

GA Annual Conference 2009

Workshop 7: 'Making the Most of your KS3 Toolkit'

John Widdowson

- Give participants an envelope with the key questions for each of the lessons in Moving Stories
- Ask them to 'map' them on a large sheet of paper. That means deciding which key concepts are being dealt with and how the questions relate to the concepts and each other
- Then reveal the concept map for Moving Stories to show them how I did it.

Andy Roberts

- Use the 'framing questions for enquiry', linking it into Margaret Robert's Key Note
- Plan an investigation into a local or regional regeneration project, where the learner gets to apply, transfer and co-construct their geography learning. Pedagogy explained.
- Then, using the community of enquiry from the P4C (chairs in circle) use dialogue to frame questions for an enquiry using a Guardian article that was a leading inspiration for the toolkit enquiry route.
- Plenary to independently complete the enquiry frame. In addition to the already demonstrated framing enquiry questions, this will a) justify the content of my book b) give examples of how it could be extended. It will also be interactive, in some respects unframed and exploratory.

Jenny Brassington

- Intro –Who am I? What is my book about? (2 minutes)
- Brainstorm – If you were given this book title – what would you include? What might be your priorities? Discussion on what we see as being important) (3minutes)
- JBR to explain that one of the key ideas was flexibility. Give out lesson sheets. The teachers need to think about which other types of modules these lessons could slot into and complete on A3 sheets. Might think about what would come before, what might come afterwards, what topics might be linked to it. Model one together. (10 minutes)
- Resources required: A3 sheets with lesson title and objectives in the middle, groups to get the medium term plan section for their lesson only (Lessons 1-6), these can be copied onto A3 and then cut up into the relevant sections.
- Feedback as a group – is this book flexible? How might you use it in your classroom? (5 minutes)

Nicole Lyons

- Looking at how different parts of the book link together, using linking dominoes
- Writing an assessment for the end of KS3 which has scope for pupils to achieve all levels, and developing levels descriptors – we'll discuss how well the book fits the new Ks3, which parts of the new PoS are 'new' and for HA geographers, and how to achieve this through an assessment