





**KJHS THINKING
MATTERS JOURNEY**

**September 2023-
Drive Team, Thinking
Frames, Q Matrix**

**September 2024-
Whole school
documents**

**September 2025-
Habits of Mind**

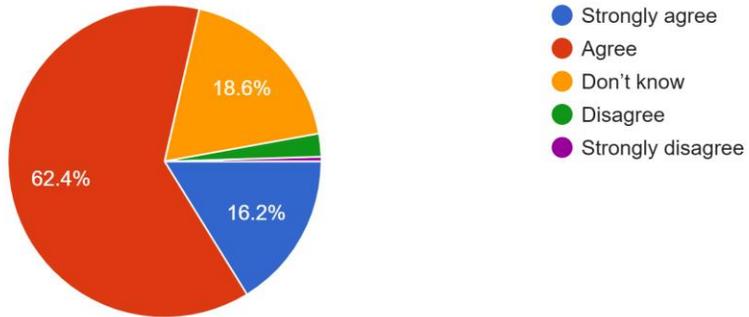
OUR KJHS DRIVE TEAM



Pupil Survey- Summer 2025

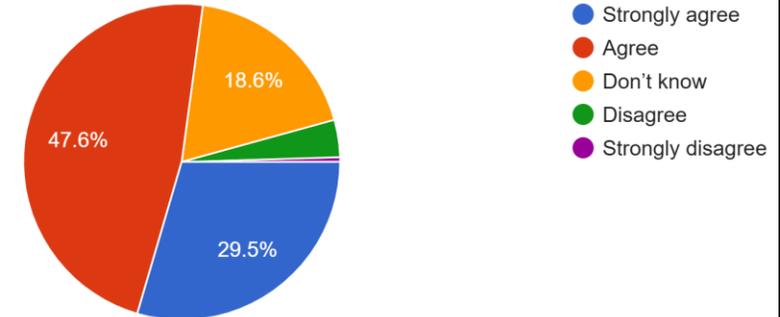
2. I understand what is meant by thinking skills.

210 responses



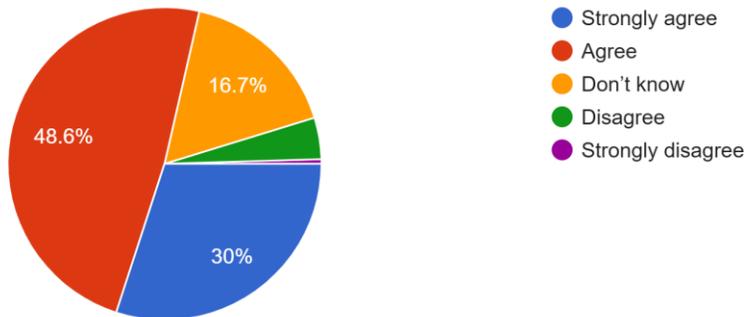
4. I have been taught useful information about my brain and how I learn.

210 responses



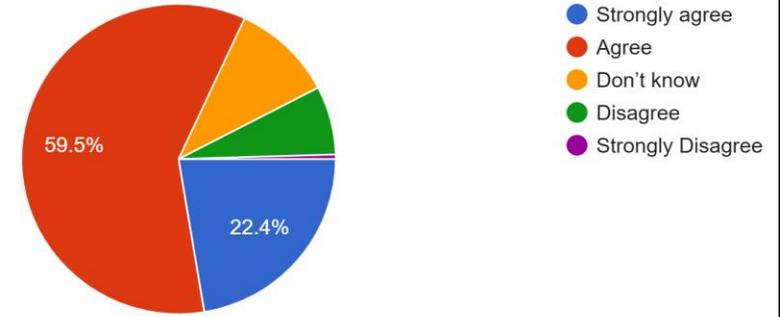
3. KJHS teaches me how to think in different ways.

210 responses



5. We talk a lot about thinking and learning in my classes.

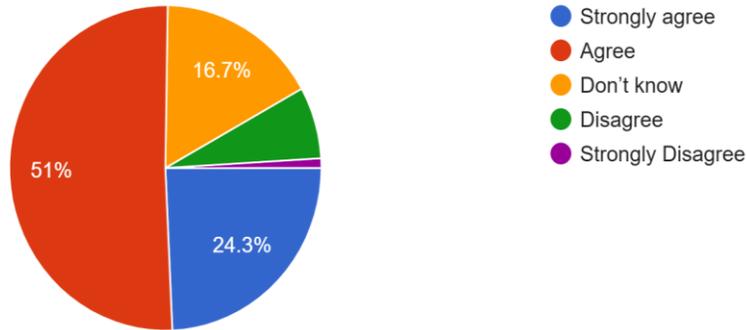
210 responses



Pupil Survey- Summer 2025

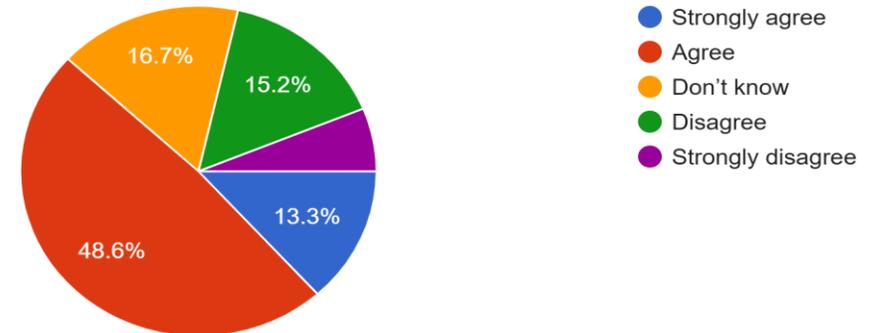
8. I've been taught ways to organise my ideas and thoughts so that I can easily access them.

210 responses



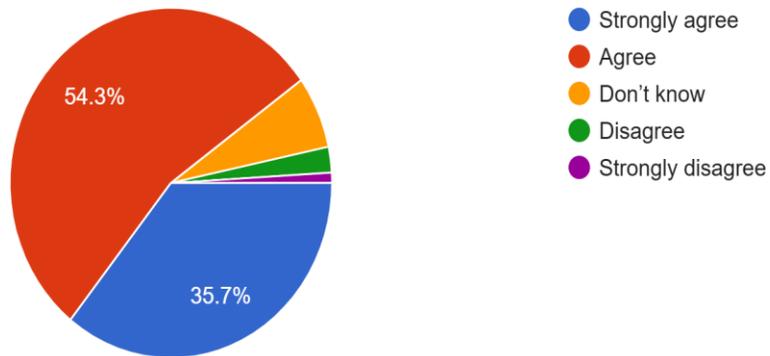
9. I use Thinking Frames to help me learn and to complete tasks effectively.

210 responses



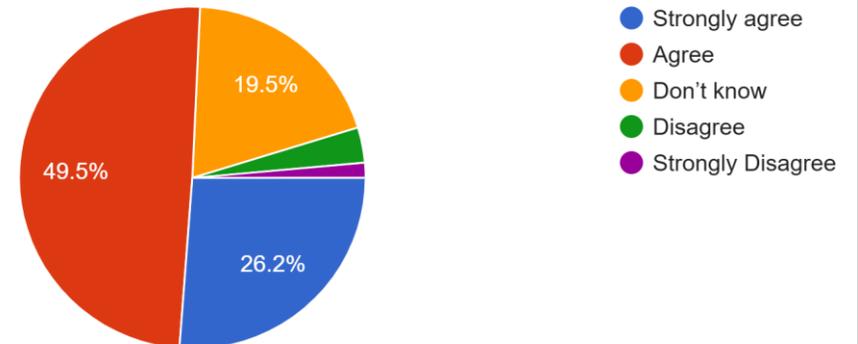
13. Teachers challenge me to think.

210 responses



24. My teachers provide time and space in which to think.

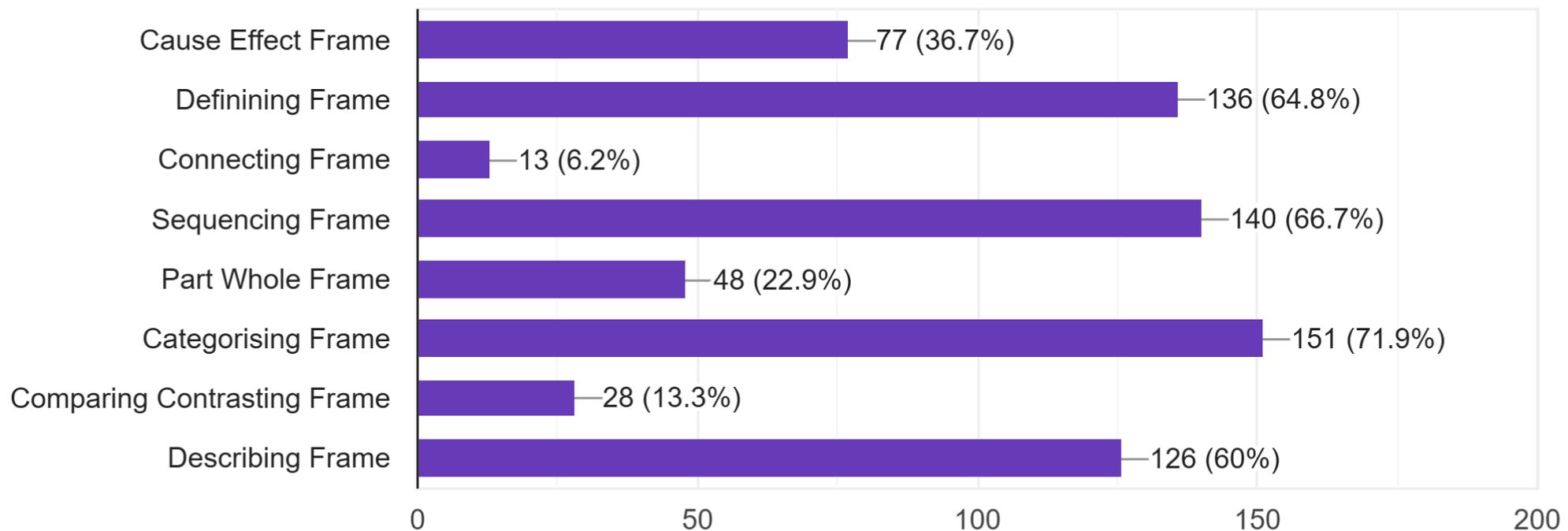
210 responses



Pupil Survey- Summer 2025

10 Which of the following Thinking Frames have you used? Choose as many as you need.

210 responses



Whole School Documents

KILLICOMAINE JUNIOR HIGH SCHOOL

Working together for excellence
in a caring community



EXTRA CURRICULAR ACTIVITIES

Commencing w/b 9th September

Monday

Y9&10 Girls'
Volleyball

Y8 Boys'
Hockey

Tuesday

Y8Girls'
Hockey
Y9&10 Girls'
Netball

Y9&10 Boys'
Rugby
Y8 Boys'
Football

Wednesday

Y8,9&10 Girls'
Football

Y9&10 Boys'
Hockey
Y8 Boys'
Rugby

Thursday

Junior Cup & Y9
Girls' Hockey

Y8 Girls'
Netball

Commencing 19th Sept

Year 8
Table Tennis

Y9&10 Boys'
Football

Friday

Y8,9&10
Table Tennis
Morning





KJHS School Development Plan 24-25



Working together for excellence in a caring community

Key Priority Target 1: Improving our teaching, learning, curriculum & assessment

Raise pupil achievement using MER of data and target setting

Develop Thinking Matters

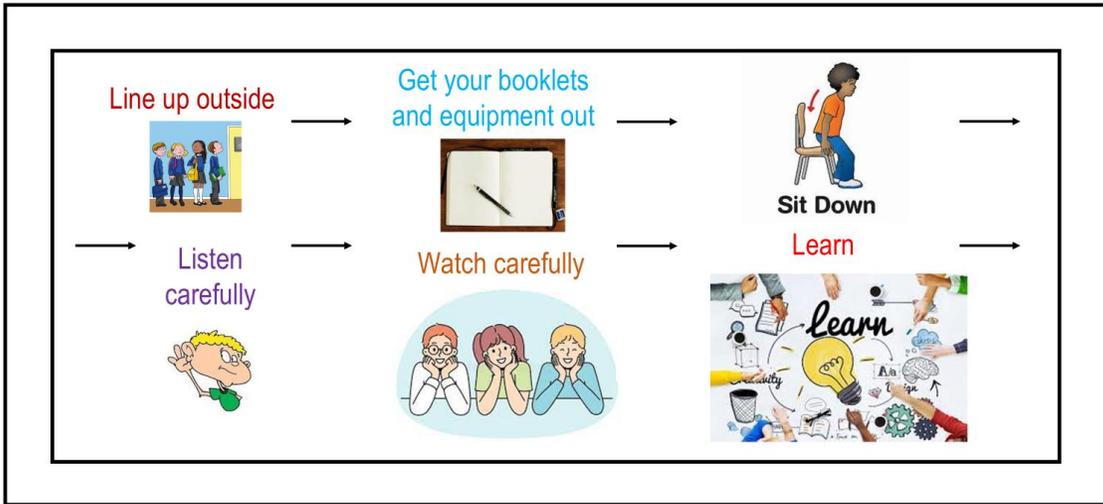
Audit of Thinking Skills and Personal Capabilities

Develop Reporting Comments

Review and update subject assessment points



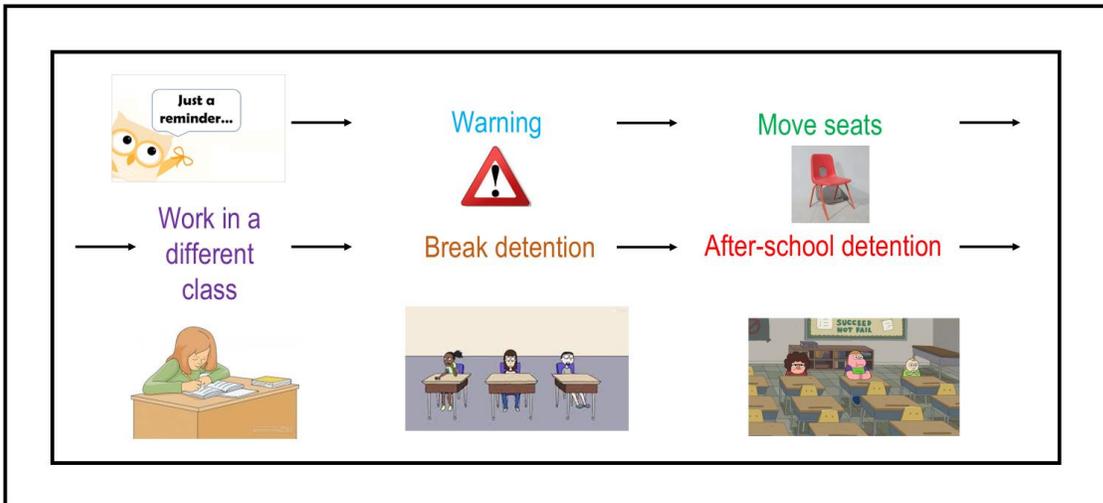
The Sequencing Frame



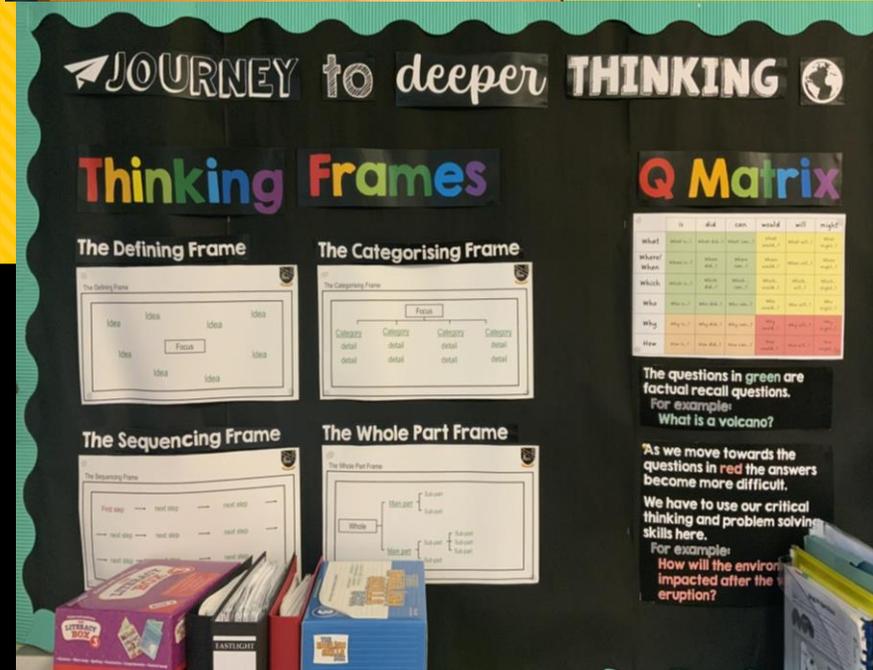
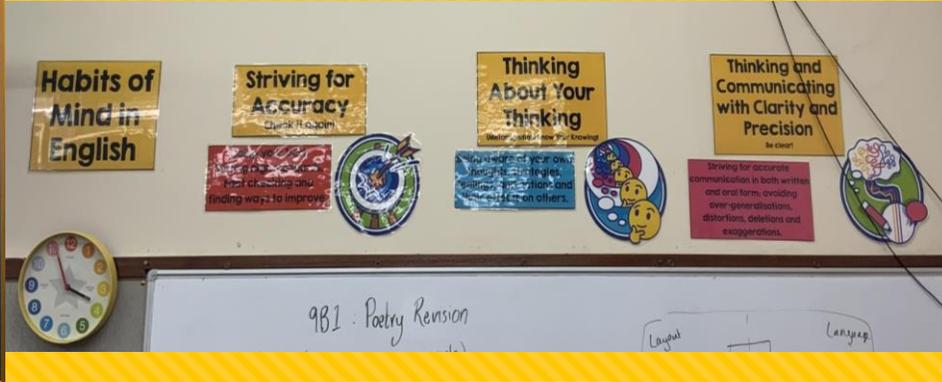
Classroom Routines



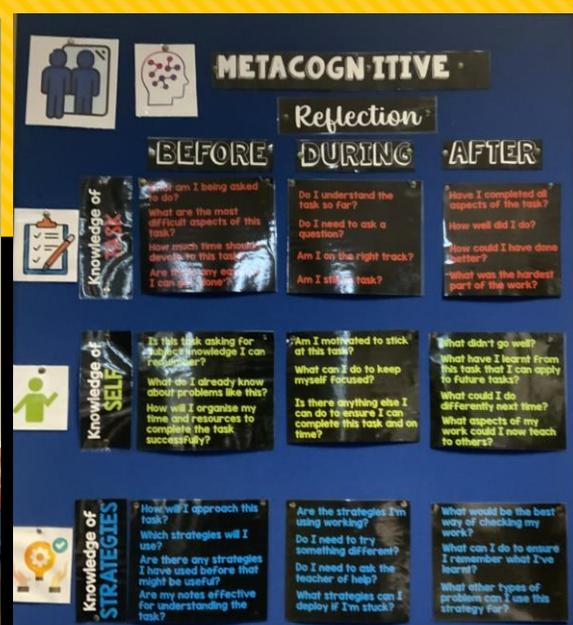
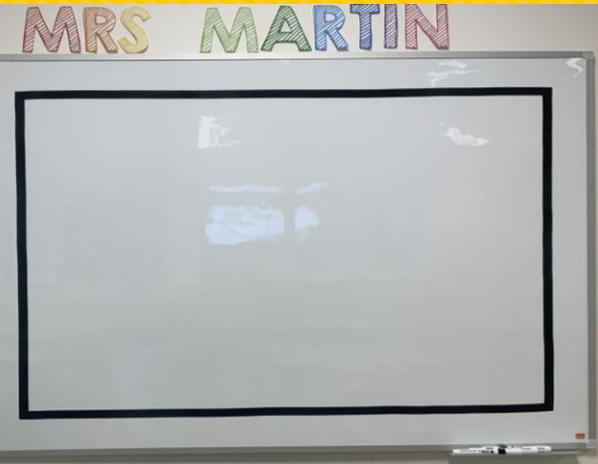
The Sequencing Frame



Displays



Displays



Assemblies

Year 10 Learning Ambassadors



Date: 23/10/2024

LEARNING WALK



Use of metacognitive tools



Stand-alone lesson to promote thinking/metacognition/self-regulation



Lesson explicitly targeting 'The Big Picture' TSPC.



