



INSIDE
MATRIX ACADEMY TRUST



SHARING PRACTICE TEACHING & LEARNING

Magazine | Spring 2017



INSIDE THIS ISSUE

IN PRAISE OF KNOWLEDGE
HOW AN IDEA CAN GROW

“The greatest enemy of understanding is coverage”, according to the cognitive scientist Howard Gardner. I couldn’t agree more. I cringe if I hear ‘we’ve covered that’. The questions that then fall through my mind are: Just because you’ve covered it, does it mean your pupils have understood it? Have they retained it? Do they understand it well enough to be able to apply it in an exam situation?

Now, I know I sound the trumpet loudly for getting pupils to move up Bloom’s pyramid as soon as possible. And I’m not the only one: there were loads of great strategies in the preceding issue of this magazine for getting the knowledge imparted quickly. But there’s no point in doing anything with the ‘stuff’ (knowledge) if the stuff isn’t going to stick.

It can be simple strategies like insisting pupils write down all that great advice you’re throwing out there (my mantra for the first fortnight with any new group is a slightly sarcastic ‘I’m mystified why we’re not writing this down’). There’s some simple stuff for promoting retention in this issue (the simplest ideas are often the best aren’t they?). There are also several things which made me think ‘why have I never thought of doing that?’

Whatever your subject, there are loads of good ideas in here for getting the ‘stuff’ stuck in their heads.

Once again, thank you to everyone for sharing.

Mr David Lowbridge-Ellis
Deputy Headteacher

SPREAD THE WORD IN THE NEXT EDITION

NEW EDITION DUE SUMMER 2017

EMAIL YOUR IDEAS TO [SFOSTER@BARRBEACONSCHOOL.CO.UK](mailto:sfoster@barrbeaconschool.co.uk)

I came across this graphic and it got me reflecting on the environment and processes within lessons and units of study that are required to facilitate ‘real’ learning. An excellent resource to consider before planning programmes of study and a great tool to share with trainees and newly qualified colleagues.



I discovered Memrise when I was trying to learn Korean (having deemed it a good idea to move out there without even being able to say “hello”!) and since realised that it could be a really useful tool for my Year 11 students to revise independently. The premise is very simple: users gain points by correctly answering questions on a series of interactive flashcards.

There are thousands of pre-made courses available for most subjects. Some are already tailored to specific topics or even exam boards, but you can also create your own courses as well. It can be used via the website (www.memrise.com) or by downloading the app, and you can create groups for individual classes or courses. The community aspect of it means that each course has a weekly, monthly and all-time leaderboard, and I give out prizes each week for whoever is top of the leaderboard, as well as printing it out for my classroom and tweeting it from our MFL account.

The science behind it works out how often users need ‘reminders’ to review the flashcard and embed their learning and this lessens over time. The students (KS3 and 4!) get really competitive about it, and they can create their own ‘Mems’ (images or catchphrases to help them remember certain things) and share them with their friends. From a teaching point of view, it is ideal for flip-learning homework and independent revision as we edge closer towards exam season.



Memrise helps you learn better



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Learn on your terms: anytime, anywhere



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Memrise uses clever science to adapt to your personal learning style and performance. So you learn fast and never forget!



Learn anything

Create your own courses of rich, multimedia flashcards



Compete with your friends

Learning's even better when you're beating your friends



Teachers love Memrise

Create materials, manage your groups

www.memrise.com

This activity can be used as a starter activity before setting out on work around a theme. It can also be used to assess learning if repeated at different stages of a project. Students are invited to respond to a stimulus. This can be a word, phrase, question, an image, newspaper headline, cartoon, artefact, book... anything that students can respond to.

In a class situation, 6/7 items are placed on tables around the room. Each is placed in the middle of a piece of flipchart paper (or if you are daring enough - bare tables...just make sure you have cleaning spray for after!). Students are invited to write down comments or questions in response to the stimulus, and in response to each other's comments. They do this **silently**, and are free to move around the room and respond to any of the items.

The activity is an effective way of engaging those students who are less confident in discussions and the silent nature provides valuable ‘thinking space’.

DISPLAY ON THE BOARD - RULES:

Move around the room.

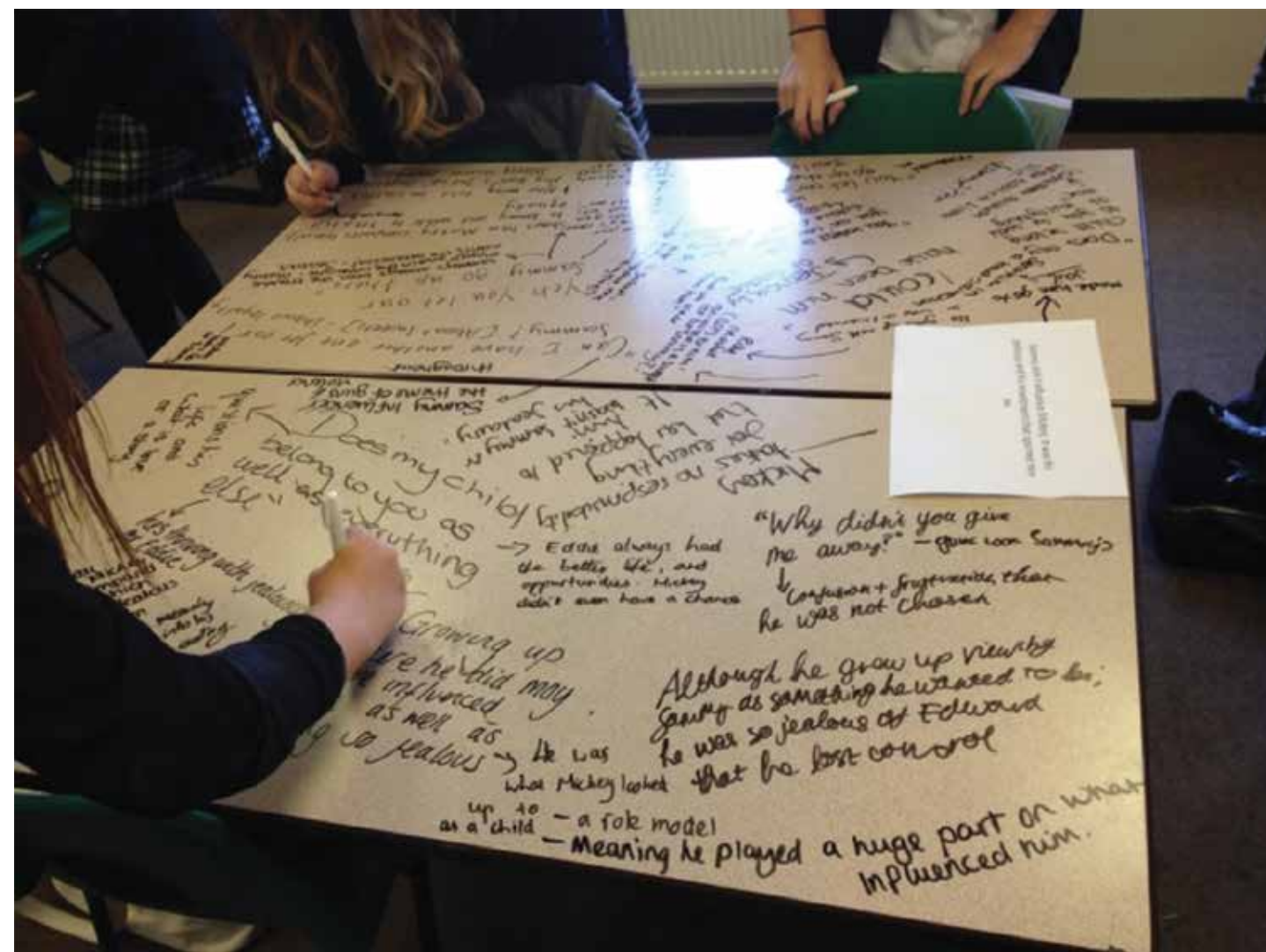
Write your opinion.

