



**The White Hills Park Trust**

*A Culture of Excellence*

# Workshop G: Building Knowledge and skills

Monday 1<sup>st</sup> July, 2019

Shirley Gardiner & Bethan Scurrah

Read the extract in your delegate pack

A **threshold concept** can be considered as akin to a portal, **opening up a new and previously inaccessible way of thinking** about something. It represents **a transformed way of understanding or interpreting**, to viewing something **without which the learner cannot progress**.

Mayer and Land (2003). Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising. In *Improving Student learning: Theory and Practice Ten Years On*. pp412-424.

# Aims of this session:



- To understand the importance of **threshold concepts** for curriculum development
- To examine how we can embed key concepts to ensure **curriculum depth**
- To discuss ways these **concepts** can be **applied to the curriculum** in different subjects or phases.

# What are the common misconceptions in the subjects that you teach or lead?



Aims: To understand the importance of threshold concepts for curriculum development  
To examine how we can embed key concepts to ensure curriculum depth  
To discuss ways these concepts can be applied to the curriculum in different subjects.

# History KS4 Overview – mapping concepts onto content

	Autumn		Spring		Summer	
<b>Year 10</b>	Medicine <i>(Medieval and Renaissance)</i> Religion (Church) Power Warfare	Medicine <i>(Nineteenth and twentieth Century)</i> Religion (Church) Power Warfare	Medicine on the Western Front  Power Warfare	Anglo Saxon and Norman England  Power Warfare Religion	Anglo Saxon and Norman England  Power Warfare Religion	American West  Power Warfare Rights
<b>Year 11</b>	American West  Power Warfare Rights	Germany  Power Rights Warfare	Germany  Power Rights Warfare	Germany  Power Rights Warfare	Revision	

**Aims:**

- To understand the importance of threshold concepts for curriculum development
- To examine how we can embed key concepts to ensure curriculum depth
- To discuss ways these concepts can be applied to the curriculum in different subjects.

# History KS3 Overview – transferring concepts

	Autumn		Spring		Summer	
<b>Year 7</b>	Why did people risk their lives in Medieval England? <b>Power and Warfare</b> Causation	What was life like in Medieval England? <b>Power and Lifestyle</b> Significance	Why did the Church have so much power in Medieval England? <b>Religion</b> Causation	How did the Crusades change life in Britain? <b>Religion</b> Interpretations	How far did the Reformation change England? <b>Religion</b> Change and continuity Enquiry	How successful was Elizabeth I as queen? <b>Power</b> Enquiry
<b>Year 8</b>	How did the power of the monarchy change 1509-1745? <b>Power and Warfare</b> Change and continuity	Why did it take so long to abolish the slave trade? <b>Rights</b> Enquiry	Did the British Empire benefit everyone? <b>Power</b> Interpretations	Why did life change so much during the Industrial Revolution? <b>Lifestyle</b> Causation	How has Crime and Punishment changed over time? <b>Rights</b> Change and continuity	Crime and Punishment over time and local study. <b>Rights</b> Change and continuity
<b>Year 9</b>	Did Britain become more democratic by 1920? <b>Rights and Power</b> Cause and	Was the First World War really so terrible? <b>Warfare</b> Interpretations	What were the key features of the Second World War in the East? <b>Warfare</b>	Was the Holocaust inevitable in 1933? <b>Rights</b> Interpretations	Did Civil Rights improve in the USA in the twentieth century? <b>Rights</b>	Why has terrorism become a global issue? <b>Power and Rights</b>

**Aims:**

- To understand the importance of threshold concepts for curriculum development
- To examine how we can embed key concepts to ensure curriculum depth
- To discuss ways these concepts can be applied to the curriculum in different subjects.

In English – our core concept was that **texts are deliberately constructed.**

By ourselves, when we are writing.

By others when we are reading.

Reading	Writing	Themes and Contexts
<b>Year 7 – Myself and Others – Introducing challenging texts</b>		
<b>Structural and meaning</b> <ul style="list-style-type: none"> <li>Narrative arc</li> </ul>	<b>Paragraphing</b> Planning Punctuation	
<b>Language and effects</b> <ul style="list-style-type: none"> <li>MRS SOAPIC</li> <li>FAT HORSE</li> </ul>	<b>Voice, register and tone</b> Audience Narrative Descriptive Persuasive	<b>Identity</b> Character Family
<b>Inference skills</b> <ul style="list-style-type: none"> <li>AO1 : use summary techniques</li> <li>AO2 : use PEEL</li> </ul>		
<b>Year 8 – Journeys – Developing critical thinking</b>		
<b>All the above</b>  <b>Deepening inference skills</b> + Purpose of effects + Evaluation of effects + Expansion and range of evidence	<b>All the above</b>  + Purpose + Perspective	<b>Creating Atmosphere –</b> a sense of place <b>Implicit power –</b> social control: patriarchy; authority <b>Explicit power –</b> hierarchy <b>Gothic/Dystopic/Tragic</b>
<b>Year 9 – Power and relationships - Building independence and stamina</b>		
<b>All the above</b> <b>Moving from ‘clear’ to ‘considered’</b> + Comparison + Depth and Detail	<b>All the above</b>  + Crafting + Discursive text types	<b>All the above</b>