Promotion of Oracy

- Actions
- ✓ Clickers ordered x 45 23/10/24
 - ✓ Consider air flow/ lightning/ doors- is it a



1. What are you learning today?
***Oracy *understanding of learning intentions/success criteria**

- ✓ Content- wide learning vs deep learning. Content vs. learning
- ✓ Learning intentions@ start/end
- ✓ Make links explicit when integrating numeracy/literacy and ICT

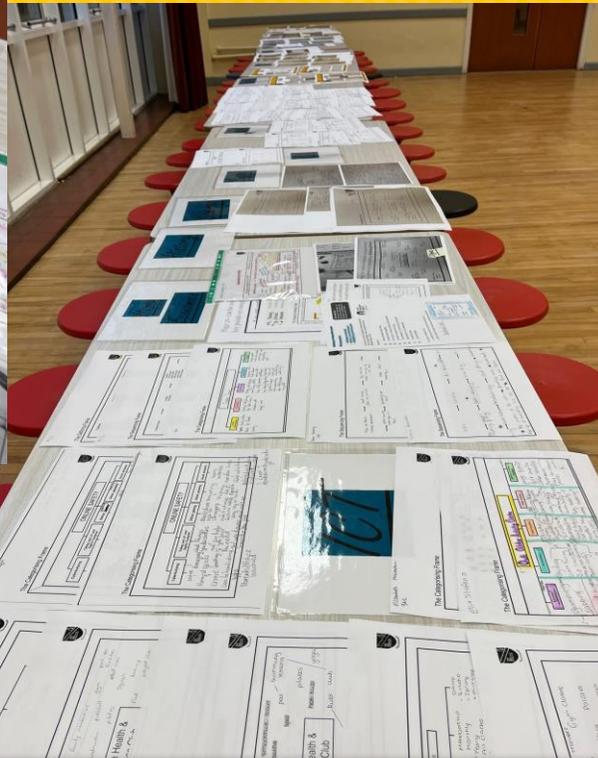
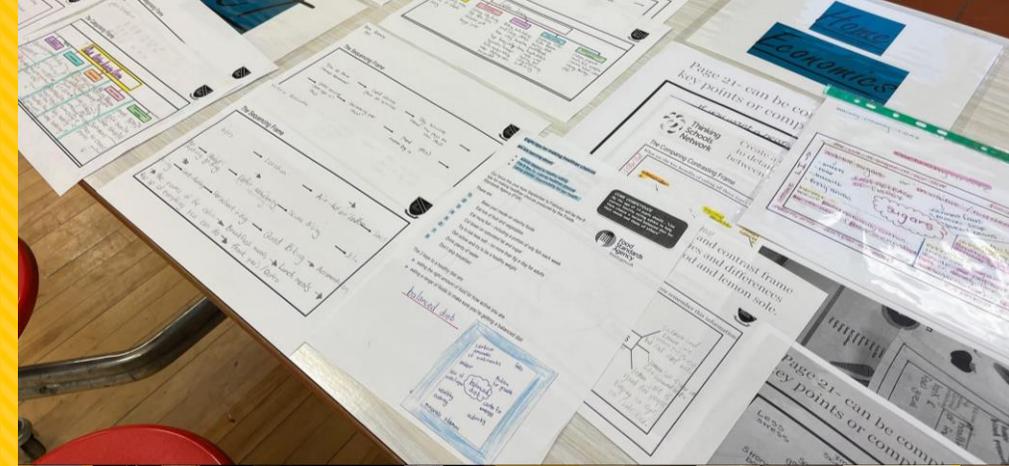
Learning Walk
October 2024

- ✓ Modelling
- ✓ Scaffolds- lots of 'help' sheets
- ✓ Checkpoints**
- ✓ TF- used very well- appropriate and used to suit subject.
- ✓ Range of support techniques used- CA
- ✓ Frame @ beginning vs bullet points- good for retrieval.
- ✓ Lots of speaking to teachers
- ✓ Year 10 allowed to choose groups for experiments.
- ✓ Adult in the room- year 8/9 unfazed. Year 10 nervous/anxious- form teacher?
- ✓ Pupils need to feel comfortable.
- ✓ Reflect on challenge- do pupils understand challenge?

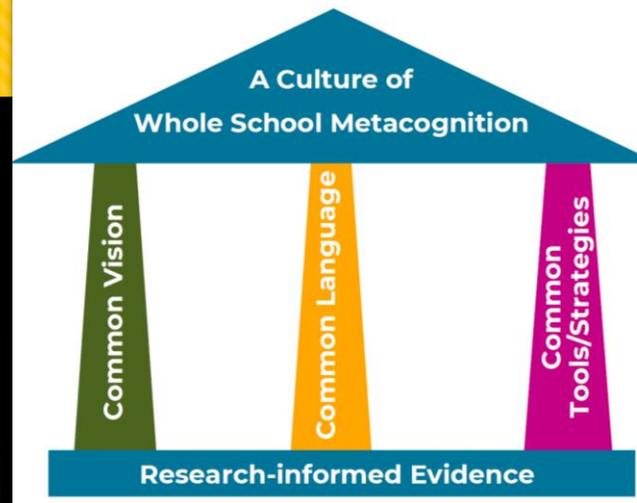
2. How are you supported in this subject?
***strategies *are they working?**

3. Generally, how would you rate the challenge in this subject?
***pupil voice *differentiation* boys vs girls *Year 8/9/10**

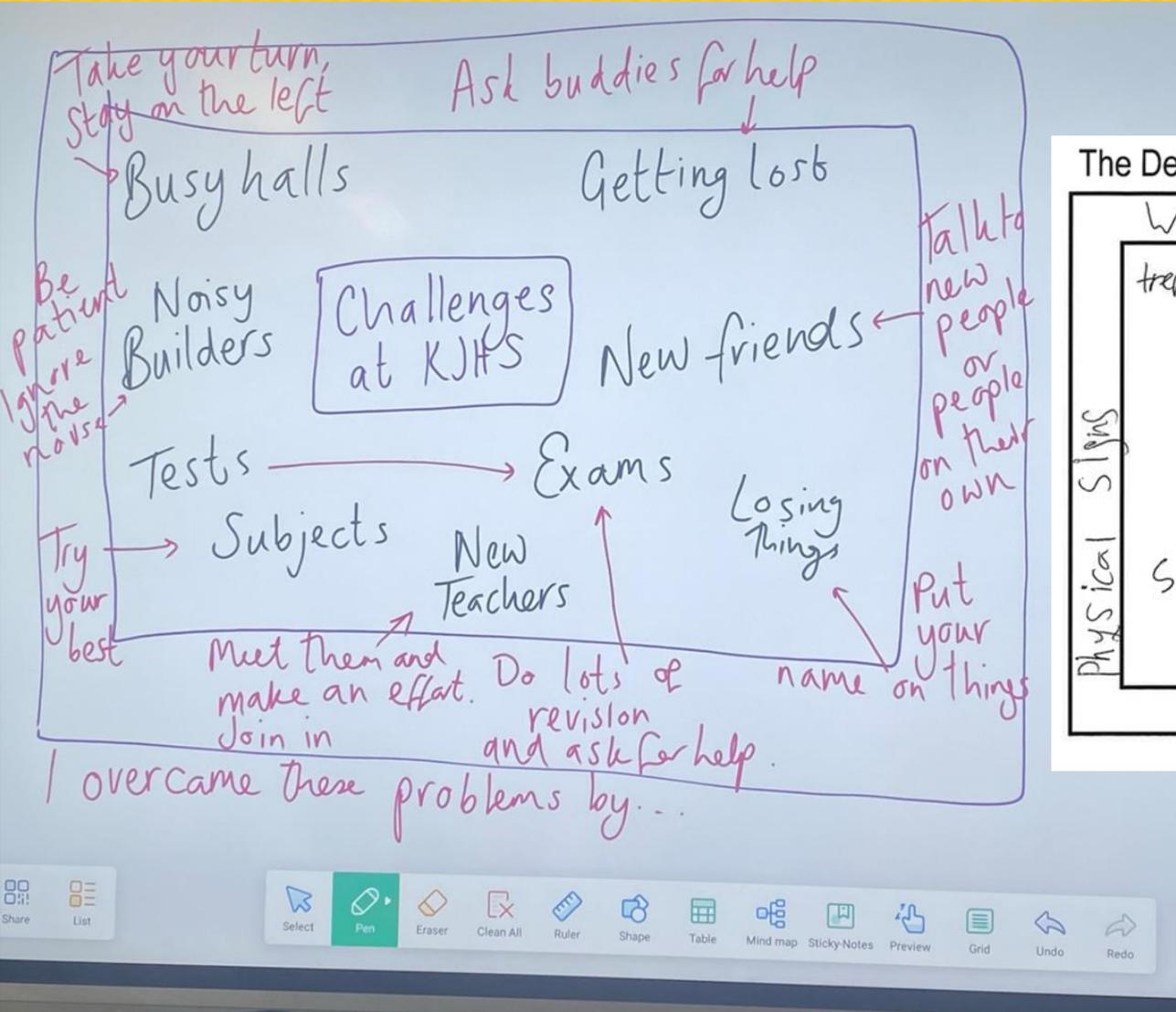
Galleries: Sharing Good Practice



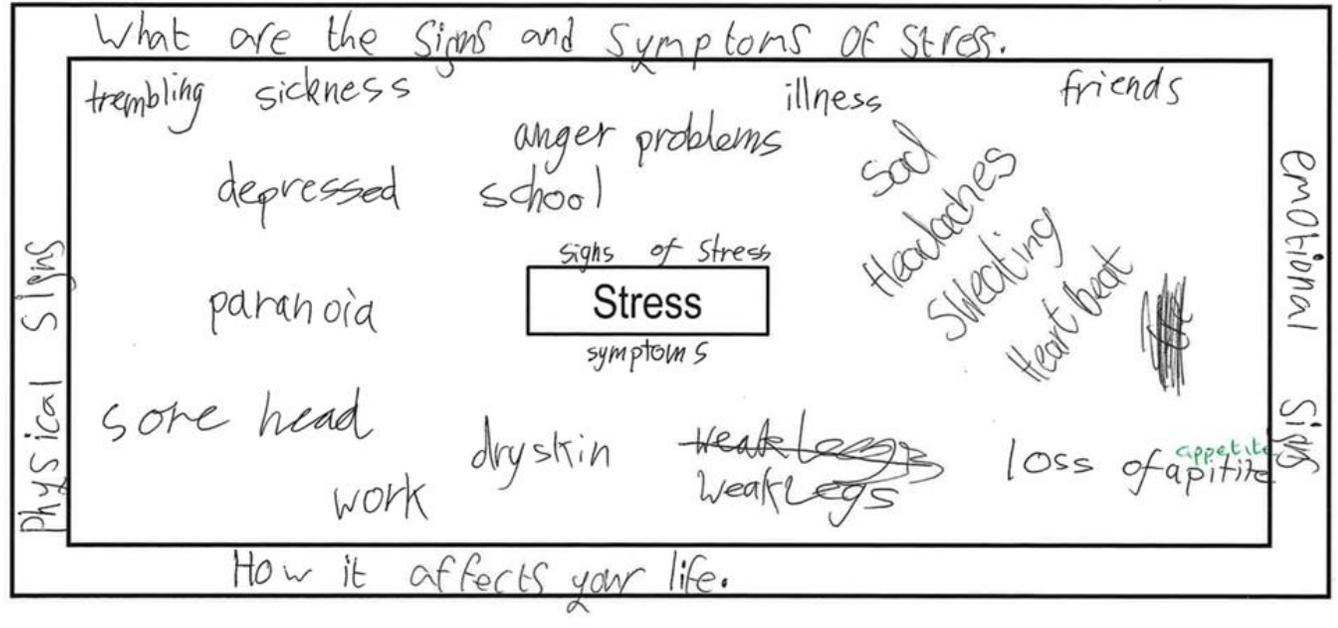
Building a Solid Basis for Sustainable Impact



Form Tutor

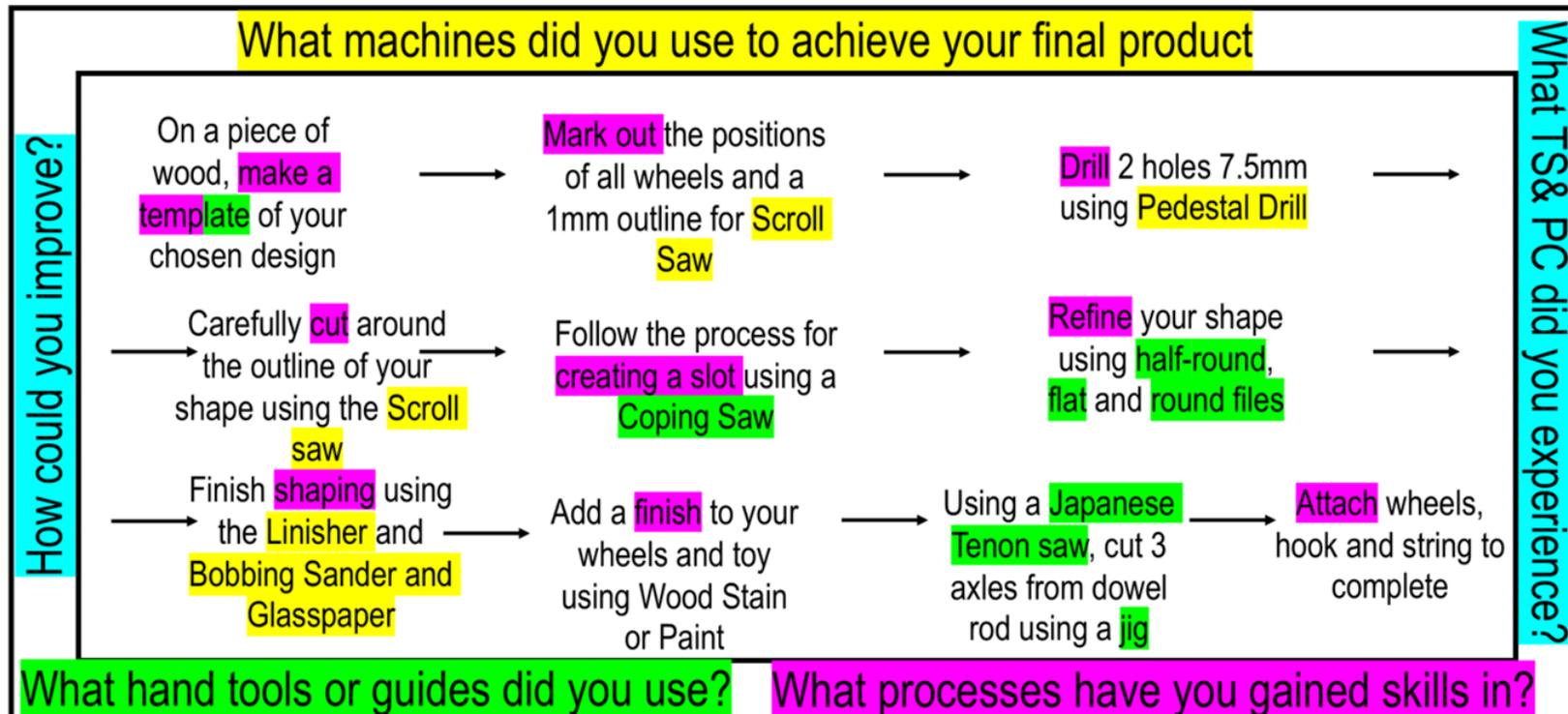
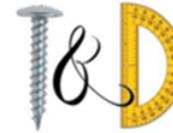


