

Year 11 Fantastic Futures Unit Plan 2021-22



Unit: PSHE: Learn to Learn	
Term delivered: Autumn 1 (Weeks 4-8)	Length of unit: 4 lessons
Knowledge content: <p>This unit is designed to support and educate students on how to complete independent study effectively using a range of strategies, evidence-based methods and guidance for students to complete independent study.</p> <p>Students revisit commonly used strategies that staff across the academy use within their curriculum areas to help students retain information. Students need be aware of these strategies and understand how they work, so that they are empowered to complete independent study effectively, maximising their academic success in their terminal examinations and their ability to retain the information from their courses, beyond their terminal examinations.</p> <p>The unit aims to provide students with the knowledge that they need in order to complete independent study effectively – taking ownership and personal responsibility for their learning outside of the classroom, as they prepare for terminal assessments. Every student will have preferential methods of revision and will organise themselves differently, but in order to find the most effective revision strategies for them, they need to have attempted them all and utilised all platforms that are available to them.</p>	
Skills: <ul style="list-style-type: none">• Reflection – ability to use new knowledge and apply this to questions, case studies and scenarios• Oracy – can use appropriate technical language and keywords, related to learning and memory and work well in paired, group work and whole class discussion – developing oracy and communication skills• Empathy – can understand and share the feelings or thoughts of others or explain how problems and events may affect other people• Respect – can demonstrate what respect for difference and diversity looks like, listen to others and debate and discuss with respect, showing a willingness to listen to others• Resilience – can identify problems and solutions and explain where they and others can seek guidance and support• Citizenship – can explain what is right and wrong and explain the impact of behaviour on themselves and others or society• Leadership – can display leadership qualities when contributing in lessons, work with others and stand up for others	
Assessment Objectives: <ul style="list-style-type: none">• To understand how memory works and the purpose of independent study• To list the range of revision strategies available• To develop confidence with independent revision and self-study• To understand how memory works and the purpose of independent study• To demonstrate understanding of how revision strategies aid knowledge retention• To set realistic and achievable goals around revision and self-study• To know sources of stress as a young adult and reflect on how I manage stress and pressure	

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Lesson	Learning Objectives Key Terminology	Previous Knowledge Retrieval	Teaching Strategies and Resources (suggested)	Knowledge/Skills outcomes
1	<p>What is learning? What is revision? Memory and revision.</p> <p>LO To develop confidence with independent revision and self-study</p> <p>Keywords Independent, Revision, Memory</p>	<p>Students draw on knowledge of independent study from previous years and curriculum areas</p>	<p>Starter: Scenarios that students may find themselves in throughout the year.</p> <ol style="list-style-type: none"> 1. It is Monday evening and you have 7 pieces of homework due in this week so far. Which pieces of homework do you complete first? 2. It is 1pm on the Sunday afternoon before the first Progress exam begins. The progress exam timetable is intense and almost stretches over a two week period. You do not feel overly confident with the exams for the first or second day and have done no more than an hour revision per evening in the run up to exams starting. What do you do on the Sunday afternoon? 3. You have had a bad day in the Academy and have struggled to concentrate all day. You feel deflated and tired and generally quite emotional. You don't normally feel like this but today is just a bad day. What do you choose to do when you go home that evening? <p>Share the aims of the unit, making the purpose of the lessons explicit. Watch the Obama video on the purpose of education.</p> <p>Think, Pair, Share: 'Why do your teachers know so much about what they teach?' Discuss answers – address misconceptions ('they're smart' - 'it's their job'). Discuss how it is through repeated practice – teachers continually teach content – overtime this becomes embedded in their long-term memory. The knowledge becomes automatic. Share how big gaps in our teaching of certain knowledge means that we too forget.</p> <p>Independent mind map: What are the barriers to self-study and independent revision? Discuss these – what solutions exist? It's never too late to start – but the earlier the better.</p> <p>What does it mean to have learnt something? Elicit answers from students. Share your own 'story'.</p> <p>Discuss the slides on learning. What do they mean? What is learning without memory? Explain that this is what teachers think about – remembering/retention is the goal and thinking hard is important if we are to remember. Stress the importance of repeated practice and thinking hard.</p>	<p>List ways our memory works</p> <p>Discuss barriers to self-study and solutions to them</p> <p>Explain the importance of self-study and how this helps with learning and memory</p> <p>Reflect on barriers to self-study</p>