Elaborate on points already made.

Draw lines if you see connections.

Sign work so this is clear during feedback.

BE SILENT!



As the proverbial sands of time slip away in the run up to the summer examinations, teachers are often faced with the tough decision of where focus in revision should lie. Often this decision is centred around a content driven programme of study. As we are racing to the day of examination, how much time do we plan in for the crafting and planning of the response? In between the quote drills, the specialist language, and the correct spelling of characters, how much time do we spend teaching students where to order their points and create an ‘argument’ as opposed to an ‘explanation’?

The notion of think out loud protocols and live modelling are by no means new concepts. However, with the changing demands of 100% examination it is vital that when our students get into that exam hall that they know how to communicate all of that content that they will have revised. After all, there is no teacher to answer the age-old question: “How do I get started?”

Here are some simple strategies that could prove to be vital when leading that ‘horse to water’:

1. Live Model or ‘Walking Talking Mock’

Students learn by watching us so they need to see into our brains! Imagine your brain is printing out a ticker-tape of all your thoughts for you to read aloud. Saying your thoughts out loud shows students what you’re thinking, or “thinking aloud.” When we ‘model’ we often opt for showing a good example. Sometimes, we even link to a mark scheme and get students to assess. Occasionally, we get students to improve the model.

Live modelling is the process in which we, as the teacher, demonstrate how to write a model answer in front of the students. This enables us to highlight thought processes, link to literacy and clarify simple errors as we go along. Here is an effective sequence on how to move from live model to independence:

1. Show/create a good example and link elements of the response to the mark scheme (a split screen on a computer is good for this). Talk aloud, picking out key elements and why they got the marks.
2. As a class, create a second response. For lower ability, give sentence starters and key words for each section. Highlight literacy and numeracy opportunities. Get pupils to edit and make improvements based on the mark scheme.
3. Get pupils to write a third response in pairs, sharing their thinking process out loud.

2. Argument Tennis



Being able to offer different interpretations is an important exploratory process for literature. Argument tennis is a quick revision activity that quickly engages and allows pupils to develop more detailed responses. First, start by creating a set of cards with the titles of themes, characters, quotes, or contextual factors. Place them face down between pairs. The students draw a card from a pack and must take it in turns to ‘bounce’ ideas and understanding back and forth until they run out of points to make. This card then stays with the winner. Students continue this until the whole pack is complete or they run out of time.



3. Relational Hexagons

Taken from Pam Hook’s Solo Taxonomy, the relational hexagons allow students to make connections. A vital skill when building up critically evaluative responses. Choose themes, characters, or quotations to place in the centre of each hexagon and pupils connect ideas together. Across each point where the hexagons meet, students should be able to explain how ideas are connected. This works particularly well with poetry clusters.

The hexagon generator is free online and be found at the link: www.pamhook.com/solo-apps/hexagon-generator/