The Defining Frame



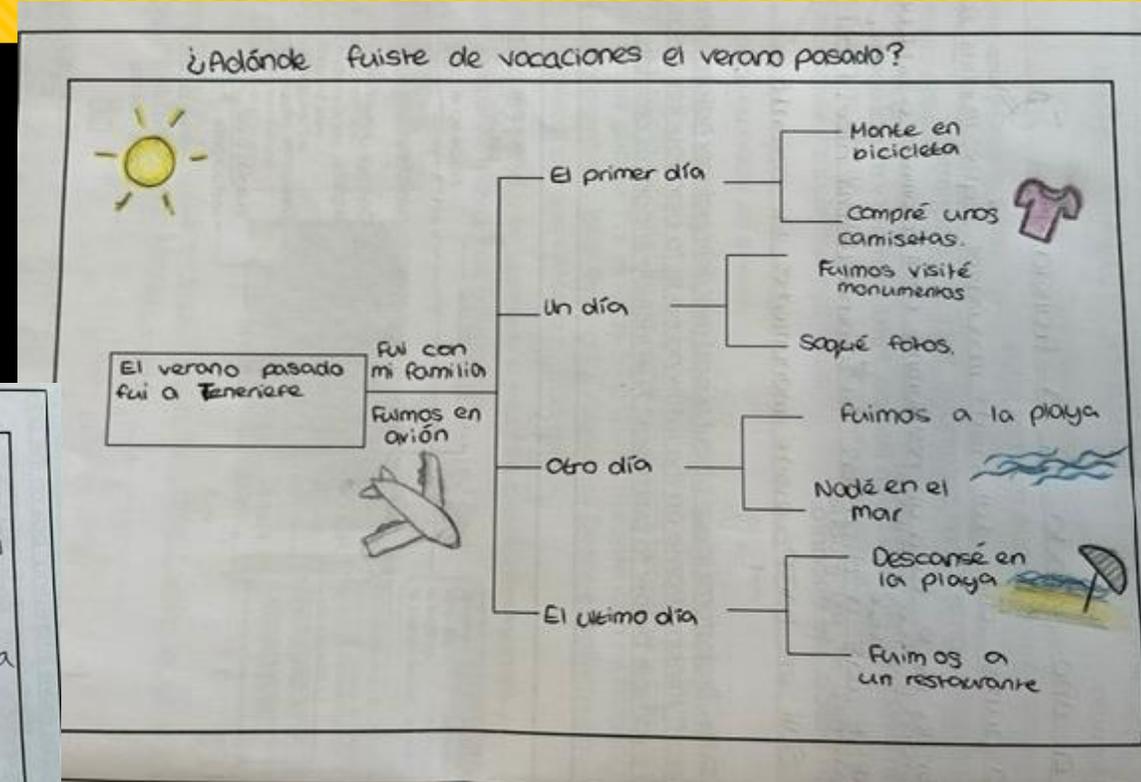
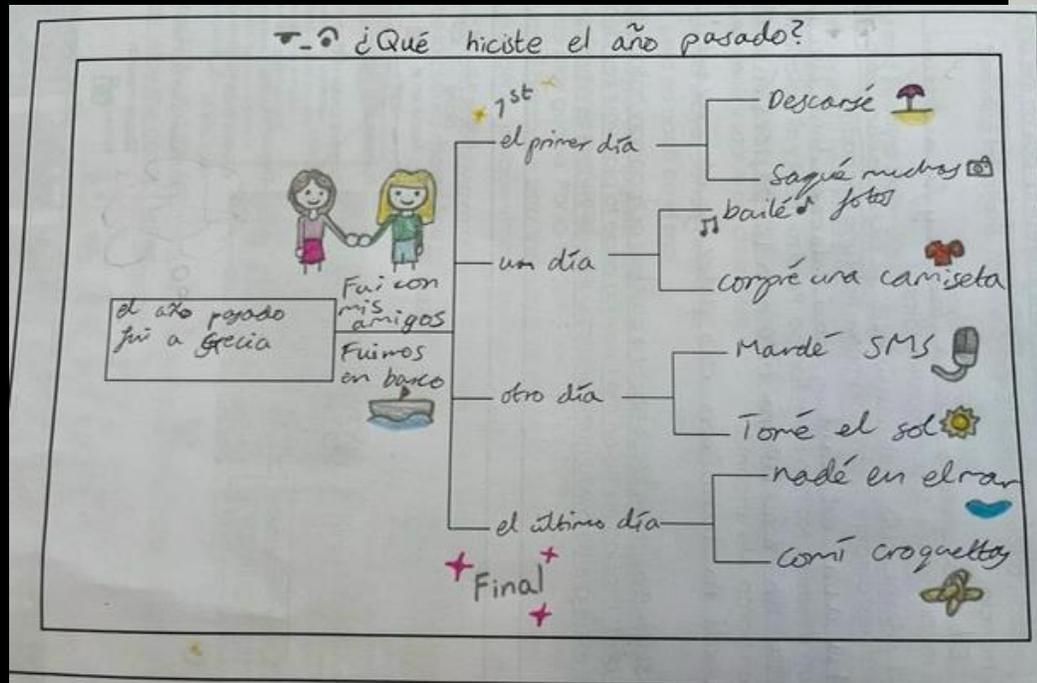
Technology and Design

The Sequencing Frame – MANUFACTURING PLAN PAT

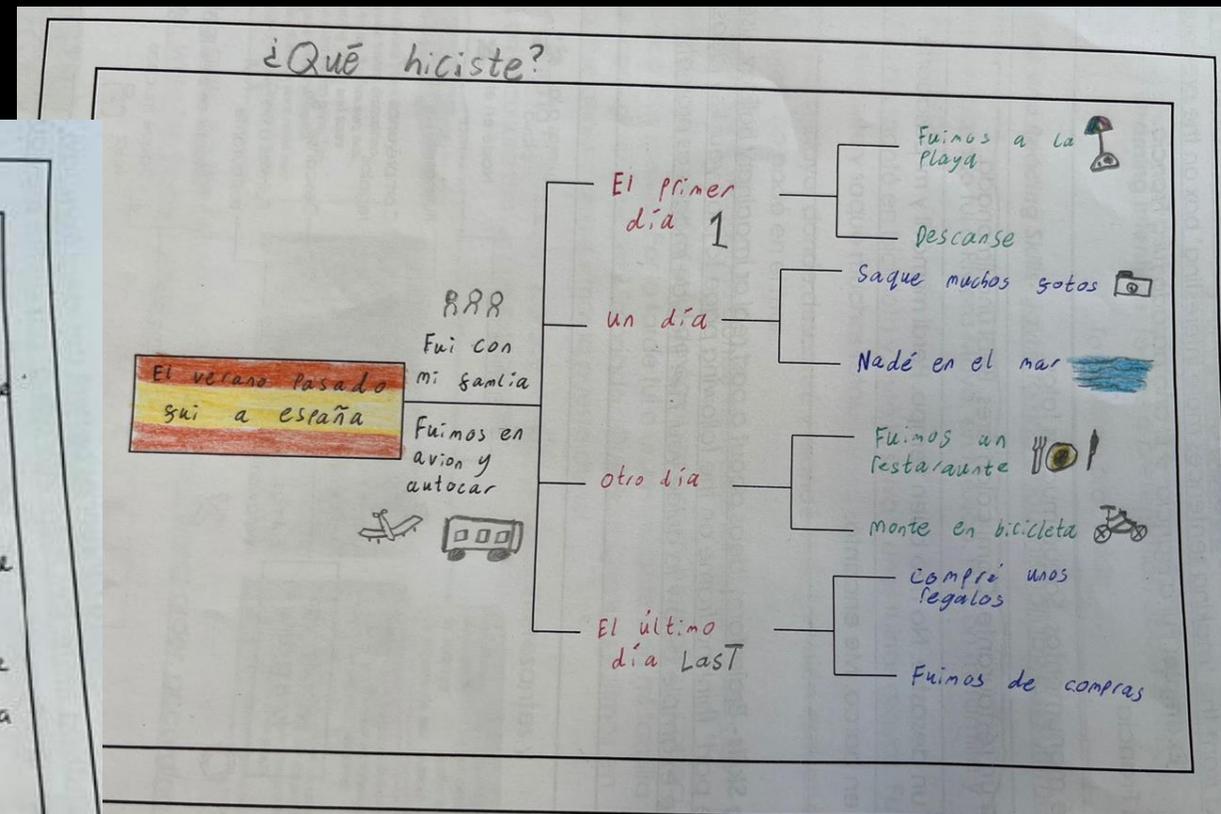
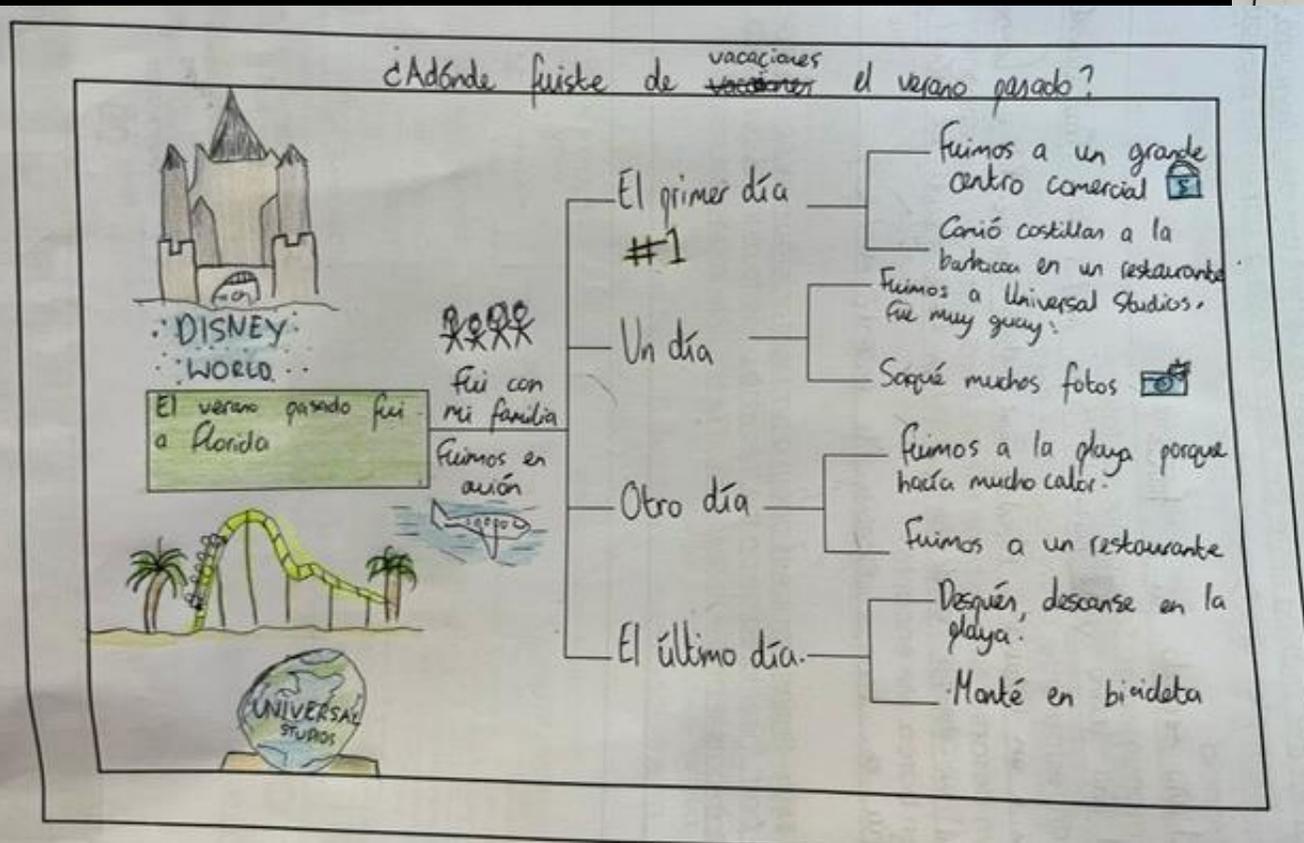


Modern Languages

- Using Whole /Part Thinking Frame to plan written answers



Modern Languages



Modern Languages

The French Journey in Killicomaine Year 9 - Year 10

C'est Parti! (Off we go!)

Mon Collège (My school)

Mes Passetemps (My hobbies)

Je parle de moi et ma famille (I talk about myself and my family)

On fait du shopping! (We're going shopping!)

GCSE French

Improved communication skills

Improved analytical and problem solving skills

Improved oracy

Broadened Horizons

Improved confidence when travelling

And much more.....

The Spanish Journey in Killicomaine Year 8 - Year 10

Module 1 - Mi Vida (all about me)

Module 2 - Mi tiempo libre (my free time)

Module 3 - Mi insti (my school)

Module 4 - Mi familia y mis amigos (my family and friends)

Module 5 - Mi ciudad (my town)

GCSE Spanish

Improved communication skills

Improved analytical and problem solving skills

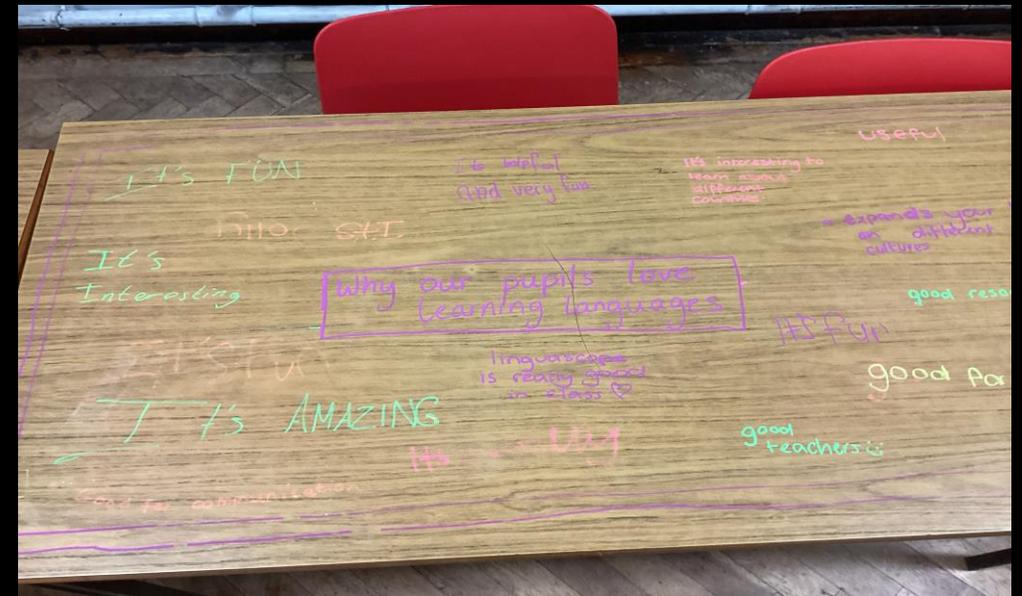
Improved oracy

Broadened Horizons

Improved confidence when travelling

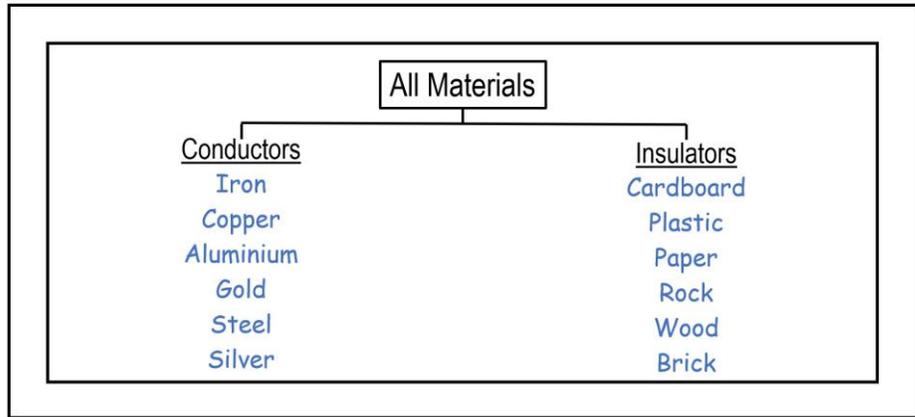
And much more.....

