoughts. However, he resolves to kill King Duncan, who is found dead at dawn by Macduff. The king's sons flee, fearing for their lives. In their absence, Macbeth is chosen to be king.	Banquo	Scottish nobleman; close friend of Macbeth. Betrayed and killed. Ghost haunts Macbeth at a feast.	tragedy	"Stars, hide your fires. Let not light see my black and deep desires."
		Fleance	Banquo's son.	protagonist	
		King Duncan	A fair and generous ruler who is butchered by Macbeth.	deuteragonist	
Act 3	Banquo suspects that Macbeth was involved in Duncan's murder. Macbeth fears Banquo and so plans to have Banquo and his son, Fleance, murdered away from the castle. Banquo is killed but Fleance escapes. The ghost of Banquo appears at a feast to haunt Macbeth. The guests become suspicious of Macbeth because of his violent reactions to a ghost that only he can see.	Macduff	A Scottish nobleman, loyal to Duncan. Kills Macbeth to restore order to Scotland.	hamartia	"Come, you spirits That tend on mortal thoughts, unsex me here and fill me from the crown to the toe top full of direst cruelty. Make thick my blood."
		Malcolm	Duncan's eldest son, the Prince of Cumberland.	prophecy	
		The witches / "weird women"	Presented by Shakespeare as supernatural beings who can foretell the future.	guilt	
Act 4	Macbeth, filled with insecurity, returns to the witches and is given three more predictions: • Beware Macduff, beware the Thane of Fife • None of woman born can harm Macbeth • Macbeth shall never be beaten until Birnam Woods moves towards his castle Macbeth learns that Macduff has fled Scotland. He orders the execution of Macduff's wife and children.	HISTORICAL CONTEXTS		regicide	"Look like the innocent flower but be the serpent under't."
		The play 'Macbeth' is loosely based on events which occurred in 11 th century Scotland. King James was a Scottish king who believed himself to be a direct descendant of Banquo. King James VI of Scotland inherited the throne of England when Queen Elizabeth I died.		metaphor	
		In 1604, English Catholics attempted to assassinate King James in the famous Gunpowder Plot . The play is a piece of political propaganda, warning English audiences that regicide leads to eternal damnation. This is because King James believed in the Divine Right of Kings : the belief that God had chosen him to rule on Earth.		imagery	
Act 5	Lady Macbeth appears on stage sleepwalking. Her mental health has deteriorated terribly. She is burdened by feelings of guilt, which she sees as blood on her hands that she is unable wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They chop down branches from the trees at Birnam Wood to disguise how big their army is. Birnam Wood appears to move. Macbeth says he fears no man as all men are born by women. Macduff announces he was not born naturally but was "ripp'd" prematurely from his mother's womb. Macduff kills Macbeth and Malcolm becomes the next King of Scotland	The Great Chain of Being: the belief in a social hierarchy, planned by God, as follows: God – Angels – Demons – Humans – Beasts – Plants – Rocks. When Macbeth kills Duncan, this leads to a disruption in the natural order that 1 of 1 o in the play: storms; earthquakes; chinney, snow down; a solar eclipse.		symbolism	"A little water clears us of this deed. How easy is it then."
				supernatural	
				blank verse	
Act 5	Lady Macbeth appears on stage sleepwalking. Her mental health has deteriorated terribly. She is burdened by feelings of guilt, which she sees as blood on her hands that she is unable wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They chop down branches from the trees at Birnam Wood to disguise how big their army is. Birnam Wood appears to move. Macbeth says he fears no man as all men are born by women. Macduff announces he was not born naturally but was "ripp'd" prematurely from his mother's womb. Macduff kills Macbeth and Malcolm becomes the next King of Scotland			rhymed verse	"Thou hast it all now: King, Cawdor, Glamis, all as the weird women promised. And I fear thou plays't most foully for it."
				DRAMATIC DEVICES	
				aside	
Act 5	Lady Macbeth appears on stage sleepwalking. Her mental health has deteriorated terribly. She is burdened by feelings of guilt, which she sees as blood on her hands that she is unable wash away. Duncan's son Malcolm, backed by the English army and Macduff, approach Macbeth's castle. They chop down branches from the trees at Birnam Wood to disguise how big their army is. Birnam Wood appears to move. Macbeth says he fears no man as all men are born by women. Macduff announces he was not born naturally but was "ripp'd" prematurely from his mother's womb. Macduff kills Macbeth and Malcolm becomes the next King of Scotland			dramatic irony	"Nought's had, all's spent, where our desire is got without content."
				soliloquy	
				rhyming couplets	

Shakespeare : 'Macbeth'



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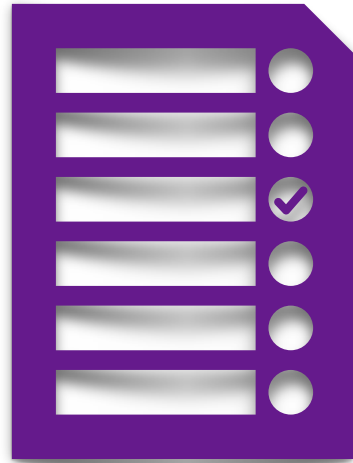


