History Policy
2026 - 2027

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1. **Curriculum Statement**

Intent

History has always been held in high regard at William Patten School. The school's own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. The history curriculum at William Patten draws from and makes full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at William Patten is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at William Patten aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Are asked to consider how historians investigate the past, and how they construct historical claims, arguments and accounts.
- Have knowledge of other past societies, of recurring terms, concepts and phenomena and of broader chronological frameworks help them to learn more easily about other topics.

Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians and early Islamic civilization.

Topic Vocabulary mats underpin children's understanding of subject specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are placed in books after their KW input and are used as a reference point as needed. In addition, they are made available to parents to support learning at home.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the

knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In history, an example of this level of questioning might ask children to find a historical period on a class timeline, study an artefact from the time and infer what it is made from and what its use was and draw a conclusion about the people who made it.

Cross curricular outcomes in history are specifically planned for and these are indicated on the school's progression mapping. The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts, such as the use of maps and photographs of bomb damage to the local area in WWII, also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.

Planning is informed by and aligned with the National Curriculum. In addition, staff have access to the Hamilton plans and resources. However, teachers' lesson design is not limited by the scheme and teachers have access to further guidance from national agencies, including the History Association, of which the school is a member. The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. A record of this process kept in children's books. At the end of the topic, children affirm what they know according to the key knowledge statements identified on the school's progression map for history (as worded on the TV Mat of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.
Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging member of the community in children's learning and providing positive role models from the community for children to learn from (including the development of meaningful resources, that are shared nationally to support excellence on the teaching and learning of history –

https://vimeo.com/275887752

The school is a recognised 'heritage School' through its ongoing collaboration and links with Historic England and supports wider history teaching through its partnership working –

https://historicengland.org.uk/content/docs/education/explorer/qa-case-study-william-patten-primary-school-stoke-newington/

https://historicengland.org.uk/whats-new/in-your-area/london/stoke-newington-school-heritage-project/

The school achieved a Mary Wollstonecraft School accreditation at the end of 2021-22, from the Wollstonecraft Society. This award recognises the school's focussed approach to developing children's knowledge and awareness of this local significant individual, and her influence and relevance to the local area.

2. **Teaching and Learning**

The history curriculum is mapped to ensure alignment with the national curriculum in both subject content and stated programmes of study. Key knowledge and skills have been informed by the stated programmes of study and build towards specific end points at the end of each phase group - Y1 & 2, Y3 & 4 and Y5 & 6 (knowledge and skills in reception provide the foundation for those identified in the first phase).

All KS1 and KS2 classrooms have a timeline which is used to develop chronological understanding. These are referred to at the start of each topic and teacher's link new learning to previous learning in line with the whole school knowledge and skills progression map. As part of the introduction to each new history topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, Learning Intentions will be shared with the children, in the form of a 'Can I…?' question at the beginning of each lesson – this is stated at the beginning of lesson slides.

Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI can be provided on a sticker for children who are not yet able to write this in year 1 and to identified individual children with SEND and children who are working below the age expectation.

<u>Presentation</u>

- Children will write the short date in History which needs to be underlined with a ruler.

Success criteria (SC) will be shared at the beginning of the task, again evident in lesson slides. The success criteria are in the form of a checklist that help the child to complete a specific task, or a list of the features that the outcome needs to include. Note: they are not an overview of the structure of the lesson itself.

<u>Lesson slides:</u>

- Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.
- Lesson slides are designed to be accessible to all children (they are not too busy!).
- Lesson slides are used by the teacher to support the teaching, and to convey key information and instruction to the children.
- The teacher's role is not to facilitate the information on the slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.

Children will develop their enquiry skills and develop the ability to analyse, question and compare sources of evidence to form their own judgements about the past. The organisation and implementation of the history curriculum will help children to foster an enthusiasm and sense of curiosity about the past. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work.

Topic Vocabulary mats are used as a graphic organiser, and children can refer to these throughout the sequence to develop their use, application and understanding of key vocabulary and knowledge. Progressive questioning, in line with Bloom's Taxonomy (see p9) is also a key feature of history lessons.

Teaching and learning in history is supported by a wealth of resources, including access to the Hamilton scheme and the history association's online platform. The school is also able to access expertise through its link with Historic England, as well as members of the school community with specialist skills and knowledge. The school has a link with The Museum of the Home and Mary Wollstonecraft Society, both of whom are able to provide curriculum enrichment and expertise in line with our progression mapping.