Modern Languages

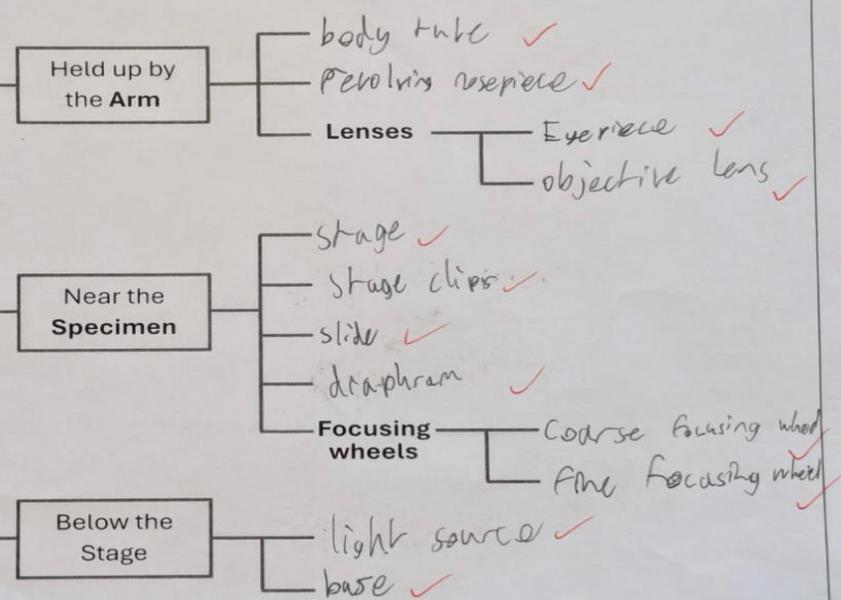


Science

Y8 Science: Circuits and Magnets - Conductors vs Insulators
The Categorising Frame

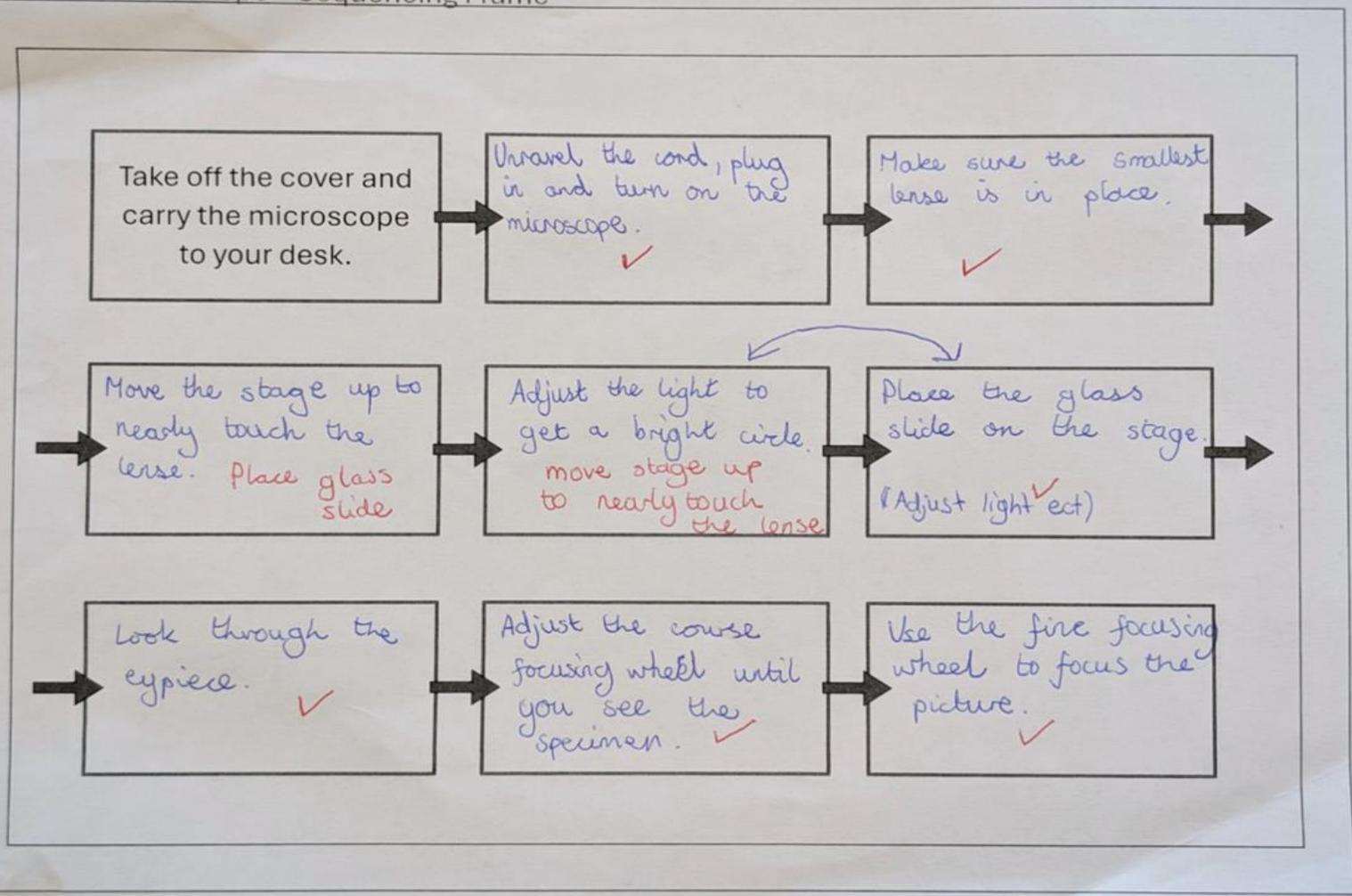


Microscope - Whole Part Frame



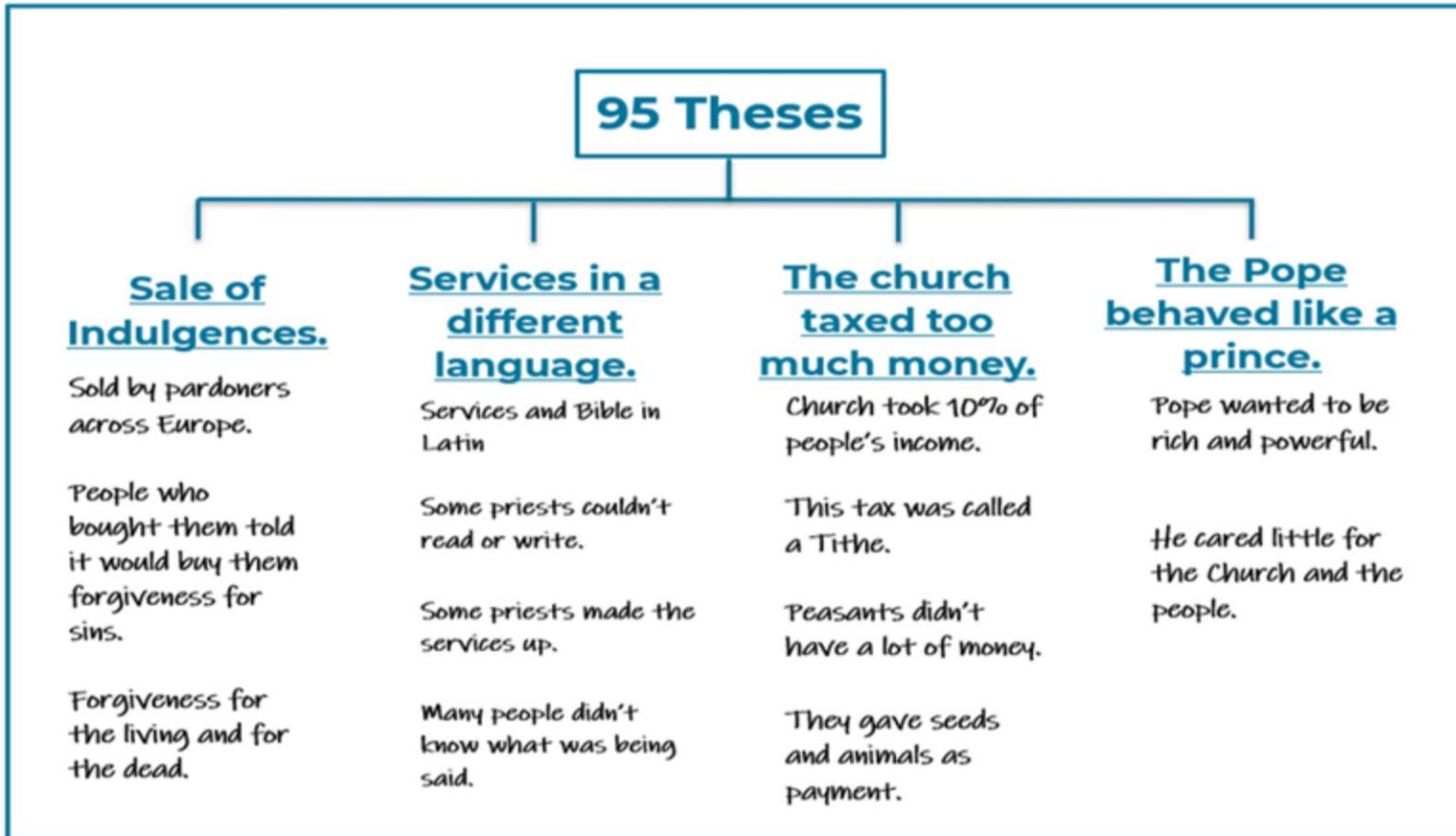
Science

Microscope – Sequencing Frame



“The sequencing frame was good (I provided the steps in an unsorted order) but quite challenging. You can see pupils made corrections afterwards. If I was going to do it again, I'd have some of the middle steps filled in already.”

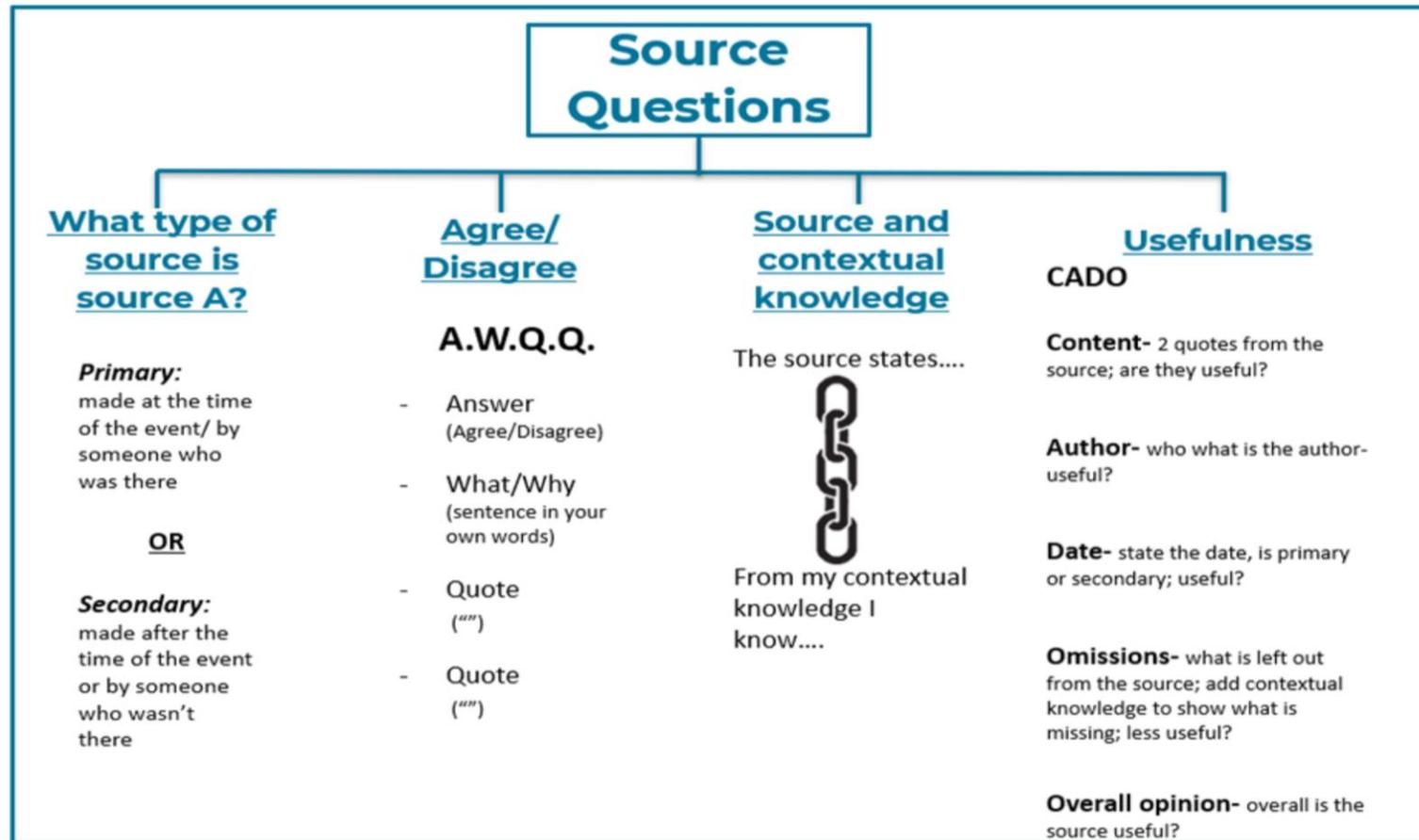
History



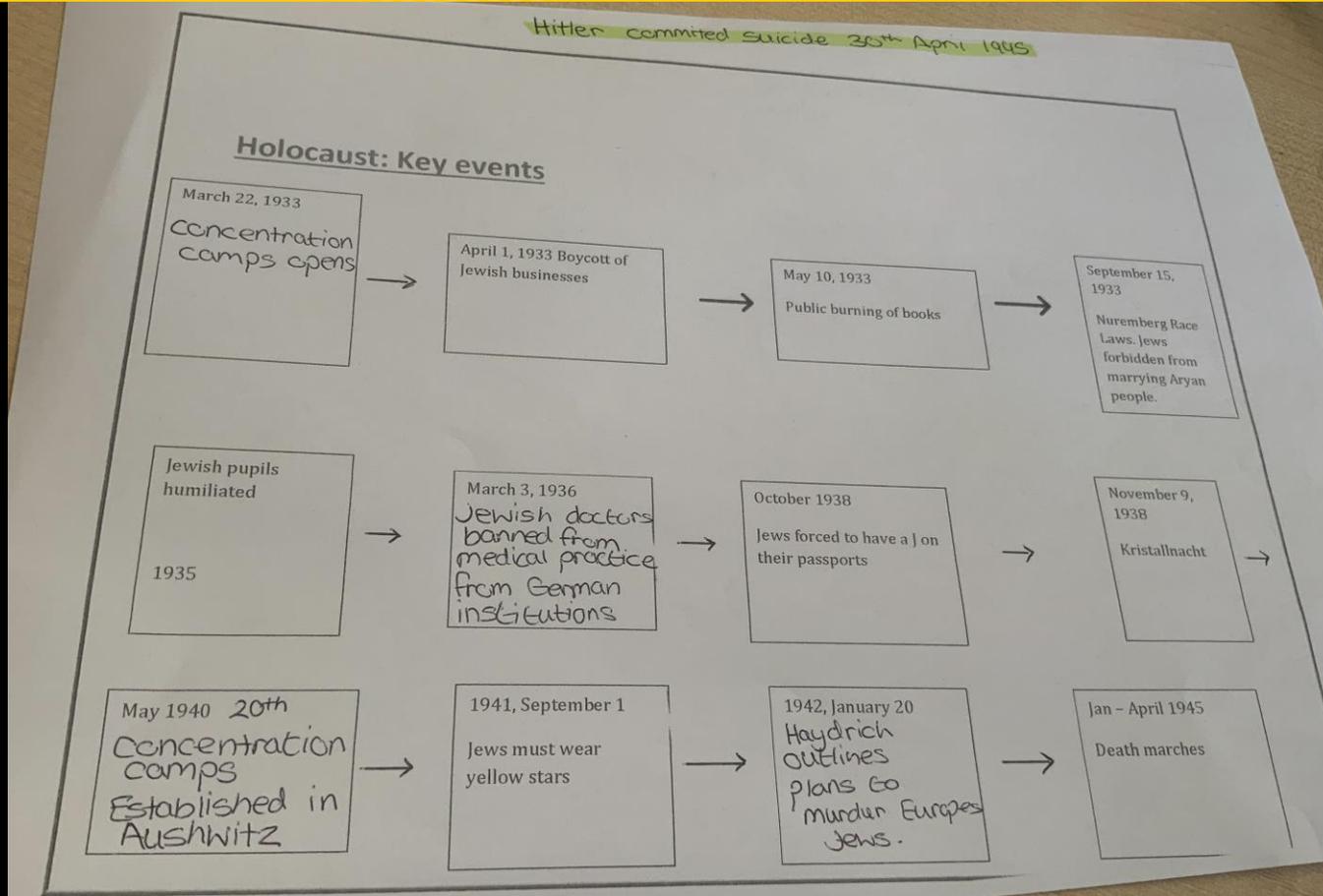
Using a
Categorising
Frame to learn
Luther's 95
Theses

History

A guide on how to answer each of the type of source question covered in History at KS3, from Year 8 to Year 10.



History



A work in progress...

“Pupils were given images depicting events during the Holocaust and had guessed the correct chronological order.

They were then given the sequencing frame with the correct order and used written information to note additional events.

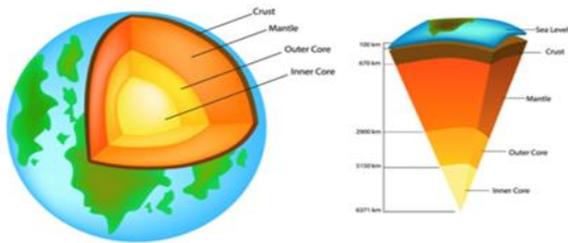
In the reflective lens they are starting to record other events from WWII.”



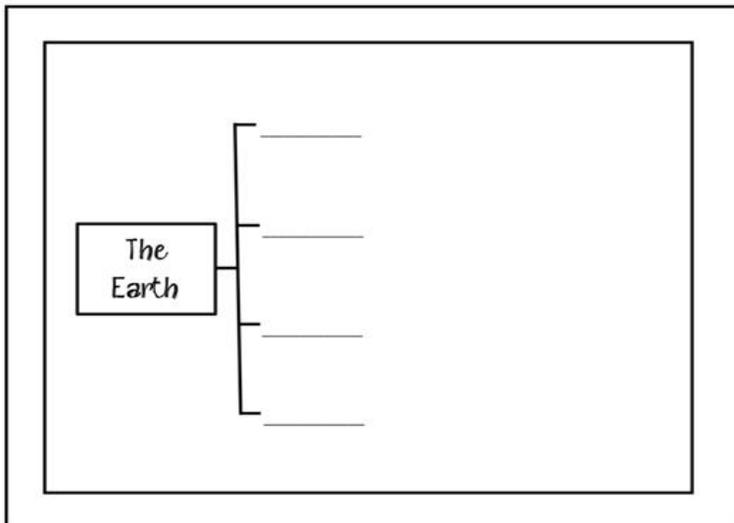
Geography

2 - THE STRUCTURE OF THE EARTH

Page 5-6

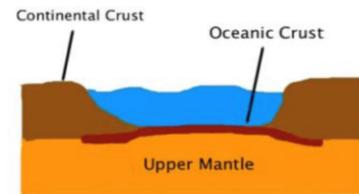


Whole Part Frame

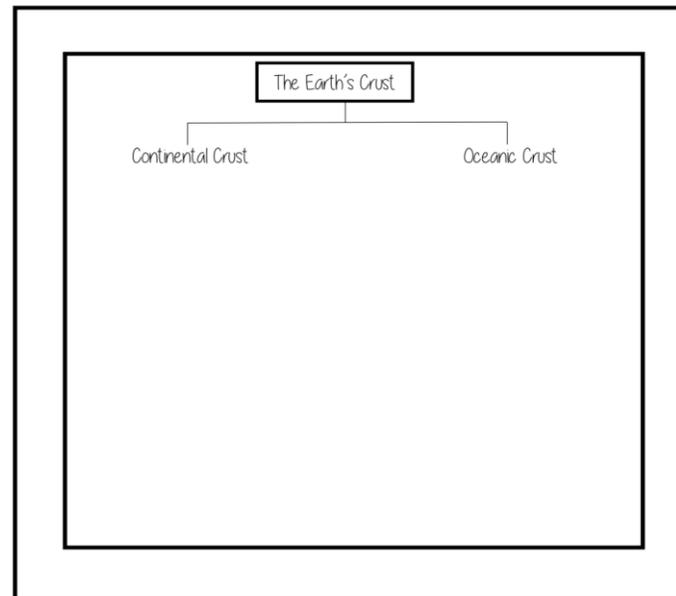


3 - THE EARTH'S CRUST

Page 7-8



Categorising Frame



- “There is a thinking frame section at the back of all pupil booklets to help them to structure their revision notes as progress through the unit.”

