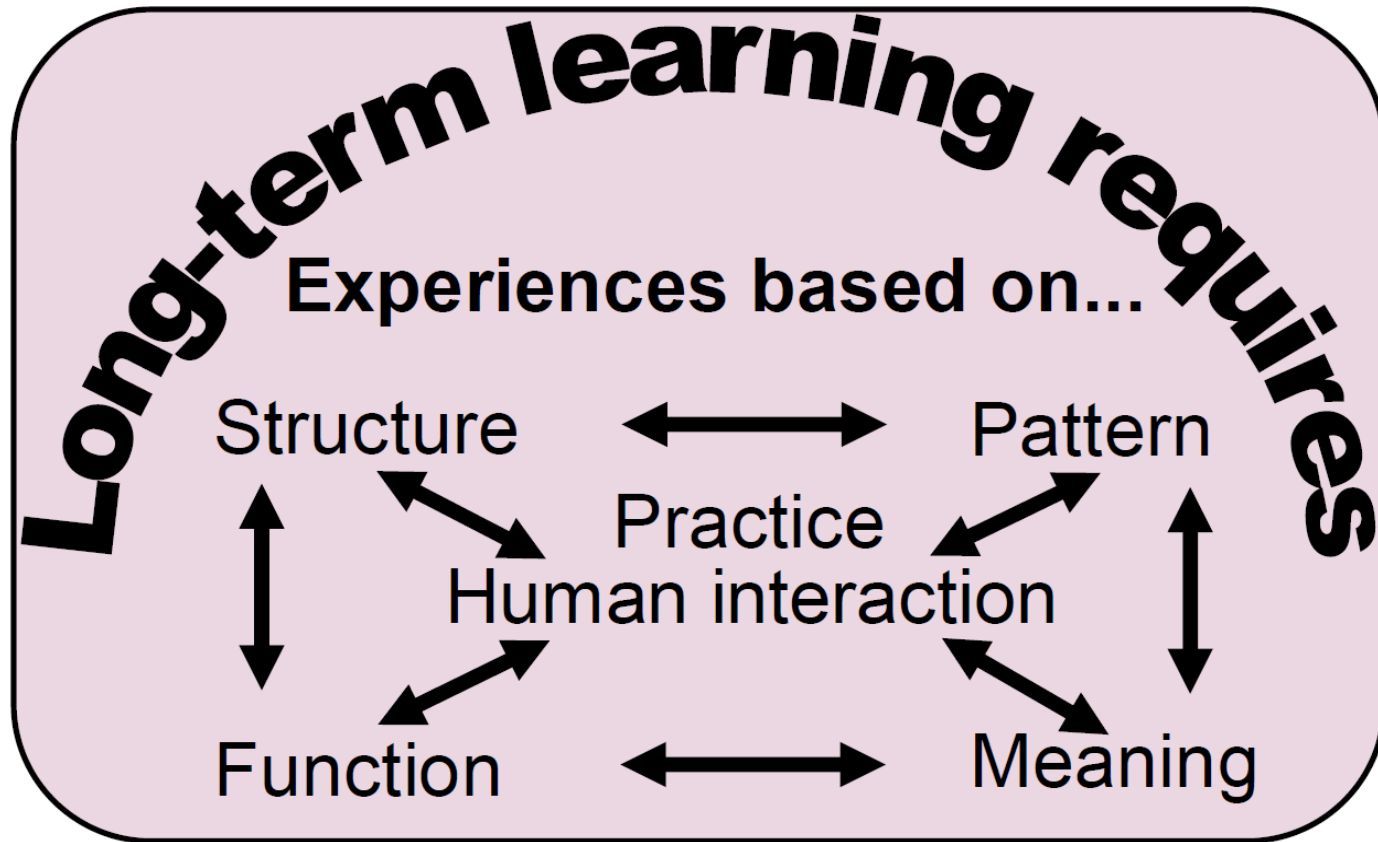


What *learning* means at Queen Eleanor



**QUEEN ELEANOR
PRIMARY
ACADEMY**
*Creative
Education
Trust*

Science and foundation subject unit structure

Structure of subject

Habits of mind



Take time to quiz about prior knowledge, this knowledge will be needed when making connections

Anticipate that re-thinking prior knowledge will be necessary – prepare to re-structure knowledge

Mental models



Created by giving purpose of well-chosen examples

Anticipate misinterpretations and plan around them

Practice recalling examples and the point they demonstrate

Threshold concepts are organising principles which guide explanation of content

Constructing arguments



Model examples of how oral and written arguments are structured in each subject, using conditional language to show conclusions may change as evidence changes

Explicitly teach technical and academic vocabulary, categorised by word class

Create own examples of structured argument following that pattern

Apply these arguments to deepen prior learning, be self-reflective, or solve a problem

Structure of a unit

Explain



Begin with acquiring overview of the unit and explaining significance of new knowledge

Information presented using most relevant graphic organisers

Elaborate



Elaboration should explain underlying structures of content and how it integrates into mental model of the subject

Evaluate and extend



Three basic types of way to apply underlying structures:

- 1.) Theme to theme (illuminate previous theme)
- 2.) Theme to self (reflect on yourself)
- 3.) Theme to world (solve a problem in the world)