The subject leader themselves will identify and map school trips that support each of the history topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture and Heritage - Historic sites and contemporary buildings	Artistic - Theatres, galleries and creative settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional/ national Museums

Children from reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

3. **Assessment**

Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. It is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and the monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge and key skill development of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

Tasks and Outcomes/Marking

At the end of each lesson, children review their work (recorded or otherwise) according to the success criteria (there is no longer any ticking). The review process will usually take place through discussion, and children can interact during the process with thumbs up or down etc.

If a child has had support during any part of the task completion, the code WS (with support) will be indicated. If a child received adult support throughout the lesson or task, the ratio will be indicated eg 1:2. The code VFG (Verbal Feedback Given) is primarily used to indicate when verbal feedback has been given to address an error or misconception in the child's work.

- Children' s work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
- There is a strong focus on developing the quality, presentation and content of children's written work across all subjects.
- The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.
- The majority of marking will take the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate –
  - evidence that the skills/knowledge for the lesson have been applied*;
  - use of key vocabulary or generally ambitious vocabulary.
  - good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age-appropriate punctuation etc to promote literacy lessons beyond English lessons
  - and/or any aspect of the child's work which is in line with the pedagogy of the subject discipline.
- Tasks will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.
- Not all lessons will have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

4. Planning and Resources

Existing history resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These are kept in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of history topic books to support children's individual research. We also use the Islington Loan Box Scheme to hire artefacts to support specific units of study.

Class teachers are encouraged to have a topic table for each of the history schemes of work where books and other artefacts are displayed and easily accessible for children, alongside the history working wall.

Teachers have identified the key knowledge that is being taught, as well as the skills that are being developed across each topic, and these are recorded on the 'History – Key Knowledge and Skills Progression Map'. These are also explicitly outlined on each topic overview, which also states the key vocabulary for the unit, how the school's context has been considered within the programme of study and the explicit links to the 2014 National Curriculum. Cross curricular links are also identified and stated explicitly in planning and will be evidenced through outcomes of work.

5. Organisation

The history curriculum will be delivered as part of the blocked curriculum. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also promotes the children in being able to achieve a greater depth of understanding of each topic.

The History Knowledge and Skills Progression Map documents the extent to which knowledge and skills are progressive. This also ensures that the history curriculum utilises cross curricular links, which are also mapped, as well as how the context of the school and its location are considered at planning level.

The knowledge that children need to know is summarised in Topic Vocabulary mats and these are shared with parents and carers.

6. EYFS

Early years explore historical themes in line with the EYFS framework. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

During Key Stage 1, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They demonstrate a growing confidence and accuracy when using commonplace historical vocabulary. Through literacy and drama, children become able to ask and answer questions, choosing and using parts of stories and

other sources to show that they know and understand key features of events. Children start to use, and begin to evaluate, some of the ways in which we find out about the past and identify different ways in which it is represented.

Children are taught to identify **changes within living memory**, by examining how toys and entertainment have changed within living memory and what this reveals about changes in national life. Children also **investigate events beyond living memory,** to develop a growing sense of chronology and awareness of time and changes over time (including technological advances). As part of this focus children will study the Moon Landing and the Great Fire of London.

Children will also study the lives of significant individuals in the past who have contributed to national and international achievements; the specific individuals studied will link to and support cross curricular work. In Y1, the key individuals will relate to the moon landing and subsequent space travel. In Y2, as well as focussed studies on Mary Seacole and Florence Nightingale, children will learn about significant individuals during the time of the great fire of London, including Samuel Pepys and Sir Christopher Wren.

As part of our study of **significant historical events, people and places in their own locality,** we will look at the history of flight, making local links to Alliott Verdon Roe, the first Englishman to fly an all-British machine a year later with a triplane on Walthamstow Marshes in 1909.

Throughout Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. This sense of understanding of chronology will be referred to throughout this Key Stage so that children become secure in their understanding of important historical events and eras, trends over time and develop the appropriate use of historical terms. Children will regularly address and be encouraged to devise historically-valid questions about change, cause, similarity and difference, and significance. Children will learn to select, organise, review and present relevant historical information. Children will begin to understand how our knowledge of the past is constructed from a range of sources and that sources need to be carefully evaluated. Progression, through this Key stage, will allow pupils to understand both the long arc of development and the complexity of specific aspects of the content.