Geography

KJHS
GEOGRAPHY

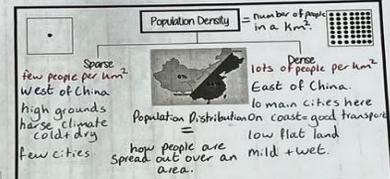


YEAR 10

Thinking Frames
Examples
Topic 1: China

Examples from the same pupil of different frames we have used throughout our Year 10 'China' topic.

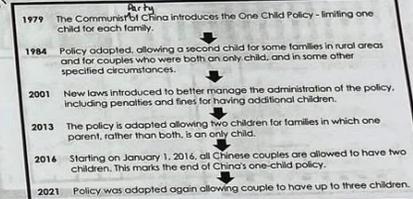
CATEGORISING FRAME



How are you going to remember this information?

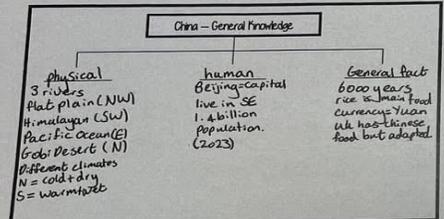
THE ONE CHILD POLICY

Sequencing frame

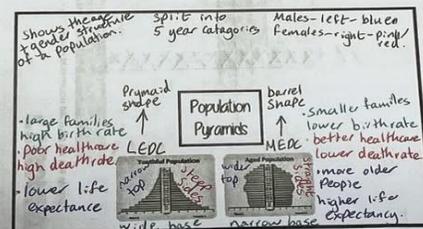


Why was the policy introduced and why did they have to start making adaptations?

CATEGORISING FRAME

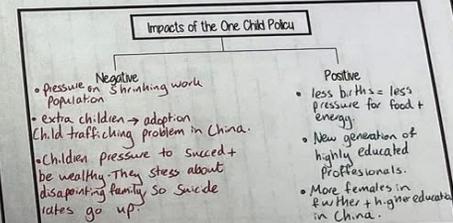


DEFINING FRAME



How are you going to remember this information?

Categorising Frame



Art & Design

- Describing Frame for research
- Compare and Contrast frame to choose an artist for inspiration

CHOOSING YOUR ARTIST INSPIR

Using the compare and contrast frame choose your 2 favourite Artists in the space provided. Write down the similarities and differences you see to make an informed decision on which Artist you hope to be inspired by for your portrait.

Why did you choose this season? ~~Because I love going on holiday.~~ Because I love going on holiday.

Images ideas

Textual Information

Images ideas: palm tree, wave, ice cream, sandal, flower, suncream

What Artist have you chosen to be inspired by?

Differences Edward Munch

Only 6 or 7 colours

Is a person and a background

Edward Munch

Similarities

Both have colour

Henry Matisse

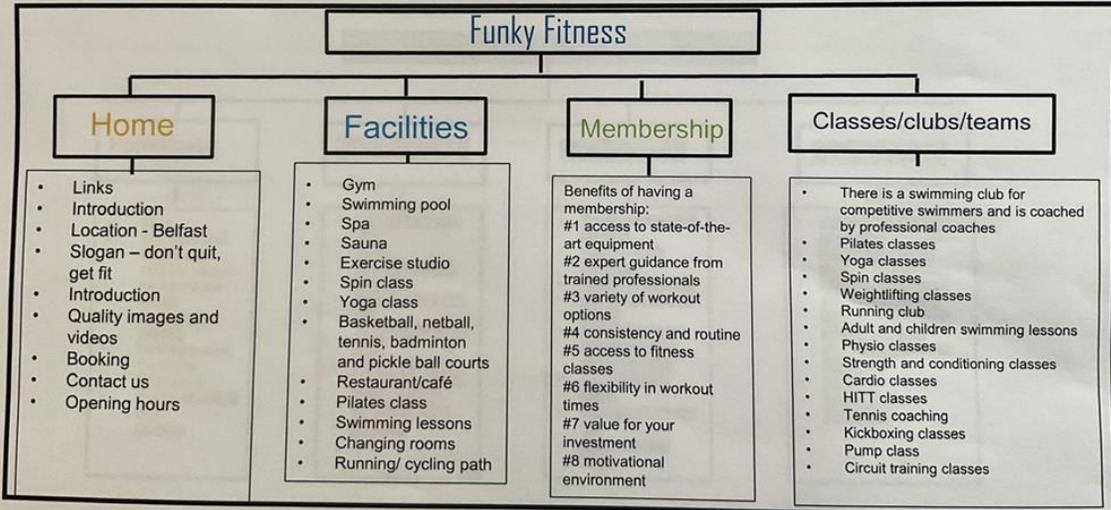
Loads of colours

Just a portrait

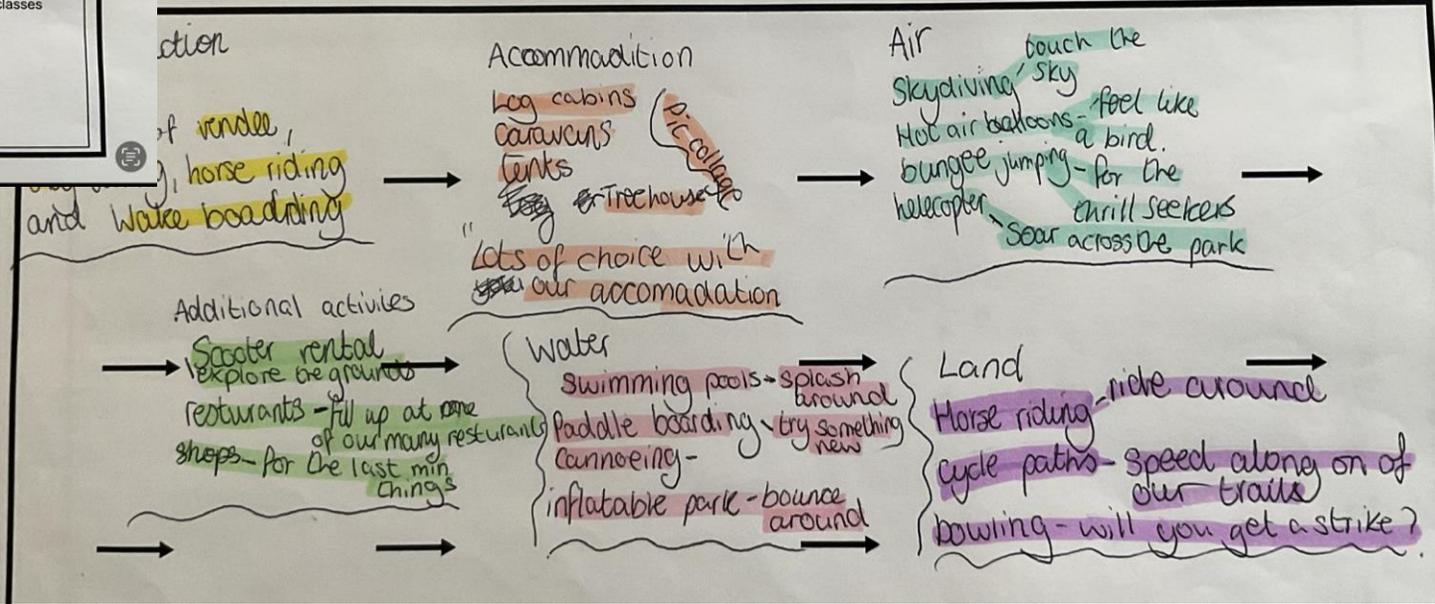
Both include a person

ICT

The Categorising Frame

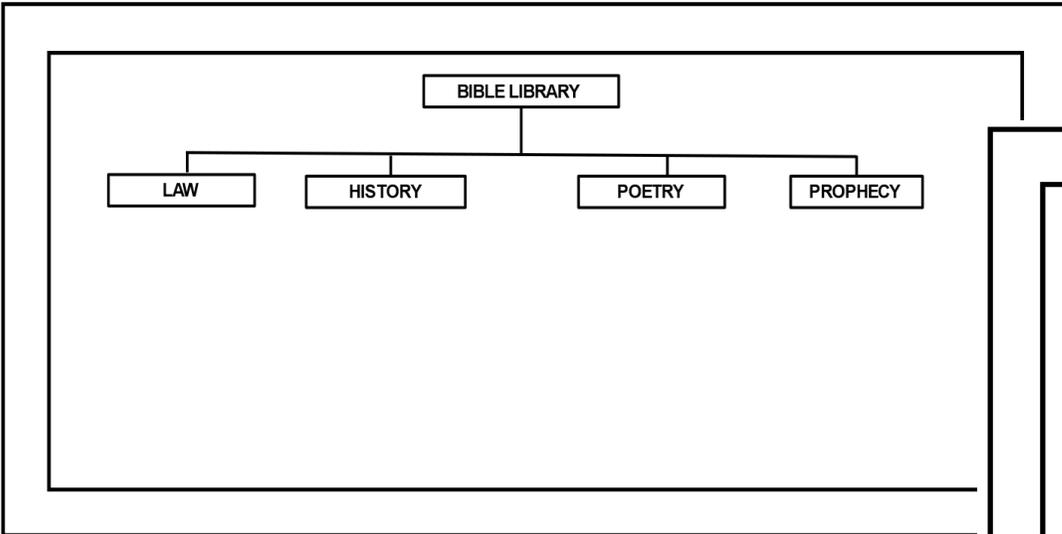


Sequencing Frame



Religious Education

The Categorising Frame



Seder Plate item	Meaning
Charoset	The mortar used to make bricks as slaves
Roasted egg	New life after Egypt
Salt water	Tears of the slaves
Matzoh	Unleavened bread, no time to rise, escaping Egypt
Lamb bone	The sacrificial lamb, blood on the doorposts
Spring Vegetables	New life
Bitter herb	Bitter time in slavery

Home Economics

TAKE A WHISK HOME ECONOMICS

WELCOME TO HOME ECONOMICS! -THE DEFINING FRAME

Do you think you will enjoy this subject? **Yes - I love to bake with my mum and my sister**

Are there any foods you would like to try?

What is Home Economics?

Different food, cooking, Digestive system, Different families, First aid, protein, Safe cooking, sugars, Food miles, Utensils, Healthy living, Money management, Fruit and vegetables, Vegans and Vegetarians, Vitamins, Meat, Eatwell guide, Food miles.

ne with excellent use of subject terminology in the Reflective Lens.

en will I use this? I will use this in my press

Benefits of fish

Keep hair healthy

help with blood levels

gives good vitamins

Feel fuller for longer

Keep Skin moisturized

help loose w

help immune system

fish helps us keep healthy

how does eating fish

good to eat fish's

ables are naturally low in fat, perfect for when to maintain a healthy and

potatoes are starchy foods

Lower death risks
sustained energy
vitamin B
Lower sodium
calories
fight disease

incandescent green
eat
weight management
lower density
(120-33%)

Benefits e.g. Apple - Heart Health
Benefits e.g. Pineapple - Beauty

Seasonal Produce Guide

what's in

Apples, Pears, Plum, Water cress, Raspberries, Strawberries, Apples, Swede, Apples

health benefits of fruit and veg

fight ill's disease
low in sodium and calories
Sustained energy
look & feel great

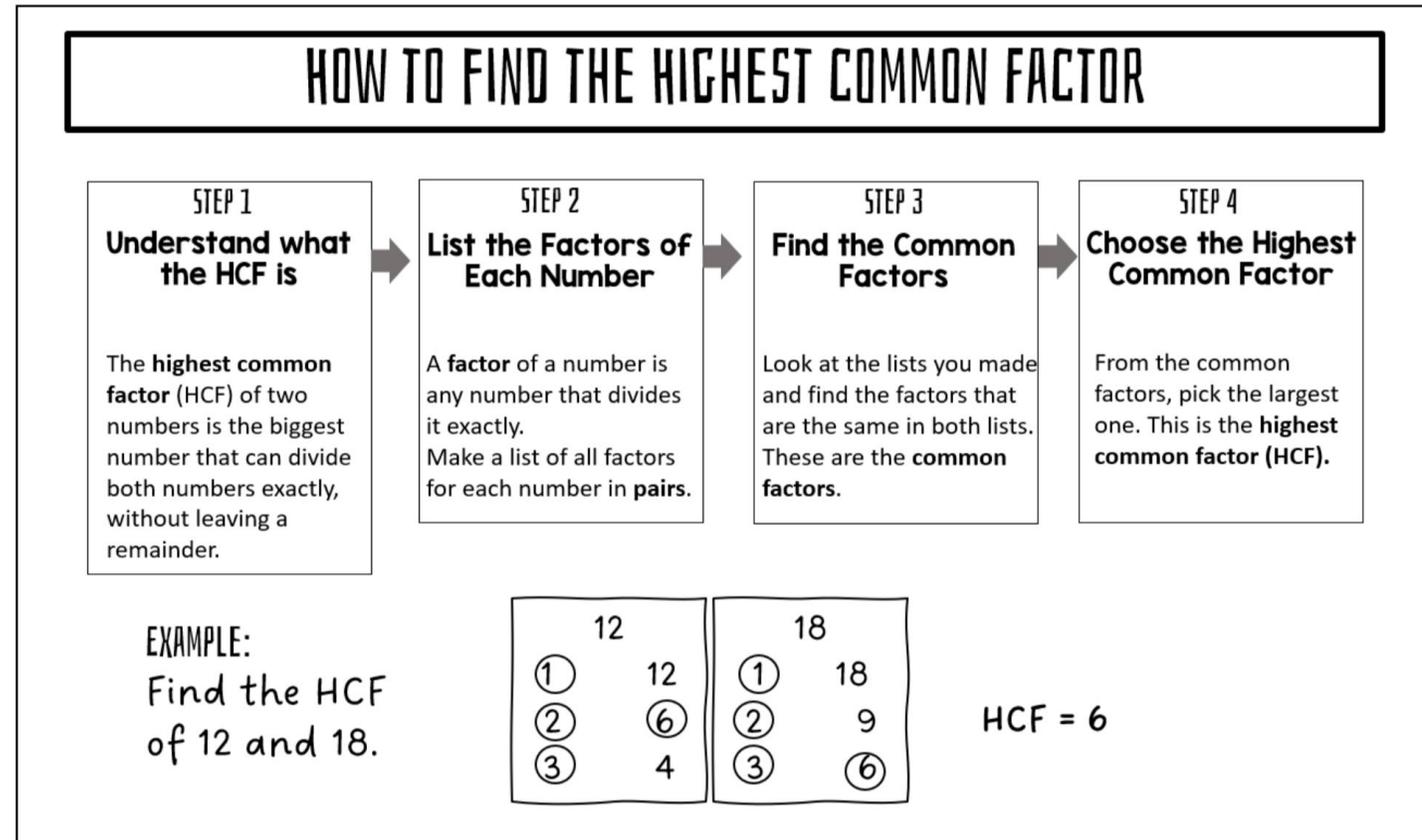
15



Mathematics

9C – Revision Worksheet

- “The worked examples were set out as a sequencing frame to remind them of the methods to follow.”



Mathematics

“Year 10 used a sequencing frame today in Maths, when solving simultaneous equations.

We discussed the steps, they formed the frame and used it to guide them when working through the questions.”

Handwritten solutions for simultaneous equations in a notebook:

289 Simultaneous Equations 7th May 2023

1. $5x + y = 13$ ① $5x + y = 13$
 $- x + y = 5$ ② $5x + 2y = 13$
 $4x = 8$ $10 + y = 13$
 $x = 2$ $y = 3$
check
② $x + y = 5$
 $2 + 3 = 5$

2. $3x + y = 22$ ① $3x + y = 22$
 $- x + y = 12$ ② $3x + 2y = 22$
 $2x = 10$ $15 + y = 22$
 $x = 5$ $y = 7$
check
② $x + y = 12$
 $5 + 7 = 12$

3. $5x + y = 28$ ① $5x + y = 28$
 $- 2x + y = 13$ ② $5x + 2y = 28$
 $3x = 15$ $25 + y = 28$
 $x = 5$ $y = 3$
check
② $2x + y = 13$
 $2 \times 5 + 3 = 13$
 $10 + 3 = 13$

4. $7x + 2y = 40$
 $- 3x + 2y = 12$
 $4x = 28$
 $x = 7$

5. $5x + 2y = 19$
 $- 2x + 2y = 14$
 $3x = 9$ $15 + y = 14$
 $x = 3$ $y = -1$
check
② $2x + y = 14$
 $2 \times 3 + (-1) = 14$
 $6 - 1 = 14$

6. $3x + 2y = 16$ ① $3x + 2y = 16$
 $- x + 2y = 12$ ② $3x + 2y = 16$
 $2x = 4$ $6 + 2y = 16$
 $x = 2$ $2y = 10$
 $y = 5$
check
② $x + 2y = 12$
 $2 + 2 \times 5 = 12$
 $2 + 10 = 12$

Solving Simultaneous Equations

Sequencing frame

Label equations → get the same number of x's and y's →

Eliminate the x's and y's by adding or subtracting →

Solve equation for x or y → substitute in the value you're found to find the other one → check answer eg....

