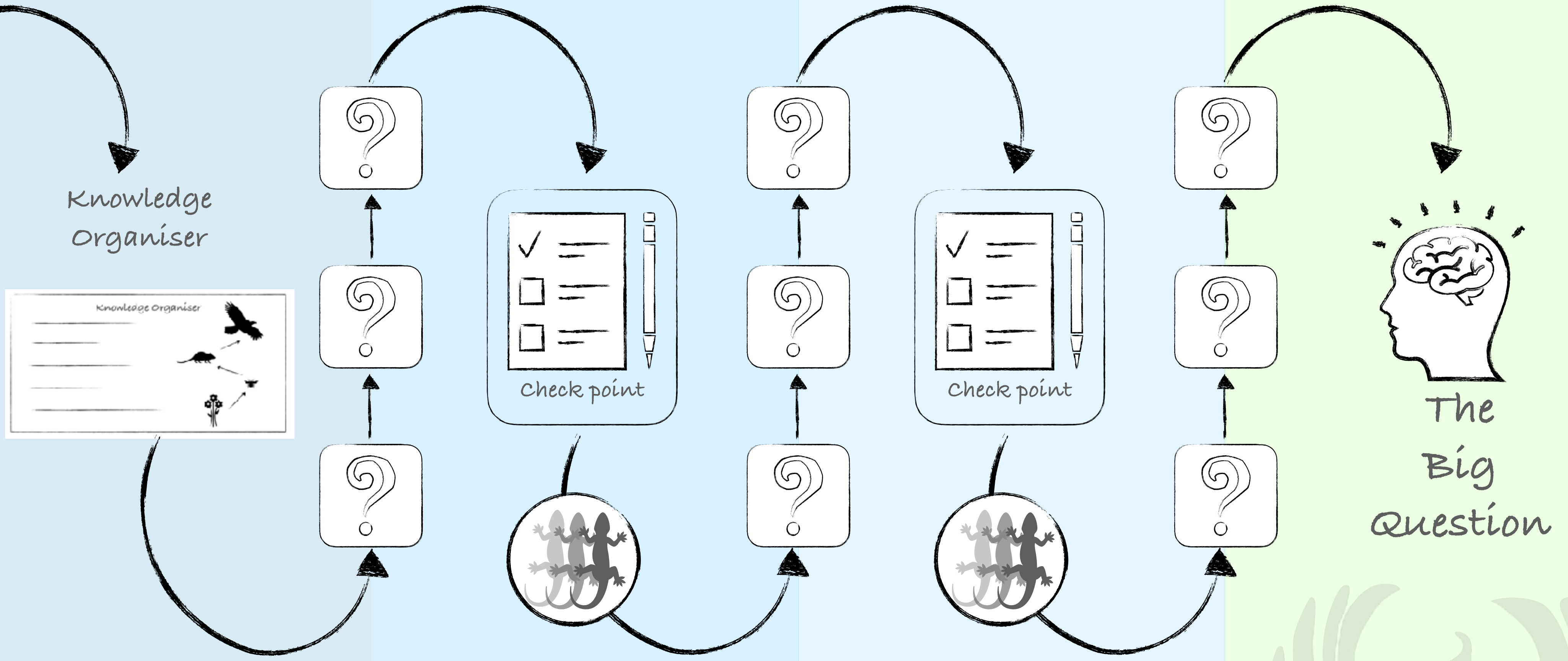


Elicitation



Prior knowledge and conceptual understanding



Unit Design

Some characteristics of good 'Big Questions'

- **Open** — they have no one, definitive answer but rather several different and possibly competing answers.
- **Undermining** — they cast doubt on individual assumptions or 'common sense'.
- **Rich** — they require research and grappling with information and ideas.
- **Connected** — they are relevant to the learners and the world in which they live, and particular disciplines and fields.
- **Charged** — they have an ethical dimension with emotional, social and/or political implications.
- **Practical** — they are researchable within the world of the student.



The
Big
Question

Elicitation



Prior knowledge and
conceptual understanding



Principles behind effective 'Elicitation'

- **When** — Think carefully as to **when** this will take place; is it best placed in the preceding term, prior to Blue Sky planning? Would it be better for it to form part of the entry point day?
- **How** - It should not be a '*On a blank piece of paper write everything you know about..*' type activity. There needs to be a clear structure and it should assess the **critical knowledge** and **concepts** the children will need, to grasp this new learning. Consider the best way of eliciting this information - Kahoot quiz, Learning By Question, Mind or Concept Map, Low-stakes assessment test etc.