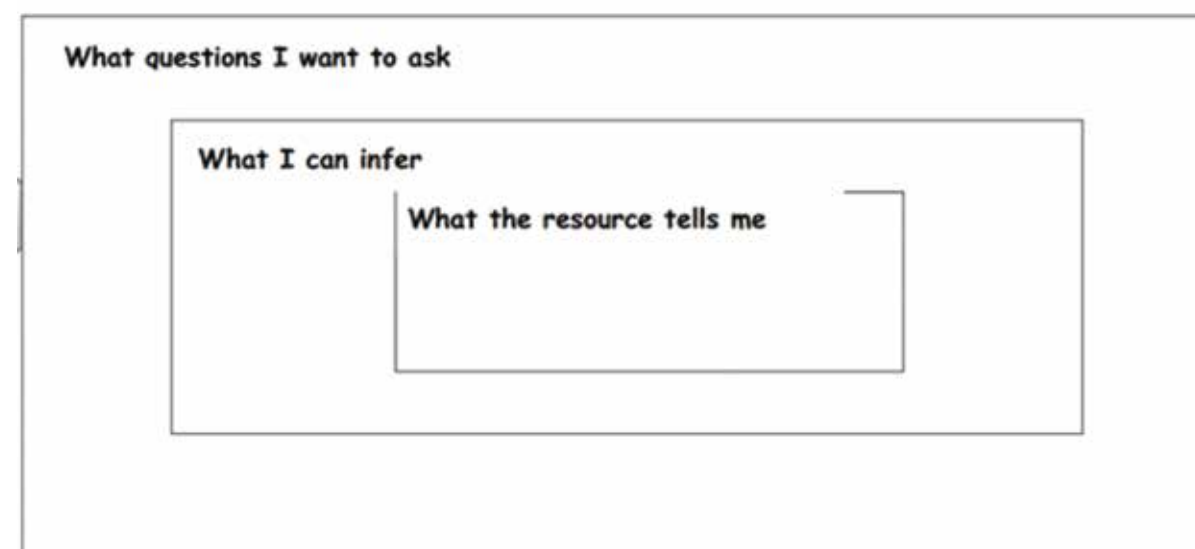
4. Inference Squares

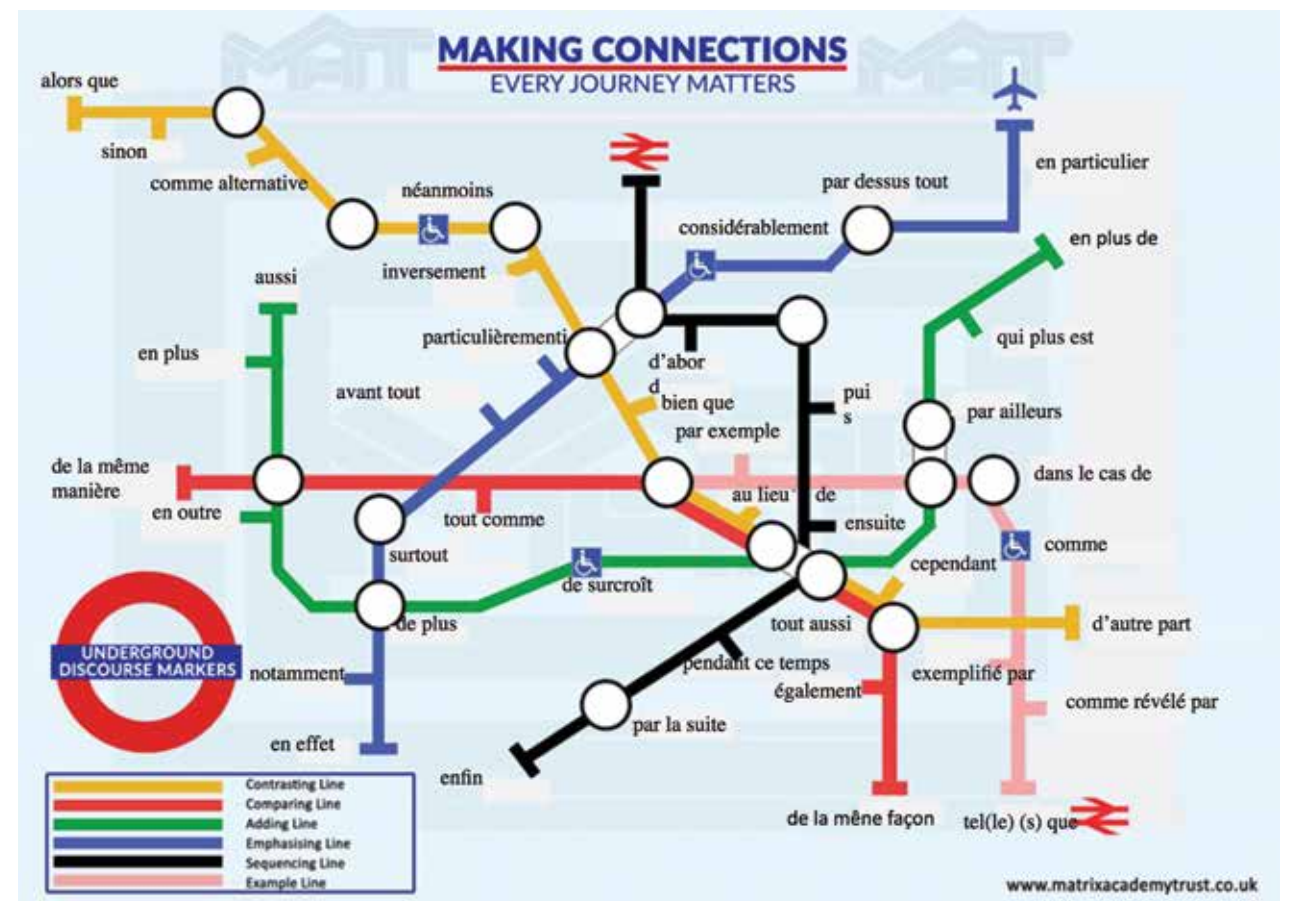
Activity: Students are able to develop their inference skills through looking at an image/source/text in different layers.

The main stimulus is placed in the middle, with a series of squares around the outsides. Each square increases in size. The first square asks questions about what is explicit from the source (state); the second square will identify some implicit meaning (analysis); the final square will encourage students to formulate their own questions from looking at the source (synthesis).

This activity allows pupils to work in groups and build their responses through looking at different meaning. It is often quite difficult for lower ability students to jump straight to inference and analysis and this activity builds confidence. The final box, where students generate questions, can be used for homework.

Inference Square





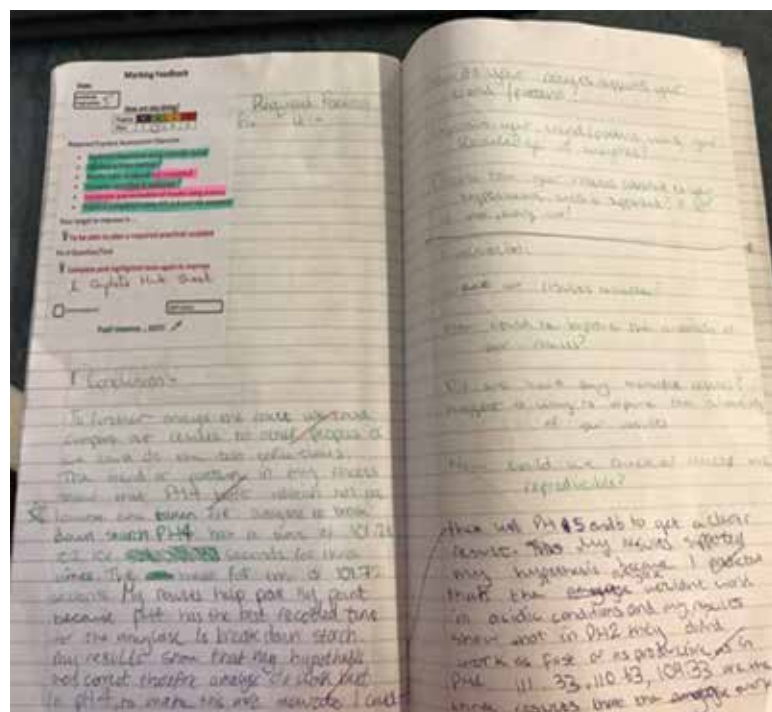
GREEN TO BE SEEN. PINK TO THINK.

Firstly I set out marking criteria on a marking sticker - Pupils may use this as success criteria.