Same Signs Subtract
Different Signs Add

① $6x + 3y = 21$
 $6x + 3y = 21$
 $6 + 3y = 21$
 $3y = 15$
 $y = 5$

② check $2x + 3y = 17$
 $2 \times 1 + 3 \times 5 = 17$
 $2 + 15 = 17$



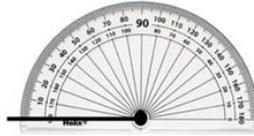
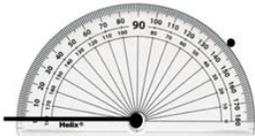
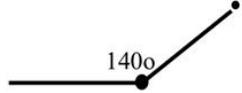
Mathematics

8C – PowerPoint - measuring and drawing angles.

○ “This was used to teach the method to follow and was then left on the board so the pupils could refer to it as needed.”

Using a Protractor

HOW TO DRAW AN ANGLE

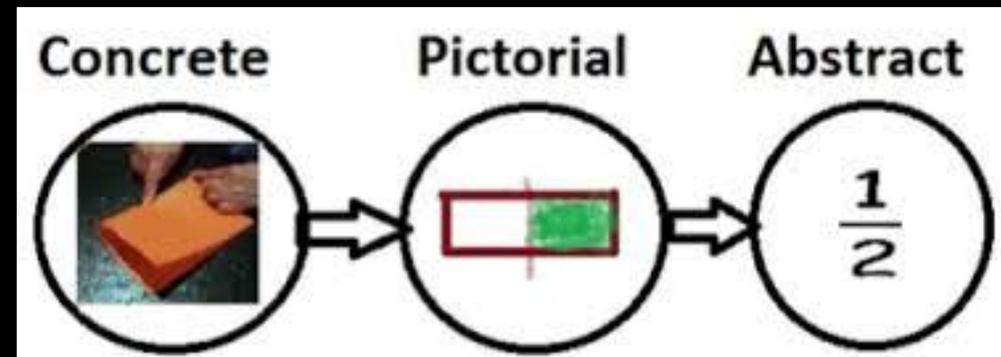
Step 1 Draw the base line	Step 2 Position the Protractor	Step 3 Mark the Angle	Step 4 Draw the Second Arm
			
<p>Use a ruler or the straight edge of your protractor to draw a straight line. This will be one "arm" of your angle.</p> <p>Mark a point at one end of this line. This point will be the vertex of your angle.</p>	<p>Place the centre point of the protractor (the small hole or the midpoint marking) directly over the vertex you just marked.</p> <p>Line up the base line of the protractor (the 0-degree line) with the line you drew.</p>	<p>Find the correct angle measurement on the scale.</p> <p>Carefully make a small dot on your paper at the edge of the protractor. Be sure to use the correct scale on the protractor.</p>	<p>Remove the protractor.</p> <p>Use a ruler or the straight edge of your protractor to draw a straight line connecting the vertex point to the dot you marked.</p> <p>You now have your angle.</p>

How could we use these instructions to help us draw a reflex angle (an angle over 180o?)

Mathematics

Pupils have difficulty calculating fractions due to the conceptual shift required from whole numbers to a new number system, leading to overgeneralisation of whole-number rules.

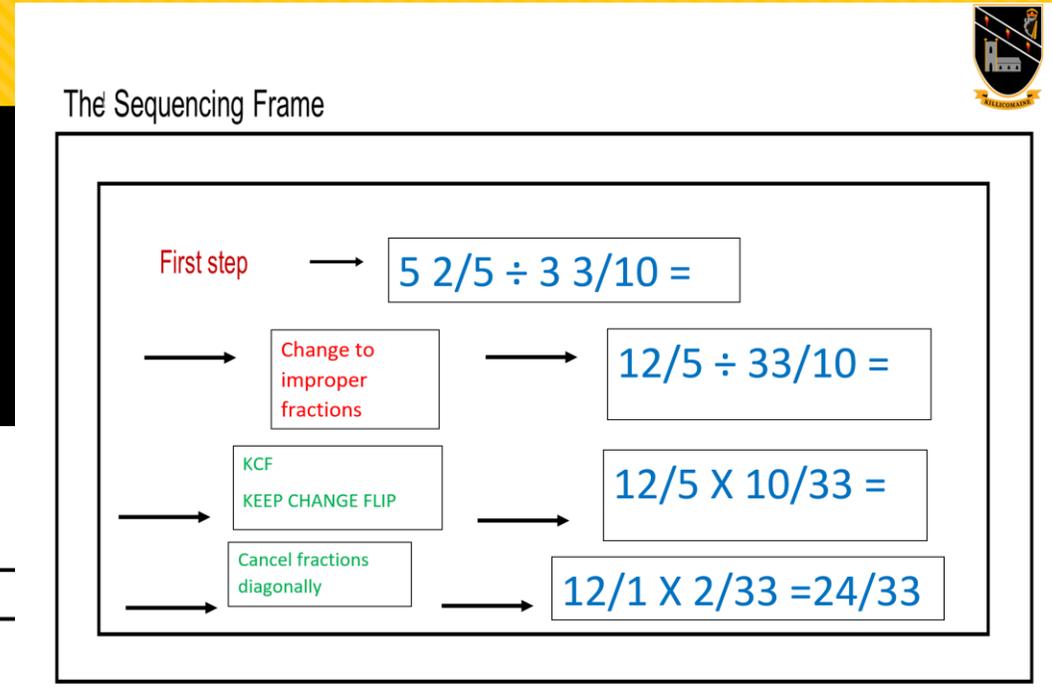
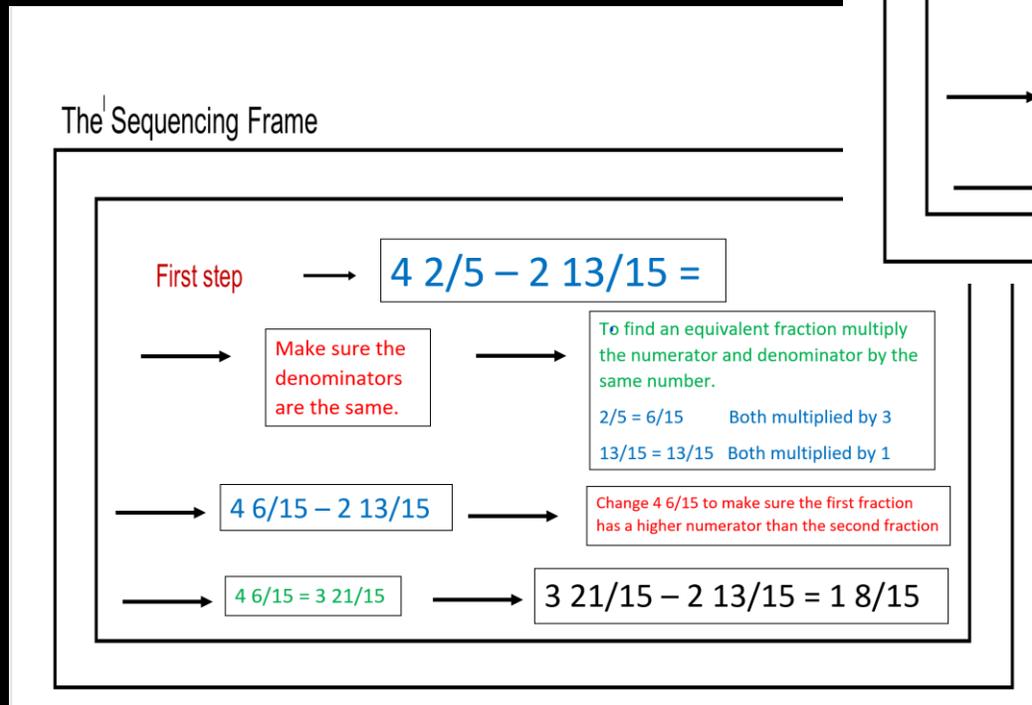
- Whole-number bias
- Abstract vs. concrete thinking:
- Many different rules
- Complex procedures
- Language processing



Mathematics

Fraction calculations

- Teacher examples of a sequencing frame were used to guide the activity.



Mathematics

9A – Fraction calculations

- Pupils created sequencing frames to organise and structure their thoughts. They sequenced how they would answer given questions.

The Sequencing Frame

Fraction Subtraction

First step → $6\frac{3}{8} - 2\frac{5}{7} =$ → This is our sum: → Start off by finding the LCM of 8 and 7. →
 8, 16, 24, 32, 40, 48, 56, 64
 7, 14, 21, 28, 35, 42, 49, 56, 67

The LCM is 56. → We now need to multiply the denominators by whatever number that makes 56. → $6\frac{3}{8} - 2\frac{5}{7} = 6\frac{3}{56} - 2\frac{5}{56}$

Whatever is done to the denominator, has to be done to the numerator. → Now we need to find the answer. We cannot take 40 from 21 so we have to borrow 56 from 6 wholes which gives us: → Our next step would be to simplify. But in this case we do not need to.

$6\frac{3}{8} - 2\frac{5}{7} = 6\frac{21}{56} - 2\frac{40}{56}$
 $5\frac{77}{56} - 2\frac{40}{56} = 3\frac{37}{56}$

The Sequencing Frame

Dividing Fractions

First step → Always remember → This is our sum: →
 Keep Change Flip → $\frac{35}{44} \div \frac{25}{33} =$

Keep the first fraction the same. → Change the division sign to multiplication. → Flip the second fraction's numerator and denominator. →
 $\frac{35}{44} \div \frac{25}{33} \rightarrow \frac{35}{44} \times \frac{33}{25} = \frac{35}{44} \times \frac{33}{25}$

If you have 2 big numbers to multiply, like 35 & 33, and 44 & 25 you can use the Butterfly Method. → First you need to find the LCF of the first fraction's numerator and the second fraction's denominator, and divide by that number, vice versa. → Now we do the multiplication sum. →
 $\frac{7}{4} \times \frac{3}{5} = \frac{21}{20}$

$\frac{33}{44} \times \frac{33}{25}$
 $\frac{33}{44} \times \frac{33}{25}$
 $\frac{33}{44} \times \frac{33}{25}$
 $\frac{33}{44} \times \frac{33}{25}$



Mathematics

9A – Fraction calculations

- Pupils created sequencing frames to organise and structure their thoughts. They sequenced how they would answer given questions.

The Sequencing Frame - Dividing

First step → Here is an e.g. $\frac{4}{7} \div \frac{2}{3}$ → You will need to remember K.C.F. to help you do the division.
K - keep the same fraction
C - change the \div to \times
F - flip the second fraction

→ $\frac{4}{7} \div \frac{2}{3}$ → Flip → $\frac{4}{7} \times \frac{3}{2} = \frac{12}{14}$ → Then multiply together → You need the denominator to be the bigger number. $\frac{12}{14}$

Now see how many times your denominator divides into your numerator. → $\frac{12}{14} = 1 \frac{5}{14}$

The Sequencing Frame

First step → $\frac{1}{7} \div \frac{3}{4}$ → keep the first fraction → $\frac{1}{7}$ → change the division to multiplication → $\frac{1}{7} \times \frac{4}{3} = \frac{4}{21}$

→ $\frac{1}{7} \times \frac{4}{3}$ → Flip the second fraction → So $\frac{3}{4}$ becomes $\frac{4}{3}$ → $\frac{1}{7} \times \frac{4}{3} = \frac{4}{21}$

Ans = $\frac{4}{21}$

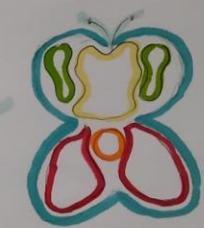
The Sequencing Frame

Multiplying

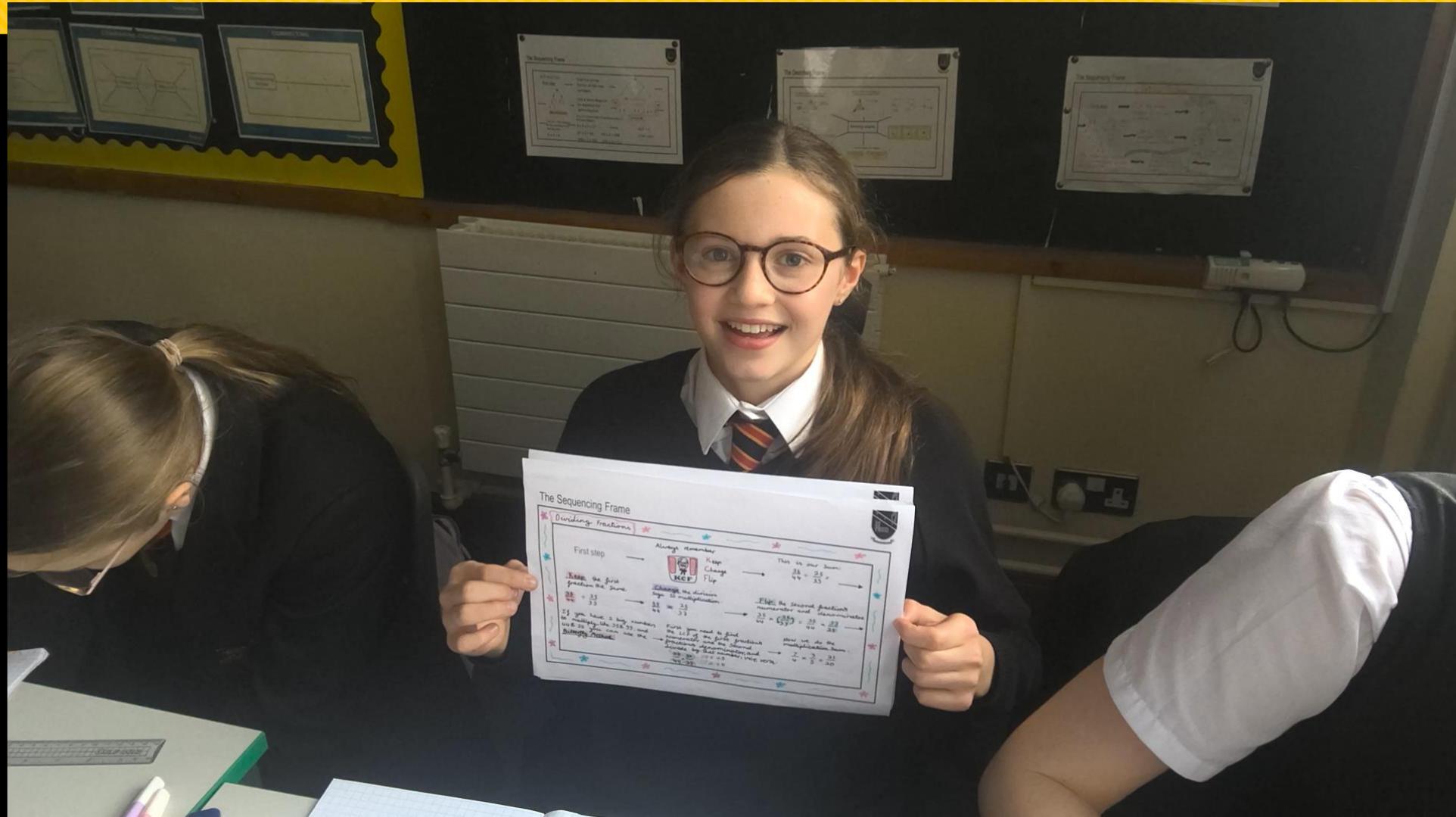
First step → $\frac{5}{33} \times \frac{6}{25}$ → butterfly method → Factors $\frac{5}{5-1}$ $\frac{25}{5-5}$ H.C.F. = 5 → $\frac{5}{33} \times \frac{6}{25}$ → $\frac{6}{33} \times \frac{6}{5}$ → Do the same for 33 and 6 → $\frac{6}{33} \times \frac{6}{5}$ → $\frac{6 \div 3 = 2}{33 \div 3 = 11} \times \frac{2}{5}$