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			<p>Students record their own 'top tips' - what do they/could they do?</p> <p>What is independent study? Provide students with blank revision templates – provide time for students to complete and stationary to colour coordinate. Good examples modelled - discuss realistic expectations.</p> <p>Students should select one subject – outline what revision looks like for that subject.</p> <p>Plenary: Students peer assess their timetable with their partner, is it realistic? Are their elements or timing of another student's timetable that you would employ into yours having seen it?</p> <p>Plenary: What is learning? How does our memory work? What can stop us from remembering knowledge? What can you do in lesson and out of lesson to aid your learning?</p> <p>Reminder – working hard in lessons is not enough- success is a jigsaw puzzle and students have so much available to them to aid their success. Stress that students need to bring revision materials with them for at least one subject for the next few lessons.</p> <p>Signposting slides: Exam stress/worry</p>	
2	<p>Revision Strategies and Retrieval</p> <p>L.O To understand of how revision strategies aid knowledge retention</p> <p>Keywords Retrieval, Memory, Retention</p>	<p>Students recall what makes revision strategies effective/ineffective and the importance of revision in aiding the retention of knowledge</p>	<p>Starter: What revision strategies are you aware of? Students mind map to a list of revision and independent study techniques that they are already aware of. Discuss as a group – identify any which do not work or are not an efficient use of time – explain why.</p> <p>Discuss the big picture/purpose of these lessons</p> <p>Show the image which is a stimulus from lesson 1 around memory. Students answer: How do we remember knowledge? How can we remember, better? Students complete independently and then feedback as a group.</p>	<p>List different revision strategies</p> <p>Discuss the importance of memory in learning</p>

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			<p>Revisit the revision strategies from the starter, through discussion record each suggestion as 'effective' or 'ineffective' - challenge misconceptions around copying/highlighting/reading notes – link each back to memory.</p> <p>Think, Pair, Share: What do your teachers do in lessons to help you remember knowledge?</p> <p>Introduce the keywords retrieval and retention. Explain why these important.</p> <p>Discuss the strategies on slide 7,8 and 9 – for each, students summarise the key points (retrieval/space practice/interleaving)</p> <p>The use of revision clocks - share the examples – provide students with a blank template to attempt their own after discussing the examples from Science and English.</p> <p>Show the video regarding mind maps, discuss dos/do nots of flash cards and dual coding – provide time for students to try each using their subject knowledge revision materials.</p> <p>Plenary: What revision strategies will you use from today's lesson at home?</p> <p>Reminder – expectations of independent study</p> <p>Signposting slides: Exam stress/worry</p>	<p>Explain what retrieval practice is</p> <p>Reflect on how my teachers aid my learning</p>
3	<p>Support available to me and online platforms</p> <p>L.O To develop deeper confidence with self-study</p> <p>Keywords</p> <p>Retrieval, Memory, Retention</p>	<p>Students recall what makes revision strategies effective/ineffective and the importance of revision in aiding the retention of knowledge</p>	<p>Starter: Students complete the reflection activity around revision strategies from lesson 1-2.</p> <p>Provide students with the 'you got this' graphic, students should annotate the image listing all the different sources of support knowledge advice and guidance available to them. Students should do this in pairs, so that they can discuss and share ideas – discussing with the peer so that they are able to also have an opportunity to discuss each together. Discuss which students find most helpful/relevant - consider why – are some passive methods and others require students to take responsibility for themselves?</p> <p>Explain to students the importance and dilemma of time management – it's something we all need to contend with.</p>	<p>List what exam board each of my subjects is examined by</p> <p>Describe how to manage my time effectively</p> <p>Demonstrate how to use online</p>