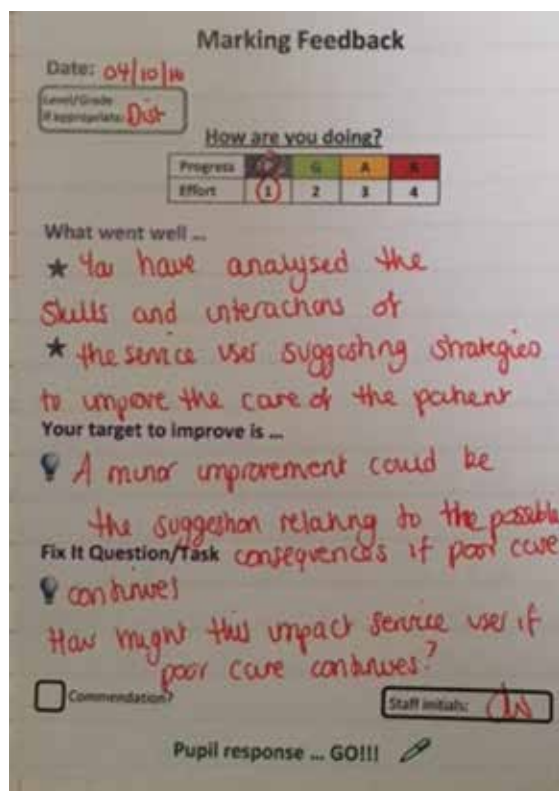
Green highlights are examples of correct and complete work.

Pink highlights show incomplete work or work that needs to be fixed.

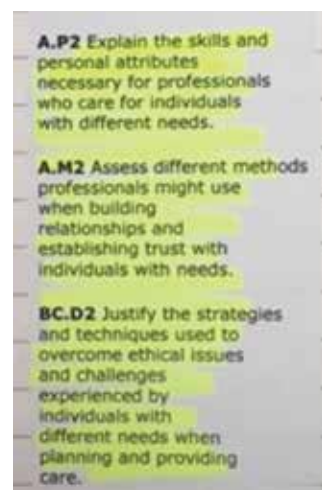
Fix it task – go work on pink areas.



FIX IT TASK

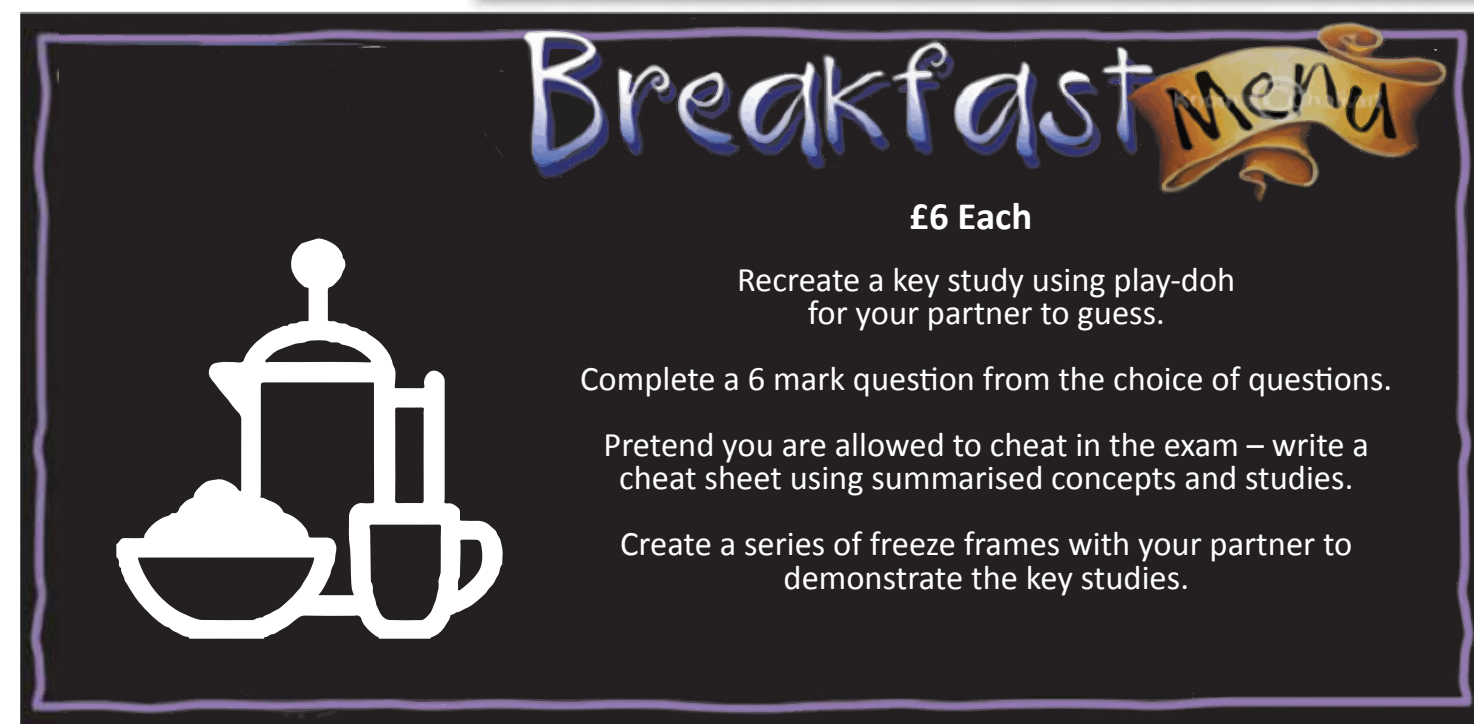
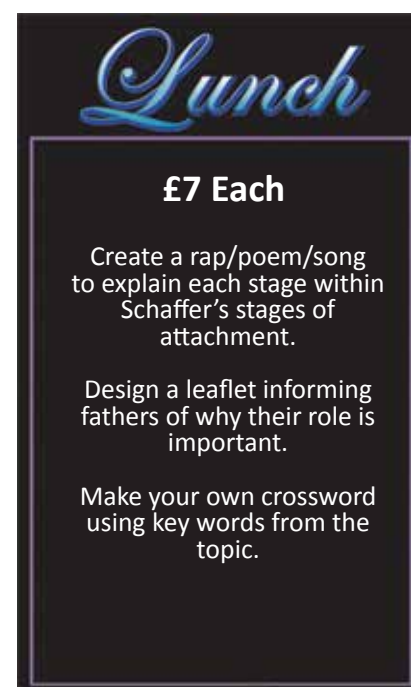


A lovely example of pupils being given a 'fix-it' task in addition to a target to improve. The addition of assessment objectives also enables expectations of the assessed piece to be focused upon.



Hungry for knowledge? Look no further!
Eat as much as you like but remember you only have £20.

The student who has spent the most will win a prize! (As long as you have finished your meal!)