Divisor $\frac{1 \times 2}{11 \times 5} = \frac{2}{55}$ → ans = $\frac{2}{55}$

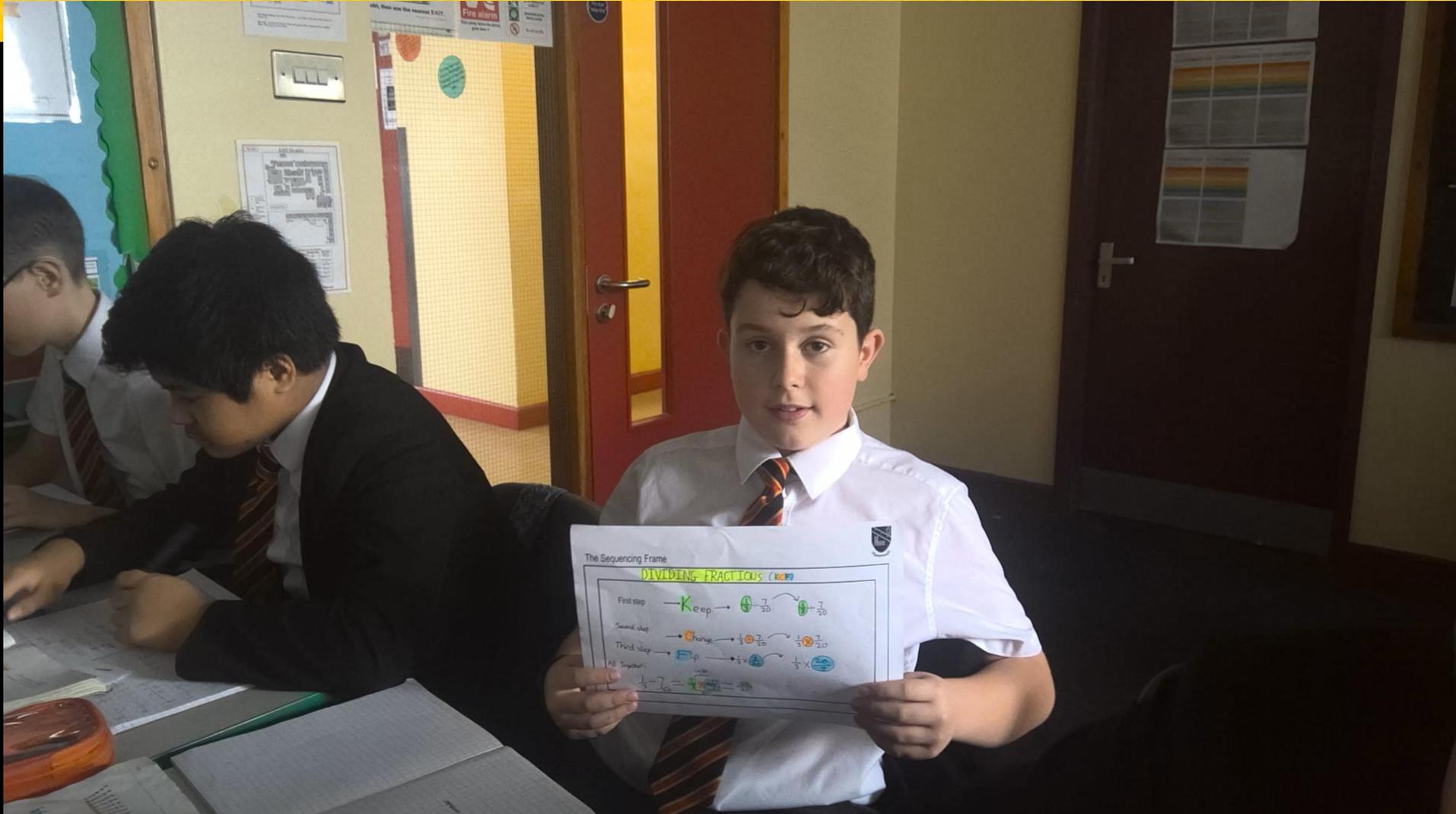
Butterfly Method



Mathematics



Mathematics



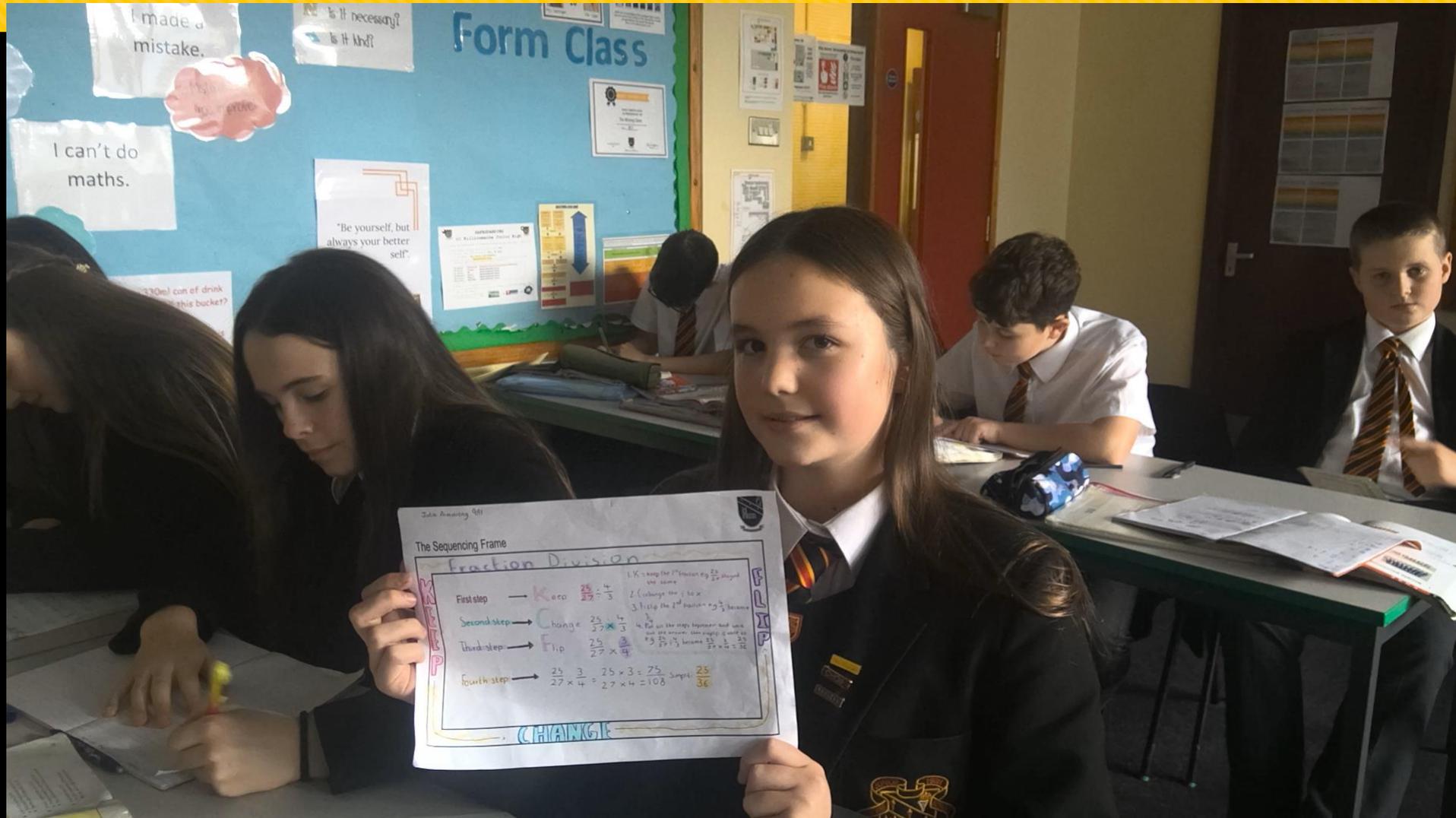
Mathematics



Mathematics



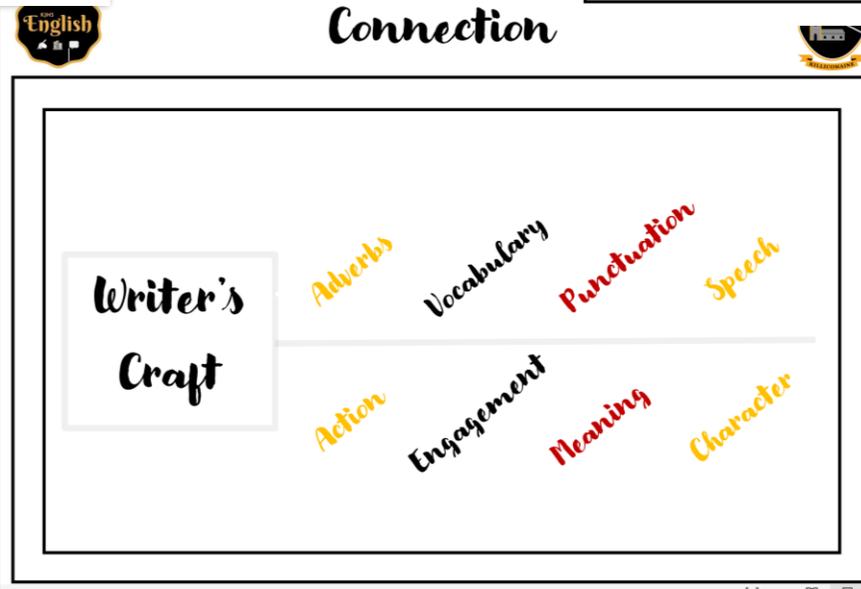
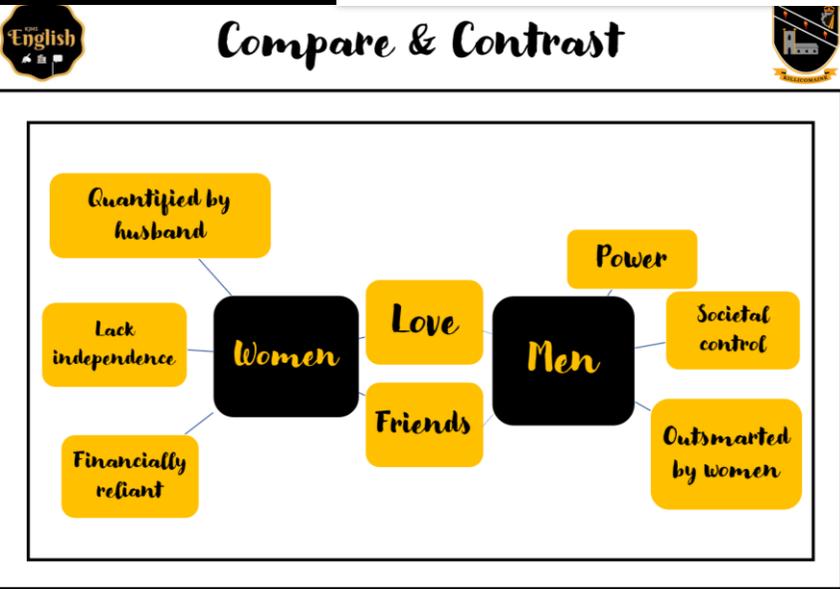
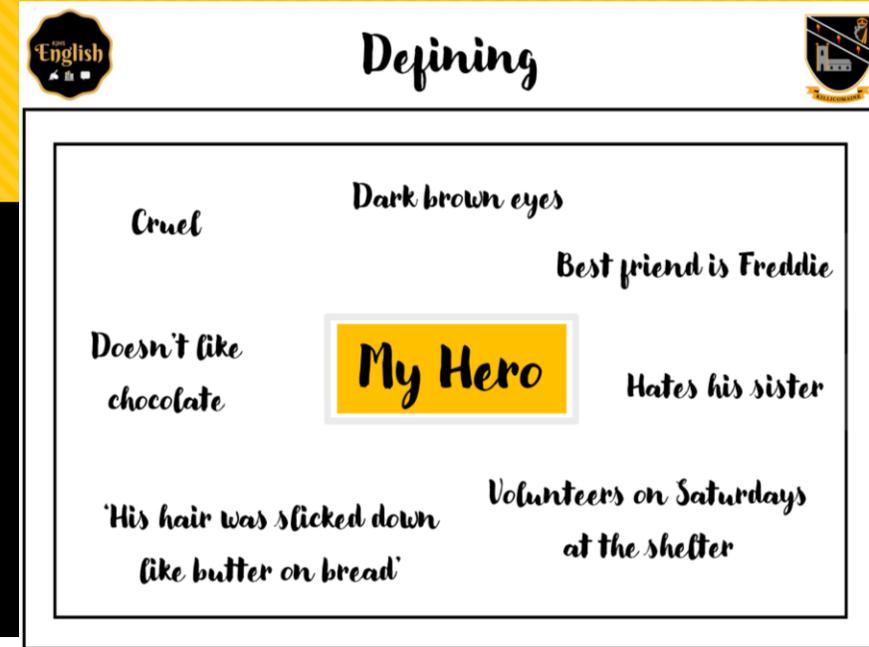
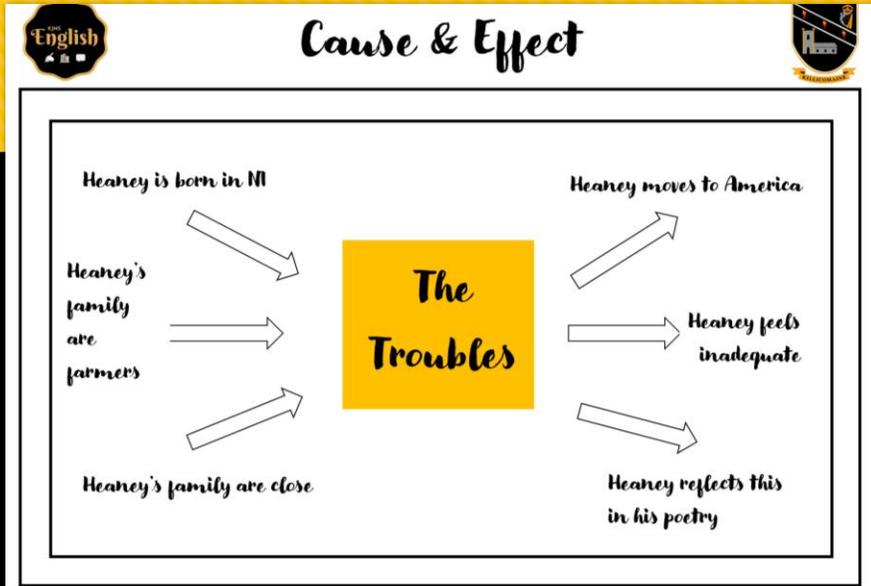
Mathematics



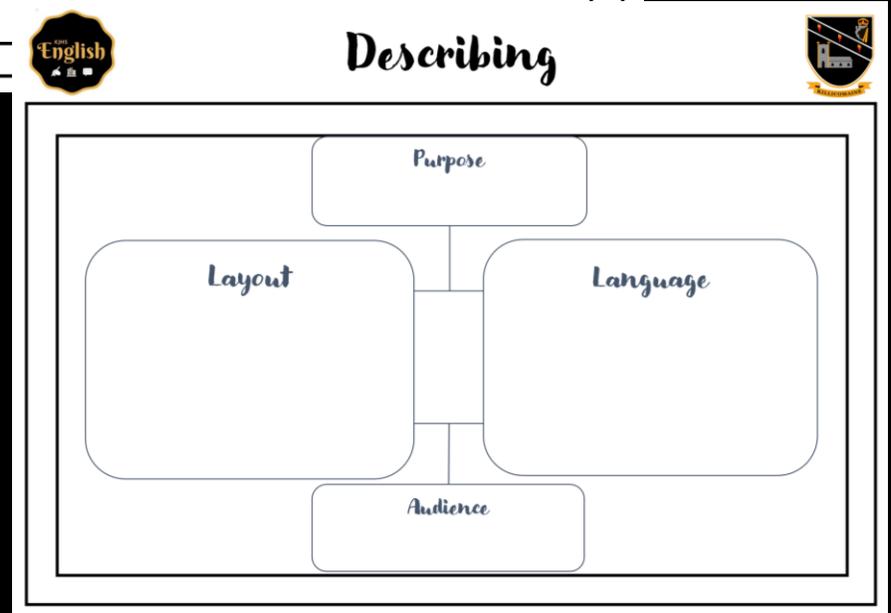
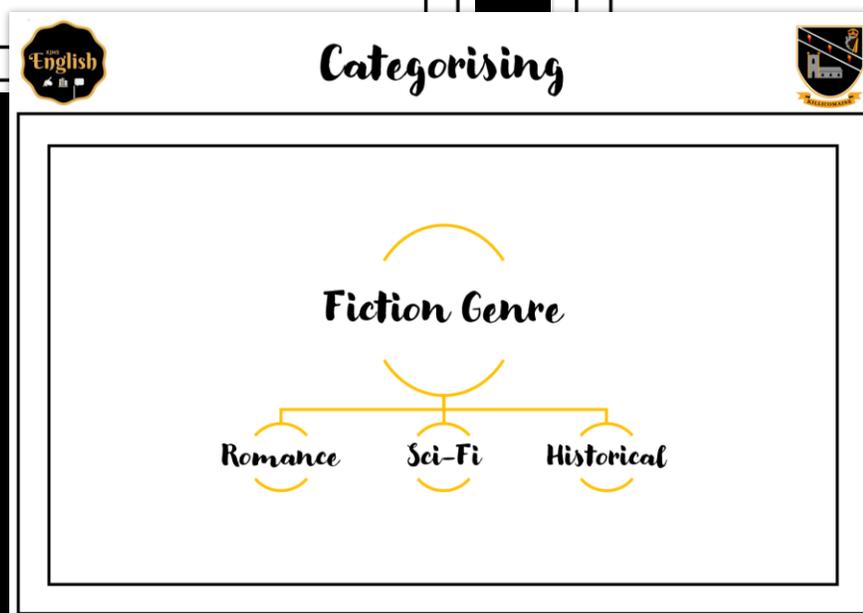
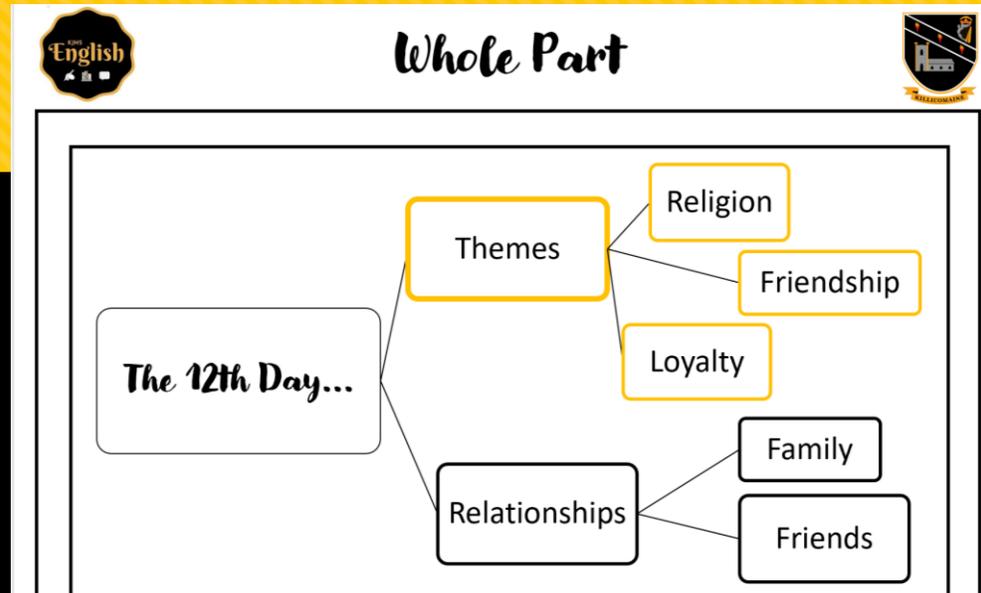
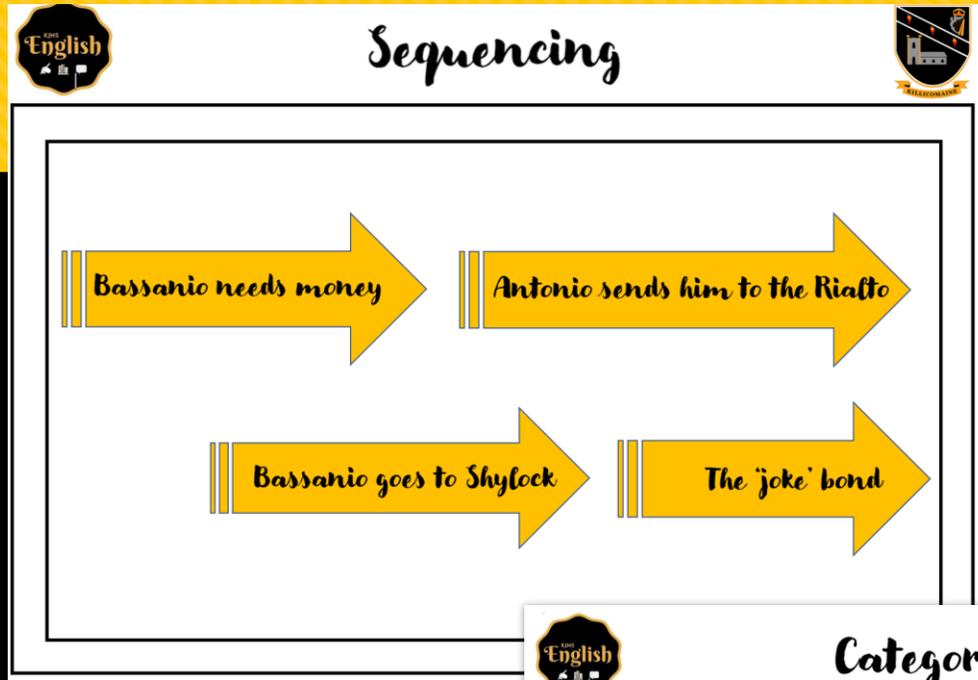
English