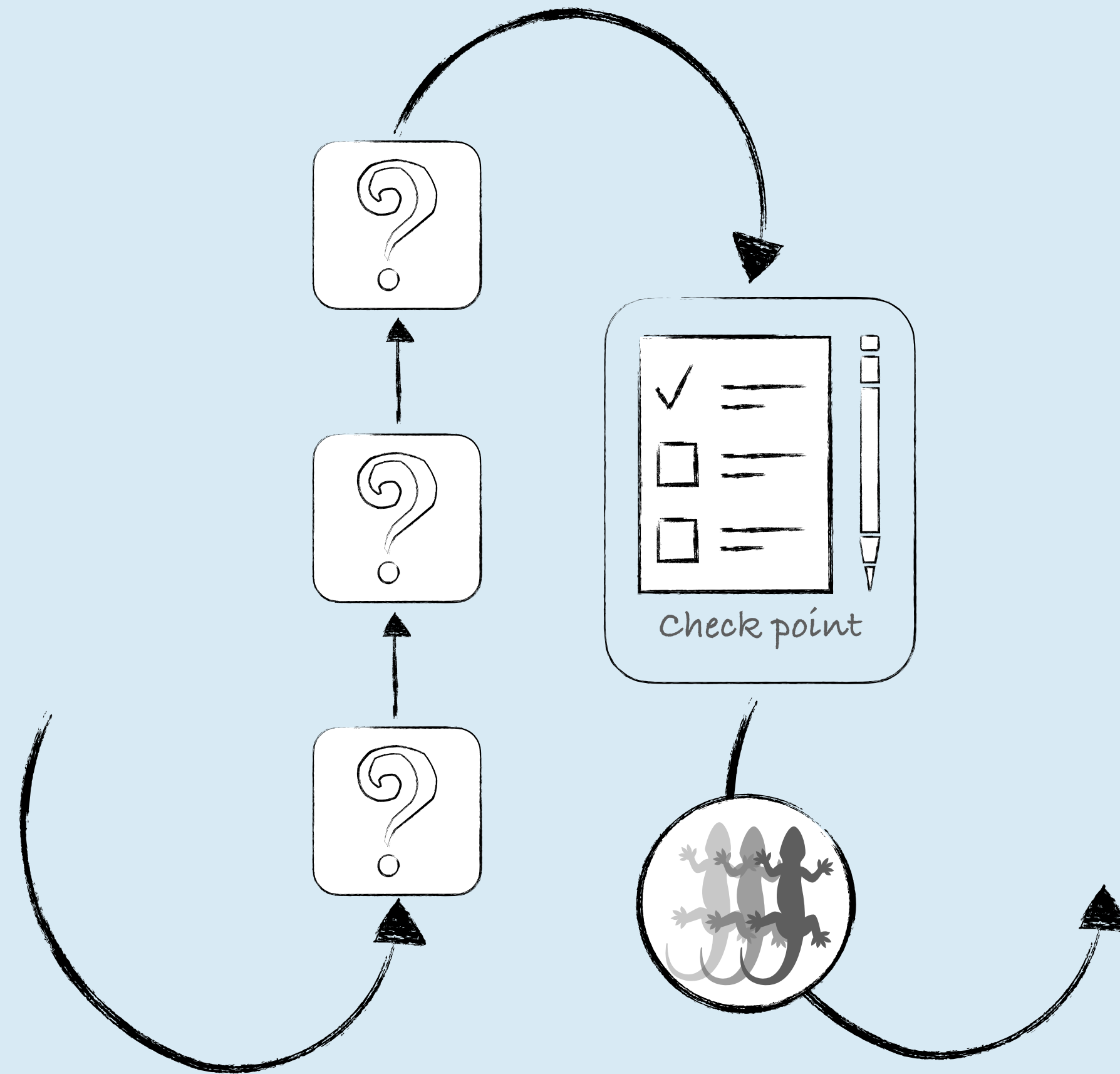


Principles of sequencing and mapping the knowledge coherently



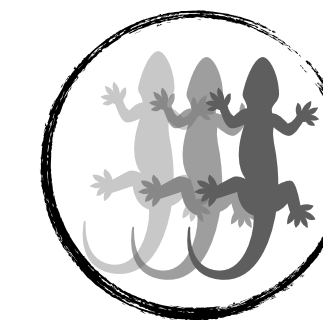
Sequence of Learning (Building Blocks)

- **Specify** — What exactly would you expect them to know at the end of each lesson.
- **Learning Question** — Wherever possible design a learning question which children should all be able to answer by the end of the session.
- **Sequence the learning** — Sequence the lessons so that there is a coherent flow - ideas and concepts build upon secure foundations, staged deliberately step by step, building towards secure goals.



Assessment / Retrieval practice

- **Retrieval** — Ensure opportunities are planned for recall and transfer of knowledge and understanding.
- **Quizzing** - Short answer, multiple choice, true / false error spotting, labelling diagrams, longer quizzes.
- **Self or peer-check** - The key is that students can see or hear the answers so they can compare their own for accuracy.



Adapt plans as necessary

- **Adapt** — Use assessments to adapt plans as necessary. Ensure they have all the knowledge and understanding necessary to answer the big question in depth at the end of the unit.