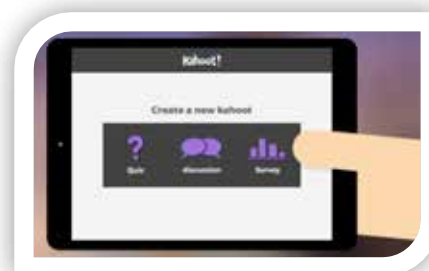
Kahoot!

Looking to add a ‘fun’ element to your lessons? What about a little bit of competition or even a new way to assess student’s knowledge in a short period of time?

Kahoot is a fantastic tool that can be used in a classroom.

By using the computers or other digital devices, Kahoot allows you to create an interactive quiz that really does create a stimulating environment for our pupils. A major advantage of using Kahoot is that it doesn’t take very long to make.

Step 1: choose the type of Kahoot you want to make. Create a quiz made from a series of multiple choice questions, start a discussion or make a survey. You can add images, sound and videos to make it more engaging!



Step 2: Play Kahoot! The questions will be displayed on the teacher’s screen and the players answer the questions on their own computers (iPads or other devices). You can set time limits for each question and see how many pupils have answered. Once all pupils have answered the questions the results will be displayed in a bar chart format with the correct answer. At the end of the game the final scoreboard will be displayed.



Step 3: Find ready-made quizzes or share you own. It is easy to find quizzes already made by colleagues, simply search and view the questions to see if they are suitable – remember you can always edit them! You can also share any quizzes that you have made.



Step 4: Download the results! You will be able to see a breakdown of how pupils did on each question – a visually clear way to see common misconceptions and to help plan future lessons.

STUDENT	CORRECT ANSWERS	INCORRECT ANSWERS	SCORE	Question 1	Question 2	Question 3
Sam already	15	3	12750	Correct	Correct	Correct
Sam	14	4	12057	Correct	Correct	Correct
Brian	14	4	12036	Correct	Correct	Correct
Patricia	13	5	12986	Correct	Correct	Correct
Cherrie	13	5	12166	Correct	Correct	Correct
H. Gull	13	5	12134	Correct	Correct	Correct
Demo	13	5	12049	Correct	Correct	Correct
SWAGGY D	13	5	11848	Correct	Correct	Correct
@boulton	12	6	11350	Correct	Correct	Correct

Quiz Introduce new topics Create a kahoot to kick-off a lesson, introduce new concepts or preview content. Some Kahoot!ers call this a 'Warm Kahoot!'.	Quiz Challenge past performance Use Direct Mode to play against your previous score... or someone else's! Perfect for challenging knowledge, assessing progress and reinforcing.	Quiz / Discussion / Survey Professional development Kahoot! is just as awesome outside class as it is in. Collaborate with colleagues, introduce concepts and share knowledge.
Quiz Review, revise and reinforce Revise topics, reinforce knowledge, recap learning, pre-assess and practice before exams. Revision.	Quiz / Discussion / Survey Join the global classroom! Connect with classrooms in over 190 countries and play a kahoot together in realtime using.	Quiz Re-energize and reward Create a kahoot to break the ice, re-energize a room, reward good behavior or just have a little.
Quiz Turn learners into leaders Close the 'gap in learning'! Challenge students to create their own kahoots, individually or in groups to deepen understanding, mastery and purpose.	Quiz Formative assessment Test personal knowledge, evaluate understanding or create a kahoot to assist formative assessment.	Discussion / Survey Discussions and surveys Think beyond the quiz! Create a kahoot to survey opinions and insights, facilitate discussion and initiate debate.



Technology and new software are everywhere at the moment, and there is a real use for it in the classroom. Being able to utilise these resources can help us run our lessons that little bit more effectively and efficiently. **RM Tutor** offers a wide range of tools to use in a computer classroom to help **manage** and **control** your lesson, allowing you to monitor and control all computers simultaneously, survey all desktops to check student activity to doing demonstrations and share pupils’ work. Listed below are some key features:



Power on and log on computers: Ensure lessons start and finish promptly. As teachers we want the lesson to start as soon as our students enter the classroom. With one click, RM tutor enables us to start up all the pupils’ computers at the start of the lesson so time isn’t wasted – at all!



Keep students on task and avoid distractions: Stop pupils from being distracted while you teach them and keep them on task by restricting access to certain websites and applications. If necessary, stop pupils from using their computers altogether using the Lock Mouse and Keyboard feature.



Launch applications and websites for pupils: Save time by launching applications or websites simultaneously on all pupil desktops. You can also provide pupils with shortcuts to all of the documents, folders, applications and web content they may require during the lesson using the Student Information bar!



Monitor all pupil activity in real time: See and listen to what pupils are doing using thumbnail views of each pupil computer. Screenshots of a pupil’s desktop can be captured to record their progress or highlight something that they should not be doing.



Show pupils your desktop or share student work: Model tasks to pupils by showing them your screen, multimedia or highlight another pupil’s work by showing their screen to the rest of the class.

If you have any more ideas on how we can use technology to improve our teaching in the classroom I’d love to hear about it! Feel free to email me at: kmistry@barrbeaconschool.co.uk

Stretch the More Able to think outside the box.

I use these cards to support my high achievers who sometimes can be passive in their passion to push themselves further.

Thinking in this manner switches on their need to know more and look into the subject and topic in greater depth. I have sets of these cards laminated so that I can add specific topics that relate to the class.

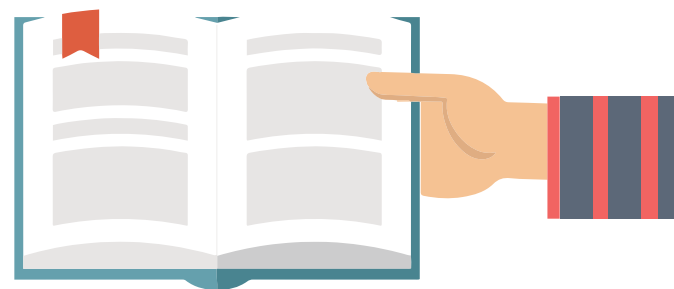


In MFL we are constantly trying to encourage students to speak in the target language and they can be reluctant to do so.

I have developed a basic trapdoor activity into a whole class competition to encourage speaking and listening skills and ensure that everyone in the class is participating.

The class is divided into 3 or 4 groups and a referee is chosen from each group. The referee is responsible for monitoring another group. This is a good role for a lead learner.

The groups have to try to be the first to complete the speaking text with the correct responses. Any mistakes and the group has to start the text again from the beginning with a different member of the group taking their turn. The text can be as simple or as complicated as you like and can then be used as a starting point for a written task.