**Aims:** To understand the importance of threshold concepts for curriculum development  
 To examine how we can embed key concepts to ensure curriculum depth  
 To discuss ways these concepts can be applied to the curriculum in different subjects.

# PiXL Spine – Aims to create a map of threshold concepts in subjects.

## Primary Colleagues

- Choose a curriculum area that is a focus at your school.
- What are the threshold concepts that students need to pass through in order to transfer knowledge from year to year?
- Use the PiXL Spine mats for key stage 3 to support – which concepts carry through from primary to secondary phase?

## Secondary colleagues

- Look at two different curriculum areas with a partner or two.
- Consider the extent to which the PiXL Spine mats reflect the threshold concepts in your subject at key stage 3 and 4
- How could you (a) adjust a particular mat to reflect your curriculum or (b) adjust your curriculum to match the mat?

**Aims:** To understand the importance of threshold concepts for curriculum development  
To examine how we can embed key concepts to ensure curriculum depth  
To discuss ways these concepts can be applied to the curriculum in different subjects.

# The Impact of Organising Knowledge

# The Intervention – focus on **evaluation**

## 1. Opening phrases (POINT)

- *(The writer) successfully crafts...*
- *(The writer) skilfully creates...*
- *(The writer) conveys...*

2. Don't forget to  
**EMBED** your evidence!

**How does x .... present ideas about y...?**

## 3. Analysis/Development phrases

### (LINKING PHRASE)

- *Our first impressions of ...*
- *By the close of the ... the ... has developed into...*
- ***Even though/although...***
- *On the exterior... yet on the interior we can infer...*
- *...is motivated not only by... but also by ...*
- *At first glance ...; however, on closer inspection ...*
- *The most significant word/sentence/idea is ... because...*
- *Considering...the writer suggests here that...*
- *Reflecting on the text's overall theme of...the quotation... evokes a sense of ...*
- ***It is as if... It seems... It is almost as if .. It could be...***

### 4 and 5. Word Level Analysis (MAGNIFYING A WORD)

- *The writer's intention when using the [word / device]'...' could be... whereas the [word / device] '...' implies...*
- *The most significant word/sentence/idea /moment is ... because...*
- *The writer has used the phrase ...to imply...Moreover, ...*

### Analytical adverbs/ sophisticated vocabulary ...

- *Unquestionably, promptly, powerfully, finally, certainly, interestingly, significantly,*

### 6 and 7. Context/Writer's Intention

- *... reveals her/his belief in ...through her/his description of...*
- ***Perhaps, (writer's name) was hinting that...***

### 8. Effect on the reader – passive voice

- ***Evoking... suggesting... creating... conveying***
- *Despite the initial presentation of... one might also consider that...*
- *While one proposal may be that...; others however might contradict this view and argue....*
- *In essence, being caught between... underlines the effect that...*

# From intent to implementation

3 things I need to take forward now

- 
- 
- 

3 things I need to take consider later

- 
- 
- 

Which resources do I need to download from (a) PiXL; (b) online group; (c) the shared area

Who do I need conversations with? What will be the focus?  
When can I see them?

PiXL Spine – needs member login:  
<https://auth.pixl.org.uk/members/1#!/spine/English/English>

# Which parts of your curriculum require these types of knowledge...?

***Integrative*** – knowledge that brings together different parts of the subject which you hadn't previously seen as connected.

***Irreversible*** – knowledge that is difficult to unlearn – once you've passed through it's difficult to see how it was possible not to have understood before.

***Troublesome*** – knowledge that presents you with a degree of difficulty and may sometimes seem incoherent or counter-intuitive.

***Discursive*** – the student's ability to use the language associated with that subject changes as they change. It's the change from using scientific key words to thinking like a scientist.

Aims: To understand the importance of threshold concepts for curriculum development  
To examine how we can embed key concepts to ensure curriculum depth  
To discuss ways these concepts can be applied to the curriculum in different subjects.