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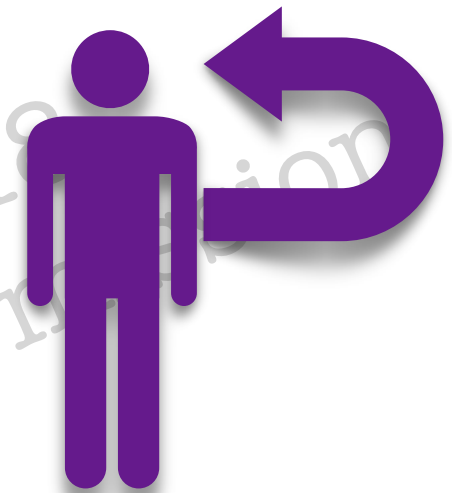


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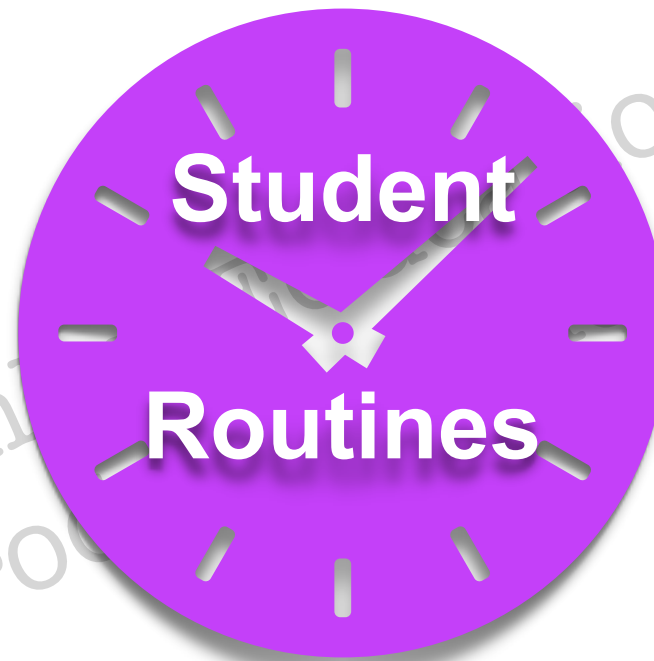
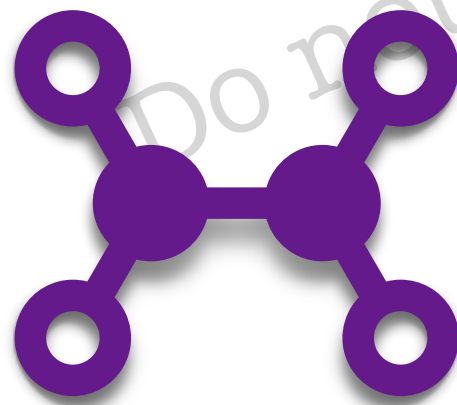
Practice quizzes



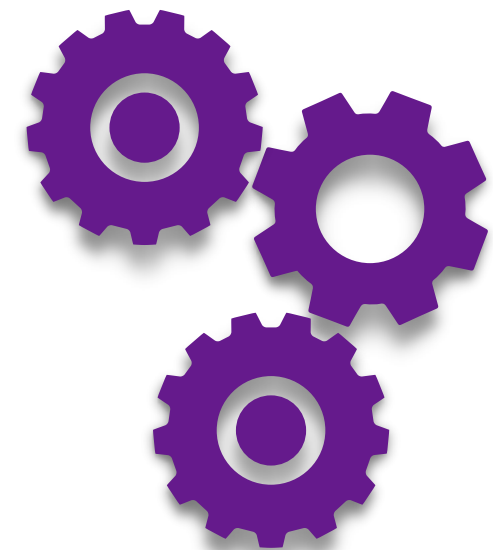
Self explanation



Elaborative interrogation



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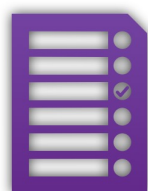
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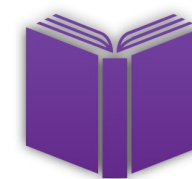
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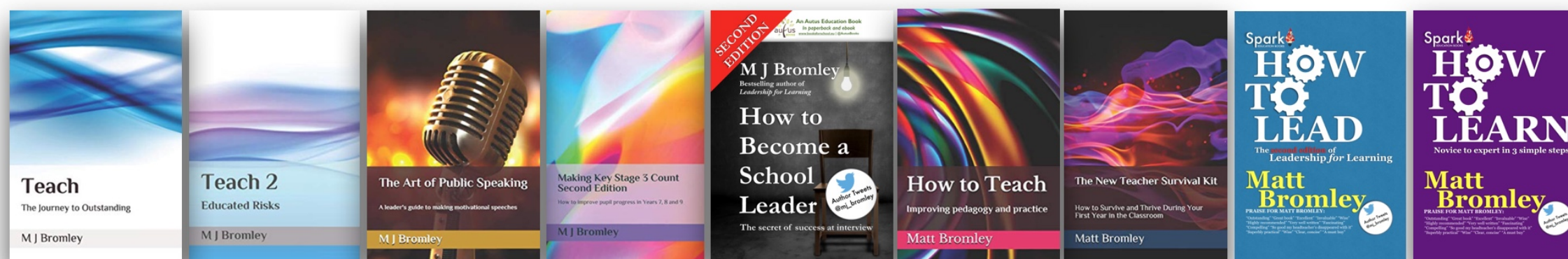


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