

2

I Do

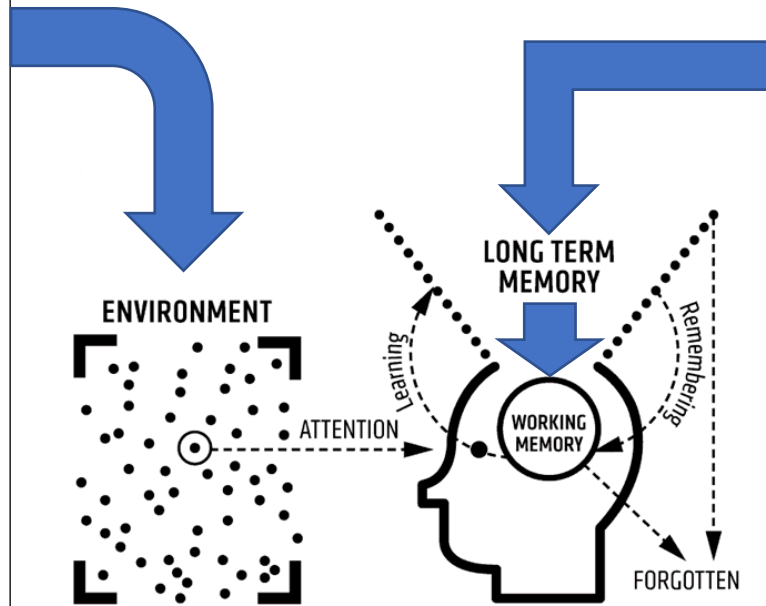
Teacher: Teaches new knowledge (referred to as the Environment in the diagram) by linking it to the relevant knowledge that has been retrieved from the Long-Term Memory during the Connect activity and now sits in the Working Memory.

Pupil: Follows the instruction of the teacher. This will usually involve: listening in silence to the teacher's thinking (noise is a distraction that can fill up the Working Memory. This increases stress and reduces the ability to learn), taking notes, annotating a document.

Impact: Linking new knowledge to prior knowledge that has been retrieved from the Long-Term Memory means that there is more space in the Working Memory for new information. This strengthens mental schemas so pupils can know and remember more. Listening to a teacher explaining their thinking is one of the most effective ways of learning.

How to be successful during the 'I Do' and improve your AtoL:

- Listen in silence
- Make notes, annotate a document, listen actively to what the teacher is saying.
- Answer questions.
- Turn your planner to red if you need support.



3

Formative Assessment

Teacher: Will ask for feedback by asking questions, using mini whiteboards or Plickers.

Pupil: Will respond to the best of their ability or ask for support if they are unsure.

Impact: Formative assessment is a quick way for a teacher to know if a topic needs to be re-taught or certain pupils need more support.

How to be successful during Formative Assessment and improve your AtoL:

- Even if you are not sure, give your teacher a response.
- Listen to the responses of other pupils.
- Uplift your verbal response by using better vocabulary.
- Uplift your written responses in red pen.

1

Connect

Teacher: Creates a Connect activity at the start of the lesson to retrieve relevant prior knowledge (from a previous lesson or topic) from the Long-Term Memory.

Pupil: Completes the Connect activity without using their exercise book or notes for support. If they don't know the answer they can find it from their exercise book and write it out using their red pen.

Impact: Retrieving knowledge from the Long-Term Memory improves the long-term retention of knowledge. It also brings relevant knowledge in to the Working Memory so that new knowledge from the lesson can be connected to it. This frees up the demands on the working memory (reduces stress) so pupils can learn more.

How to be successful during the Connect and improve your AtoL:

- Arrive to lessons on time.
- Set up your desk with your equipment (planner, pencil case).
- Engage immediately with the Connect activity.
- Improve your answers with red pen.

The examples below are taken from English and History. They show examples of the Connect activity that has been completed in black pen and then uplifted (improved) using red pen. The Connect is followed by the 'I Do' activity. In both subjects the pupil has been given a model answer by the teacher and the pupil has listened to the teacher modelling their thinking aloud and annotated the model example with notes. The model examples in the 'I Do' part of the lesson support pupils when they produce work independently.

Tuesday 20th
September

↓

William Blake ← Annotating 'London' → writing a response

Connects

P In the 1974 poem 'London' I think it will be about industrial revolution and factory working as well as child labour / chimney sweeps ✓

- pollution and lots of disease
- poverty • kids with no homes (big poverty gap) • social injustice

I DO (Ends in a negative tone)

Curse → dual meaning = swear / no hope

Sourness through London - William Blake

Build control

I wander thro' each charter'd street,
Near where the charter'd Thames does flow.
Mark in every face I meet
Marks of weakness, marks of woe.
In every cry of every Man,
In every Infants cry of fear,
In every voice: in every ban,
The mind-forg'd manacles I hear
How the Chimney-sweepers cry
Every blackning Church appalls,
And the hapless Soldiers sigh
Runs in blood down Palace walls
But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants' tear
And blights with plagues the Marriage hearse

Alternative rhythm scheme = repetition

repetition implies they're scared

Much repetition makes you feel overwhelmed + emotive

connects its corrupt of polluting

rhyming couplets

rhyming repetition

idea that overtimes will die → rescue wedding.

cautious post/young recruits.

a metaphor for how poverty controls your mind and limbs you.

emotive language children

Anti-Monarchy and sacrificing soldiers

metaphor (river) being controlled

everyone in London is sad and weak

hankuffs

in some poetry

Monday 20th
March 2023

↓

What were the causes of WW1

Connect:

Militarism, Britain and Germany competed for the largest Navy.

A = Alliances; There were 2 alliances ✓
at the time; the Triple alliance, The Triple Entente.

I = Imperialism, Extending power = Africa

N = Nationalism; Balkans. Serbia + Austria-Hungary

I DO:

Imperialism was the most important cause of World War One because it raised tensions and suspicions between the nations of Europe. Imperialism is a policy of extending a countries power through colonisation of other countries. This policy was evident during the Scramble for Africa between 1880 and 1900 which significantly increased the size of the British and French empires. The growth of these empires increased the power of Britain and France as it gained them more land, resources and money. Germany resented the growing power of the British and French and this resentment led to two crises in Morocco in 1905 and 1911. In 1904 Morocco had been given to France by Britain, but the Moroccans wanted their independence. In 1905, Germany announced her support for Moroccan independence. War was narrowly avoided by a conference which allowed France to retain possession of Morocco. However, in 1911, the Germans were again protesting against French possession of Morocco. Britain supported France and Germany was persuaded to back down for part of French Congo. Imperialism was the most important cause of World War One because the policy of gaining more land led to intense competition between European nations. As a consequence, Germany resented and felt threatened by the growing power of Britain and France. The Moroccan crises humiliated Germany and as a result they sought opportunities to get revenge on their European neighbours. Furthermore, the growing tension caused by imperialism led to European nations expanding their militaries which led to further tensions.

1st sentences

identifies cause & explains links to question

All evidence from the passage

Think about strong words.

explains link back to a. use connectives

Linking to next paragraph.