Group Reading Competition

Unser Schultag

Read through the text below and choose the correct option in each sentence. If you choose incorrectly your turn is over. The winning group is the first to choose all the correct answers and get to the end of the text. Keep going until you can work it all out.

Hallo, ich heie Sabine und ich wohne in Hamburg in Norddeutschland. Meine Schule heit die Wilhelm-Schule.
 Wilhelm-Schule ist **1) ein Gymnasium 2) eine Gesamtschule 3) eine Realschule**

Die Schule beginnt um **1) 8.15 Uhr 2) 8.40 Uhr 3) 7.45 Uhr**
 Mein Lieblingsfach ist **1) Deutsch 2) Chemie 3) Geschichte**

Ich finde **1) Englisch 2) Franzsisch 3) Mathe** schwerer als Informatik
 Jede Stunde dauert **1) 45 Minuten 2) ein Uhr 3) 50 Minuten**

Ich gehe gern in die Schule, weil ich **1) sportlich 2) klug 3) fleiig** bin.

Referee

You are the referee. Your job is to ensure that everyone is pronouncing the words correctly and choosing the correct option.

If the person reading pronounces a word incorrectly, correct them and let them start again.

If the person reading chooses the incorrect option their turn ends and the next person starts reading again from the beginning.

No one is allowed to write any of the answers down. This is a test of speaking, listening and memory.

ein Gymnasium
 7.45 Uhr
 Geschichte
 Franzsisch
 50 Minuten
 klug

Push Yourself Further...	Push Yourself Further...	Push Yourself Further...	Push Yourself Further...
“What if everything you’ve said was turned on its head?”	What if you were teaching the lesson. How would you support the class’s understanding?	What are the disadvantage of this key process to life?	Link today’s key topics to an everyday object. Explain how you can combine the two.
Push Yourself Further...	Push Yourself Further...	Push Yourself Further...	Push Yourself Further...
“How many ways can take your knowledge of this topic and use it in the other scenarios?”	Predict the key concepts we will look at next lesson and describe how they link together.	Here’s the answer Write 5 questions	Design an introduction to next lessons. The topic is

KWL Grid

Students are given the topic and fill in what they know already. They then reflect on this and identify two or three facts they want to know. With this kept in mind the text is read as a whole class. As a summary, pupils fill in what they have learnt. Encourage them to try and answer any ‘want points’ made if possible.

KWL Grid

Know (write down what you Know)	Want (write down what you Want to know)	Learnt (write down what you have Learnt)

PQRS Grid

Students preview the text based only on headings/sub-headings/diagrams. Having identified what the text is about they produce three questions they want answered by the text. During whole class reading the teacher will pause at intervals and encourage students to review if any of their questions have been answered yet, writing the answers as they go. Finally a summary is produced for the text.

PQRS Grid

Preview This text is about	Questions I want to know	Review Has my question been answered?(key words?)	Summary The main bullet points for this text are

Essay Paper Chains

Sometimes it’s easier for students to physically structure and connect ideas together into a coherent answer.

Give out success assessment objectives or command words in the question. You could “CUBE” the question first.

Allocate a different assessment objective to a different coloured slip. Leave alternative coloured slips for paragraph breaks and connectives. Get students to write different points on the corresponding coloured slips. They could do this in groups.

Write each **description point** (AO1) on a pink slip of paper.
(Ensure each new point goes on a separate slip)

Write each **evaluation point** (AO3) on a blue slip of paper.
(Ensure each new point goes on a separate slip)

Write any connectives you could use to string your points together on a yellow slip of paper.

(e.g. also, furthermore, lastly, for example, to illustrate, similarly, in contrast to, as a result, consequently, however, in contrast.)

Leave green slips blank to represent paragraph breaks.

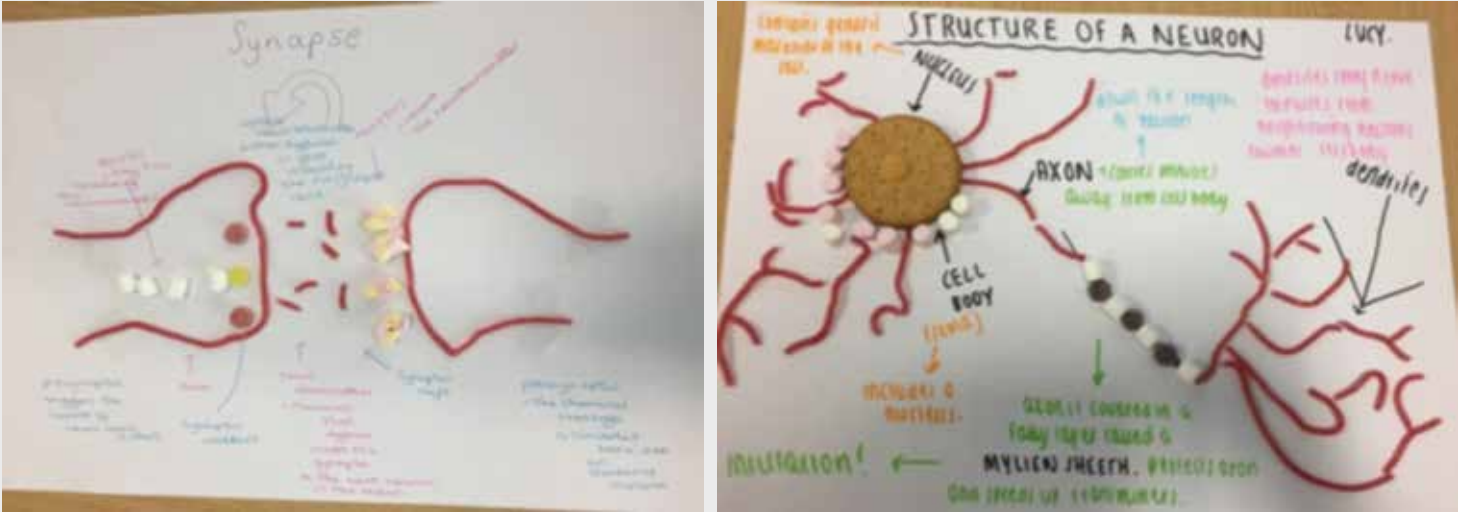
When you feel like you've got enough points, place them in a logical, clear and coherent structure and link them all together in a paperchain. >

When the points are written, students then have to connect the strips in a logical order using the connectives and paragraph break slips, thinking about the structure of their answer.

There are endless opportunities for this. You could get them to bullet point key words or phrases on the slips for an essay plan. You could give them pre-prepared statements for them to order or complete. At the end the paper chains could be peer assessed.