During this Key Stage, children are learning about the changes that happened in Britain from the Stone Age, through the Bronze Age to the Iron Age. They will also learn about the Roman Empire and its impact on Britain; both in the short term and to the present day. This study will be followed by an investigation of Britain's settlement by the Anglo-Saxons and Scots culminating in a study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We will study these periods of history in a broad chronological order, to help support children's understanding of chronology and trends over time.

We will study the impact of World War II and the Blitz on the local community, showing how several aspects of national history are reflected in the locality. Children will also explore the theme of Monarchs then and now, examining the changing power of monarchs over time.

In addition to this focus on British history, we will study the achievements of the earliest civilizations, giving children an overview of where and when they first appeared and also the opportunity to study in depth early civilizations including The Romans and Ancient Egypt.

Once again, specific in-depth studies have been selected to enable and ensure effective and enriching cross curriculum links.

Children's study of ancient civilisations will be extended by investigation of Ancient Greece, where children will study Greek life, the major achievements of this society and its influence on the western world. To further complement children's understanding of society, children will study early Islamic civilisation as part of their learning of a non-European society that provides contrasts with British history.

Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI and short date will be provided on a sticker to children who are not yet able to write this independently in KS1 and to identified individual children with SEND and children who are working below the age expectation. Generally, children will write the the short date themselves and this will be underlined with a ruler.

Children' s work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary.
In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
In history, it might be appropriate for children to record a planning or evaluative process directly onto a provided format. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.

During history lessons, a 'Features of a History Lesson' poster is clearly displayed on the wall. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of a History Lesson

1. LEARNING INTENTION

My teacher shares the LI with the class as a question – 'Can I…?'



2. RECAP & INTRODUCTION TO NEW LEARNING

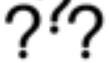
- We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic.
- We use our classroom history timeline to provide context to the period of history we are studying.



3. TEACHING

In a history lesson, we will do at least one of the following -

- Ask and answer questions about the past, using what we know.



- Look at and think about something that tells us about the past and what we can find out from it.



- Learn and think about different ideas about something that happened in the past or a past event or time.



- Develop our own ideas and thoughts about the past.



These things help us to understand:

- More about the lives of different people from the past.
- How things are and have been different for different societies (organised groups of people).



- The way that different groups of people have interacted in the past.
- Who I am and who we are as a group.





- How and why things change and over time.
- Similarities and differences in the challenges of today.

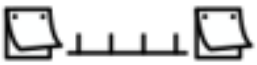
4. SUCCESS CRITERIA

- The success criteria will then tell me how I can complete the task today!



5. INDEPENDENT WORK

Usually involves one or more of the following:

Ordering	Analysing	Identifying and Evaluating	Evaluating and Concluding
 • Sequencing events into the order that they happened.	• Looking carefully at a document, artefact or a photo from the period of time. 	• identifying the purpose of an artefact or document.   • Asking: 'How do we know?' • Considering: 'Is this fact or opinion?'	Making a conclusion about an historical period based on evidence gathered. 

Recording

6. REVIEW

We can use the success criteria to help us decide if we have met the learning intention.



8. Equal Opportunities

At William Patten Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Inclusion

All pupils are entitled to access the history curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility; these are designed and selected to provide appropriate challenge to different groups of learners.

The school makes full use of additional adults who are deployed effectively to ensure that identified individuals and specific groups of children are able to make progress according to their full potential. The wide and varied range of learning experiences, including access to paces of historical significance in the immediate and wider locality, as well as bespoke workshops, ensures a broad, balanced and enjoyable history curriculum that considers all learners.

10. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of history
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor planning and oversee the teaching of history.
- To lead further improvement in (and development of) the subject, as informed by an effective overview of the subject.
- To ensure that the history curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the history curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the history curriculum.

- To ensure that approaches are informed by and in line with current identified good practices and pedagogy and to attend regular opportunities for CPD, including borough forums.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in history.
- In collaboration with SLT, the subject leader will monitor lesson slides and outcomes for each unit of work.
- To lead in-house projects such as International Women's Day, Black History Month, Refugee Week and will explore other ad hoc opportunities.

11. **Parents (Including Homework)**

The involvement of families and the wider community to help support the teaching of history is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the history curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching of history at William Patten, including their involvement in regular heritage projects.

The support that Parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. History homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work.

This policy will be reviewed annually by the Governing body.

Policy Agreed: September 2026
Policy Review Date: September 2027

Historic England

LOW LEVEL THINKING SKILLS ⟵ ⟶ HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

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