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			<p>Watch the BBC Bitesize clip on 'managing your time' - students should write a short guide to a Year 7 student explaining time management and revision for progress exams.</p> <p>Think, Pair, Share: Have you used the internet for revision?</p> <p>Working as a class, students should complete the subject/platforms table – which online platforms are they aware of for each subject?</p> <p>Provide students with the exam board graphic – students should work in pairs to list their subjects next to the correct exam boards – discuss each subject and tell students the correct exam board.</p> <p>Hands up: Who has used GCSEPod? Complete a virtual walkthrough/demonstration of GCSEPod with students if necessary</p> <p>Hands up: Who has used BBC Bitesize? Complete a virtual walkthrough/demonstration of with students if necessary</p> <p>Model to students how to use the BBC Bitesize materials – how would you use the knowledge to revise and then test? Provide students with a printout of the website for a subject that they all study – in their books they should demonstrate the revision strategies previously learnt and then complete the test on the topic on BBC Bitesize.</p> <p>Plenary: Students complete reflection and actions activity</p>	<p>revision platforms</p>
4	<p>Managing Pressures and Stress</p> <p>L.O To develop an awareness of stress and pressure I may face in Year 11 and beyond</p> <p>Keywords: Pressure, Stress, Influence</p>	<p>Knowledge of stress, wellbeing and mental health</p> <p>Sex, consent and peer pressure – Year 10 RSE</p>	<p>Starter: Reflection on the pressures that teenagers face – which pressures do teenagers face? Which pressures are rarely spoken about? How do you think these pressures changed for different generations?</p> <p>Discuss students' ideas as a group, draw out key themes.</p> <p>Introduce the lesson and discuss the big picture - this lesson aims to refresh our understanding of stress and pressure and the coping strategies available to us</p> <p>What is stress?</p> <p>Students discuss definitions in pairs.</p> <p>Share the information with students and discuss the definitions. Is there anything we would add or takeaway? Why?</p>	<p>List the different pressures teens and young adults face</p> <p>Reflect on how I deal with stress</p> <p>Consider ways to deal with common</p>

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		<p>Teacher models a diagram of unpicking stress – working through the five categories and modelling how they would approach thinking about how stress affects their body, their emotions and their actions. Students complete the same activity, reflecting on how stress affects them as an individual.</p> <p>The top stresses – students list which they think are the top ten most stressful jobs in the UK. Collate students’ ideas and share the research – what do many of these job roles have in common?</p> <p>The top stresses – students list the top five most stressful life events and also make a list of the top five sources of stress. Discuss and explore students’ ideas and responses.</p> <p>What are your anchors – display the graphic on the board of research revealing the top 5 most important anchors for teenage girls – why do students think these are called anchors?</p> <p>Share the concept of an anchor with students. Students fill in their top five anchors.</p> <p>Where do you stand activity – students move to a place in the room on a sliding scale from ‘strongly agree’ to ‘strongly disagree’ reacting to a series of statements about teenage pressures. Ask students to justify why they are stood where they are and provide an opportunity for students to move following discussion. Students put the statements on their own continuum line.</p> <p>Share the graphic which shows what teens say nationally – students work through a series of questions to analyse the data. Would students add anything? Did anything surprise them?</p> <p>Think, Pair, Share: Stress is an inevitable part of life. How far do you agree?</p> <p>Watch the video from The Vamps, Pixie Lott and Becca Dudley – which celebrity do students agree with the most about stress?</p>	<p>pressures faced by teens and young adults</p> <p>Discuss how to deal with pressure to engage in sexual activity</p>
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			<p>Move onto the idea of control – students create a Venn diagram of ‘pressure I can control’ and ‘pressure out of my control’</p> <p>Students rank different strategies for dealing with stress into a diamond 9 – provide students with a blank template if they wish to create their own.</p> <p>Plenary: Paired discussion, students identify the risks involved with 7 poor ways of managing stress. Feedback as a group.</p> <p>Share the signposting slides.</p>	
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