Treat-O-Logy

Treat-o-logy is using sweets and treats to engage students in learning. A variety of sweets can be presented to students for them to make technically accurate and well labelled diagrams on A3 paper of biological structures such as neurones and synapses. You could set it as a creative challenge but provide a number of resources to support.



I always felt sorry for knowledge. Over the years, no one has taken too much notice of it, languishing at the bottom of Bloom’s Taxonomy. Often the poor relation to its flashier, seemingly more attractive cousins evaluating and creating, knowledge took a back seat, with the echoes of many a teacher-trainer and CPD leader ringing in its ears: “Move up Bloom’s Taxonomy quickly – the pupils need to analyse and synthesise!”, “Don’t ask so many knowledge-focused closed questions!”, “Get the pupils to think more – you can’t do that at the bottom of Bloom’s Taxonomy!”. And yet, without boring, staid old knowledge, the taxonomical pyramid becomes a flimsy house of cards. Knowledge is the bedrock, the foundation. And is anything but boring.

What I’m arguing here has not been particularly fashionable in educational circles in the last ten years or so, where the race to the top of the taxonomy in a progress-anxiety-induced lesson has been de rigueur, but think about it: without knowledge, pupils simply cannot analyse or evaluate. I tend to agree with Joe Kirby, “The curriculum was eviscerated of extensive, rigorous knowledge, and classrooms had become fact-free zones.” (Battle Hymn of the Tiger Teachers, p.17). Classrooms may not have become completely fact-free zones, but they had become a sort of knowledge no-man’s land, where telling pupils facts and information about your subject was almost a dirty word: “Let them discover! Facilitate! Talk less! And don’t forget to engage them! Wrap that poetry analysis up in a pass the parcel activity! Remember your kinaesthetic learners will want to move when learning!” I know, and goodness knows I did it. But pupils need to know things. There. I’ve said it. And not through some kind of facilitated, experiential, VAK-soaked osmosis. They need to be told stuff sometimes. Knowledge shouldn’t be a dirty word. It’s vital. Particularly in the new educational landscape of 100% examination, we ignore knowledge at our peril.

Thankfully, knowledge now appears to be in the ascendant, with an emerging army of teachers and school leaders reminding us of its importance. But what does this look like in our day to day teaching, or our leadership of teaching as middle leaders or senior leaders? At Dame Elizabeth Cadbury, we are focusing particularly on memorisation and retention-based strategies to enable Year 11 to remember what they need to for their exams. Some pupils will have up to 22 examinations in the summer, with a vast array of concepts, terms, vocabulary and quotations they need to learn.

Some of our faculty leaders are beginning to develop knowledge organisers, a fantastic strategy that “specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that all pupils are expected to master in long-term memory.” (Joe Kirby – Pragmatic Education blog – my emphasis). Knowledge organisers enable pupils to begin to move from manual to automatic; they specify everything they need to know at the start of a unit of work, so pupils are embedding knowledge in long term memory rather than cramming at the end. We are only just developing this at Dame Elizabeth Cadbury, and want to develop it with all year groups, but here’s an example from Joe Kirby (Year 7 knowledge organiser on apartheid in South Africa):

A Timeline of Apartheid in South Africa		Anti-Apartheid Activists	
1948	1. National Party is elected into government and creates apartheid	1. Nelson Mandela	Lawyer, defendant, prisoner, President
1952	2. The African National Congress (ANC) launches the Defiance Campaign	2. Winnie Madikizela	South Africa's first black social worker
1955	3. Mandela is put on trial for treason at Pretoria	3. Walter Sisulu	African in Robben Island prison to 1969
1960	4. Sharpeville Massacre: 69 South Africans shot and killed by police	4. Chief Albert Luthuli	President of the ANC from 1952-1967
1960	5. Mandela and ANC burn their passports, and 100,000 Africans join in	5. Oliver Tambo	President of the ANC from 1967-1992
1960	6. The National Party apartheid government ban the ANC	6. Ahmed Kathrada	Indian in Robben Island prison to 1989
1961	7. Mandela forms Ukhonto we Sizwe, Spear of the Nation, for sabotage	7. Desmond Tutu	Archbishop won 1984 Nobel Peace Prize
1963-4	8. Mandela is put on trial at Rivonia for treason, violence and sabotage	8. FW De Klerk	President who ended apartheid in 1990
1964-1990	9. Mandela is put in Robben Island prison with Sisulu & Kathrada	MANDELA QUOTATIONS	
1969-1978	10. Mandela's son Thembi and mother die, and daughter Zeni marries	Freedom Charter, 1955	"A free, democratic South Africa belongs to all who live in it, black, white and Indian. Every man and women shall have the right to vote. The people shall govern!"
1976	11. Soweto Uprising: hundreds of children shot and killed by police	1. Rivonia Trial Opening	"Why did we form Ukhonto we Sizwe? What were we, the leaders of our people to do? Were we to give in to force, or were we to fight it and if so, how?"
1990	12. Mandela is released from prison by FW de Klerk	2. Middle (20 th April 1964)	"Africans want to be paid a living wage... African men want their women and children to live with them... African women want to be allowed out after 11"
1993	13. Mandela wins the Nobel Peace Prize	3. Rivonia Trial Closing	"I have fought against white domination, and I have fought against black domination."
1994	14. Mandela is elected first black President in South Africa's history	4. Rivonia Trial Ending	"Freedom is an ideal which I hope to live for and achieve. But if needs be, it is an ideal for which I am prepared to die."
1995	15. South Africa win the Rugby World Cup, held in South Africa	LEGAL VOCABULARY	
POLITICAL VOCABULARY		1. defendants	The people charged in a trial
1. apartheid	racial segregation of schools, hospitals, parks, beaches, buses	2. verdict	The decision if the defendant is guilty or not guilty
2. segregation	systematic separation	3. sentence	The punishment for the crime if the verdict is guilty
3. government	the political party with the most MPs in parliament	4. judge	An experienced lawyer who decides the sentence
4. political party	a group organising to win an election to parliament	5. jury	Inexperienced people who decide the verdict
5. aggression	cruel denial of rights		
6. sabotage	destruction of property, avoiding murder		
7. strike	A refusal to work in protest		
8. authorities	the government, state or people in charge		
9. defiance	refusal to obey orders		
10. treason	illegal violence against the government		

*LARGER VERSION ON THE BACK

Summer Turner describes the process of knowledge organiser building in her fantastic blog entry, ‘Knowledge Organisers – facts not fads’, “Distilling all of this information requires a ruthlessness that I’ve found has made me think more deeply about my subject than ever before. Essentially you are selecting the most powerful and purposeful knowledge, which you view as foundational to understanding and engaging with the unit of work (in my case, the text(s) we are studying).” (my emphasis). As teachers, through knowledge organisers, we can identify the foundation of knowledge pupils are required to know to enable them to really apply, analyse, evaluate and create. Knowledge empowers and enables. Without knowledge, pupils cannot get anywhere up that taxonomy.

How else might this work in the classroom? One of our other strategies are frequent low-stakes or no-stakes testing and drilling as starter activities. As Daniel Willingham states (Why Don’t Students Like School?, p.107), “...it is virtually impossible to become proficient at any mental task without extended practice.” Just like expert sportsmen and women or expert musicians, becoming proficient means practice. And more practice. And some more. We therefore encourage faculties to run starters as drills, where pupils have to remember key scientific concepts, or specific German vocabulary, or quotations from Dr Jekyll and Mr Hyde, for example. The drills then become a habit. No-stakes or low-stakes takes away the potential fear from pupils, so they become used to them every lesson, or every other lesson, and they remember the knowledge they need to. Here is part of a drill example from one of our Year 11 English Literature lessons. Teachers are beginning to use incremental gap-fill exercises that remove more and more words until pupils can write the entire quotation from memory. And the pupils really enjoy it. They like remembering the quotations, and incrementally improving. Of course, the next step is application and analysis. But they can retrieve quotations from memory from the entire expanse of the novella. Incredibly useful and important, particularly when the examination is now sadly closed book.

We also look for ways to enable knowledge retention within the main body of a lesson. Lemov’s much lauded “Cold-Calling” from Teach Like a Champion is one that colleagues will be very familiar with. The strategy works best when the teacher has embedded it as a habit within lessons, so pupils are used to it and expect it, enabling teachers to check for knowledge and understanding effectively and systematically at any time, keeping pupils on their toes. In addition, “Call and Response” (Lemov: Teach Like a Champion) is also another favourite that is starting to move beyond its usual domain of the MFL classroom, and is a great way to enable pupils to engage with knowledge retention. When the teacher asks a question, the whole class calls out the answer in unison, enabling reinforcement of the knowledge. Easy to implement and powerful in lessons when used in combination with drills and cold-calling.

There are many, many other things I could write here about memorisation and knowledge retention, but I’m rapidly running out of space! To conclude, I commend The Learning Scientists to you, cognitive psychological scientists interested in the science of learning and memory, and who have many fantastic evidence-based resources on their website. Their website is <http://www.learningscientists.org/> You can also find out more about Summer Turner’s and Joe Kirby’s work here: <https://ragazzainglese.wordpress.com/>.

Please also feel free to contact me at Dame Elizabeth Cadbury School on c.stoneman@decschool.co.uk. We are very happy to share ideas and collaborate. **And remember: knowledge isn’t a dirty word.**

VOCABULARY DRILL & QUOTATION
DRILL ON CHAPTER 4

Name: _____ Date: 23/01/17

1. "London was _____by a crime of singular _____". What words are missing?

2. "And then all of a sudden he broke out in a great _____of anger, _____with his foot, _____the cane." What words are missing?

3. "And next moment, with _____-like fury..." What word is missing?

4. "...he was _____his victim under foot and _____down a storm of blows." What words are missing?

3. "A great chocolate-coloured _____lowered over heaven." What noun is missing? Is it cloth/pall/fog?

4. "...for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling _____". What noun is missing? Is it wreaths/fog/smog?

A Timeline of Apartheid in South Africa		Anti-Apartheid Activists	
1948	1. National Party is elected into government and creates apartheid	1. Nelson Mandela	Lawyer, defendant, prisoner, President
1952	2. The African National Congress (ANC) launch the Defiance Campaign	2. Winnie Madikizela	South Africa's first black social worker
1955	3. Mandela is put on trial for treason at Pretoria	3. Walter Sisulu	African in Robben Island prison to 1989
1960	4. Sharpeville Massacre: 69 South Africans shot and killed by police	4. Chief Albert Luthuli	President of the ANC from 1952-1967
1960	5. Mandela and ANC burn their passbooks, and 100,000 Africans join in	5. Oliver Tambo	President of the ANC from 1967-1992
1960	6. The National Party apartheid government ban the ANC	6. Ahmed Kathrada	Indian in Robben Island prison to 1989
1961	7. Mandela forms Mkhonto we Sizwe, Spear of the Nation, for sabotage	7. Desmond Tutu	Archbishop won 1984 Nobel Peace Prize
1963-4	8. Mandela is put on trial at Rivonia for treason, violence and sabotage	8. FW De Klerk	President who ended apartheid in 1990
1964-1990	9. Mandela is put in Robben Island prison with Sisulu & Kathrada	MANDELA QUOTATIONS	
1969-1978	10. Mandela's son Thembi and mother die, and daughter Zeni marries	Freedom Charter, 1955	"A free, democratic South Africa belongs to all who live in it, black, white and Indian. Every man and woman shall have the right to vote. The people shall govern!"
1976	11. Soweto Uprising: hundreds of children shot and killed by police	1. Rivonia Trial Opening	"Why did we form Umkhonto we Sizwe? What were we, the leaders of our people to do? Were we to give in to force, or were we to fight it and if so, how?"
1990	12. Mandela is released from prison by FW de Klerk	2. Middle (20 th April 1964)	"Africans want to be paid a living wage... African men want their women and children to live with them... African women want to be allowed out after 11"
1993	13. Mandela wins the Nobel Peace Prize	3. Rivonia Trial Closing	"I have fought against white domination, and I have fought against black domination."
1994	14. Mandela is elected first black President in South Africa's history	4. Rivonia Trial Ending	"Freedom is an ideal which I hope to live for and achieve. But if needs be, it is an ideal for which I am prepared to die."
1995	15. South Africa win the Rugby World Cup, held in South Africa	LEGAL VOCABULARY	
POLITICAL VOCABULARY		1. defendants	The people charged in a trial
1. apartheid	racial segregation of schools, hospitals, parks, beaches, buses	2. verdict	The decision if the defendant is guilty or not guilty
2. segregation	systematic separation	3. sentence	The punishment for the crime if the verdict is guilty
3. government	the political party with the most MPs in parliament	4. judge	An experienced lawyer who decides the sentence
4. political party	a group organising to win an election to parliament	5. jury	inexperienced people who decide the verdict
5. oppression	cruel denial of rights		
6. sabotage	destruction of property, avoiding murder		
7. strike	A refusal to work in protest		
8. authorities	the government, state or people in charge		
9. defiance	refusal to obey orders		
10. treason	illegal violence against the government		

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