English Department Display Examples



English Department Display Examples

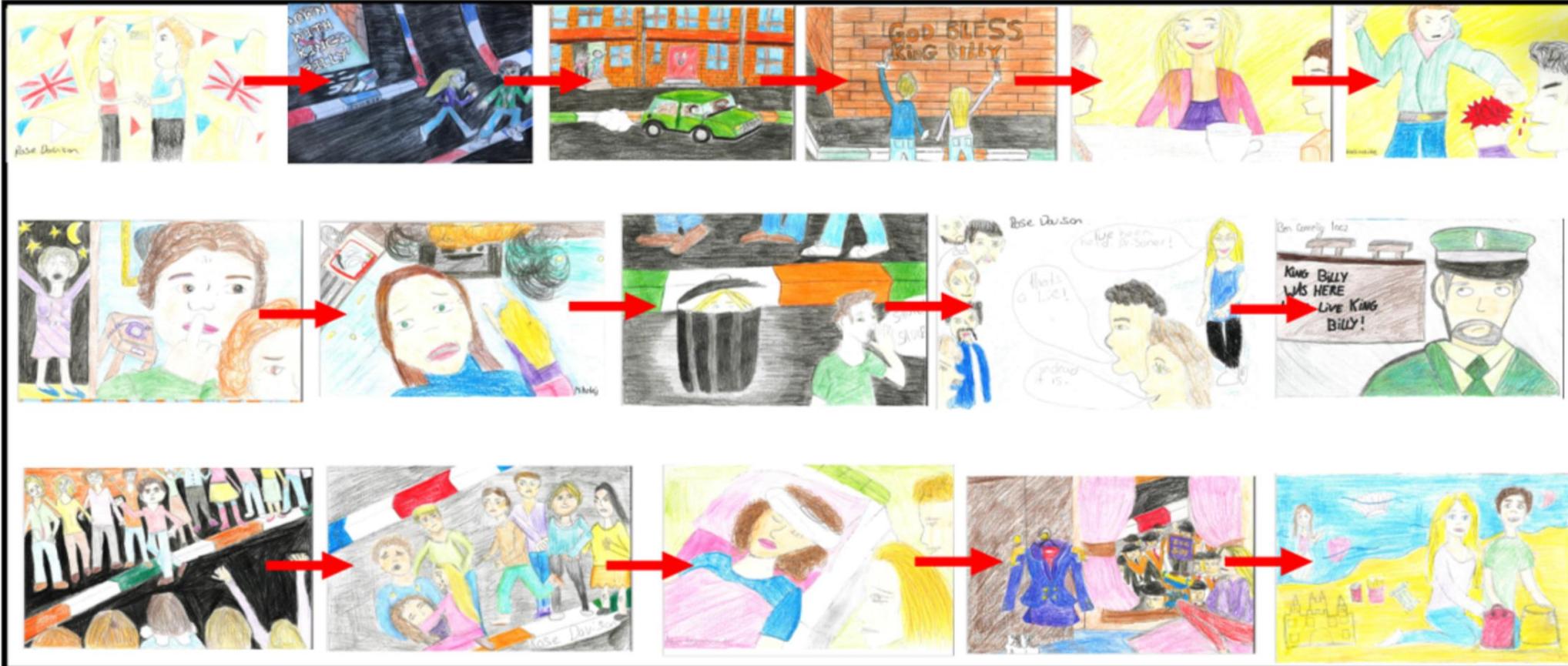


English



The Sequencing Frame

Reduce the events of each chapter of *'The Twelfth Day of July'* by Joan Lingard



English



What are the key events for each scene of the Merchant of Venice?



Act 2 Scene 3

Act 2 Scene 4



Act 2 Scene 6



Act 2 Scene 7



Act 2 Scene 8



Character? Plot? Theme?

What are the key events for each scene of the Merchant of Venice?



Act 1 Scene 1

Act 1 Scene 1

Act 1 Scene 2



Act 1 Scene 2



Act 2 Scene 1



Character? Plot? Theme?

Why is this event important?



English



What are the key events for each scene of the Merchant of Venice?

Why is this event important?



Act 2 Scene 9



Act 3 Scene 2



Act 3 Scene 1



Act 3 Scene 3

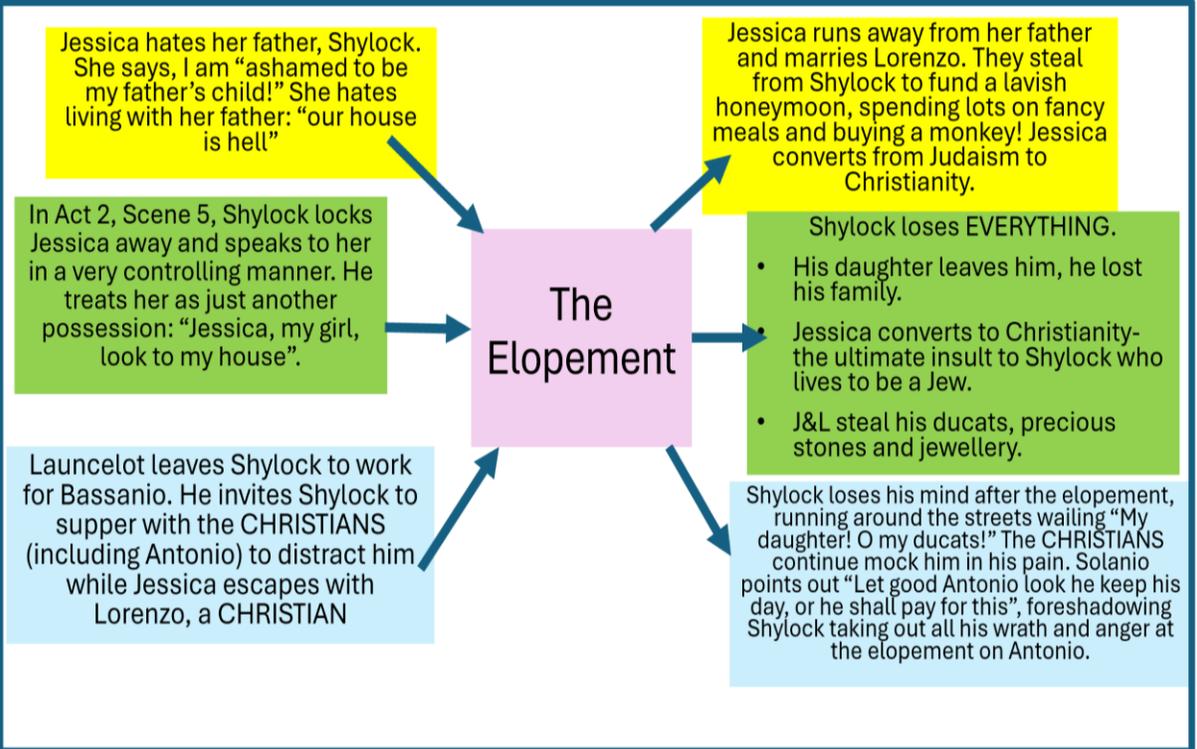
Character? Plot? Theme?



English



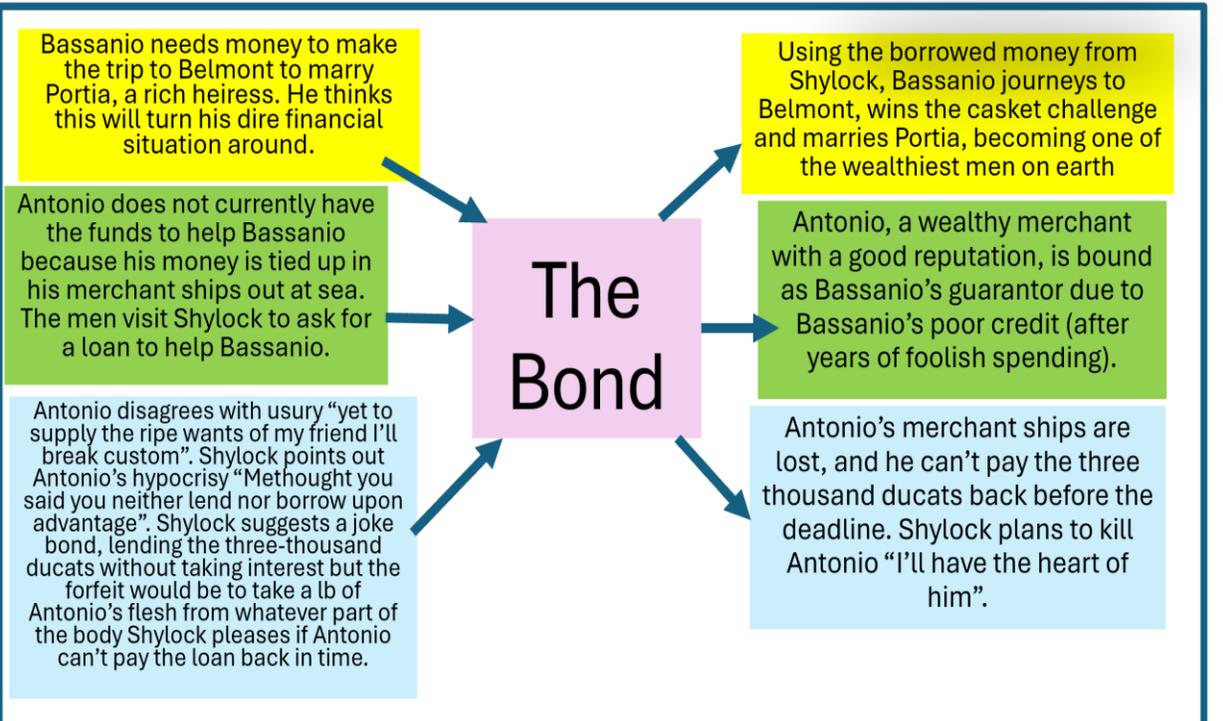
Does Jessica's behaviour after the elopement change your opinion of her?



Why is the elopement central to the plot of the Merchant of Venice?

How would the play have ended differently without this plot point?

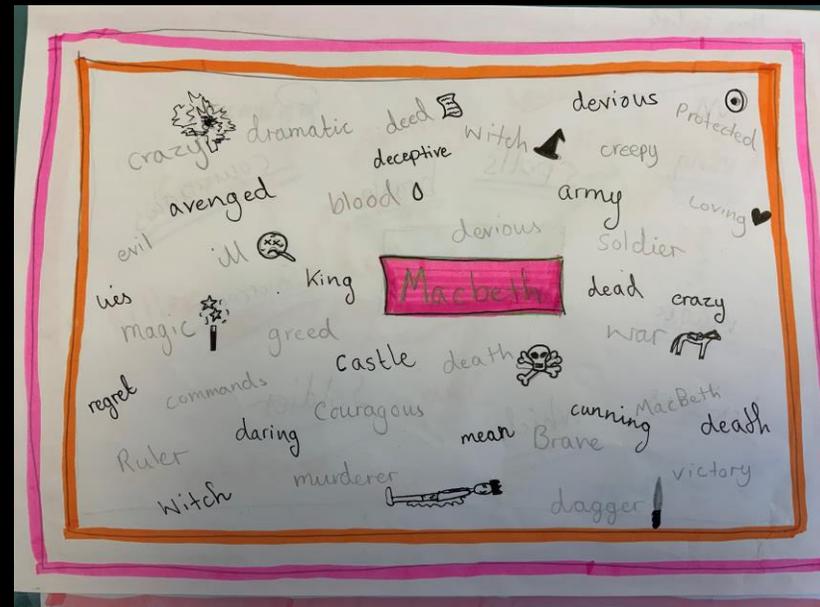
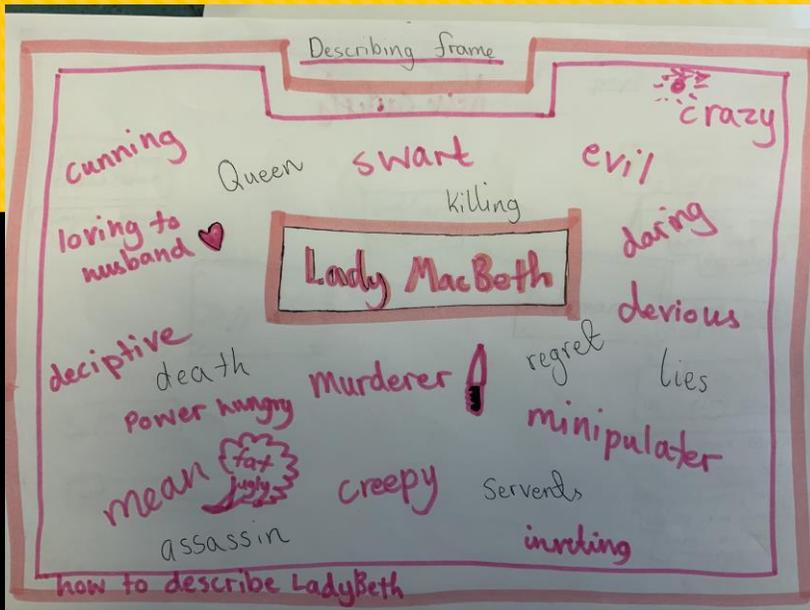
How did the bond impact each of the main characters in *The Merchant of Venice*?



How does Shakespeare use an aside effectively in Act 1, Scene 3?



English



Which of these characteristics make the Prince of Morocco a good/bad suitor for Portia?

	Victim		Warrior
Proud		Handsome	
	Brave		Flatterer
Defensive		Morocco	Boastful
	Naive		Sycophant
Clever		Haughty	Black
Educated			A "Moor", possibly Muslim
	Foolish		
		Self-important	

How does Portia's treatment of Morocco change the audience's view of her?

What does this scene reveal about Morocco's future after the casket challenge?

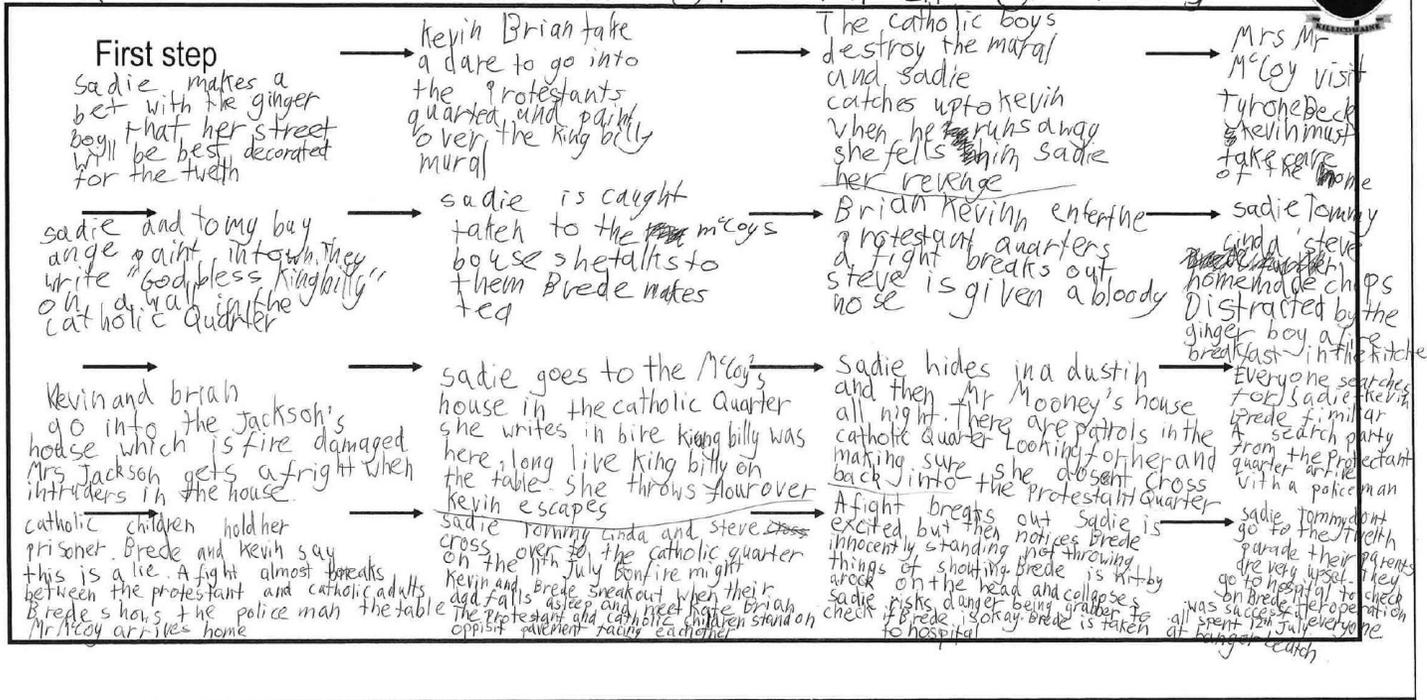


English

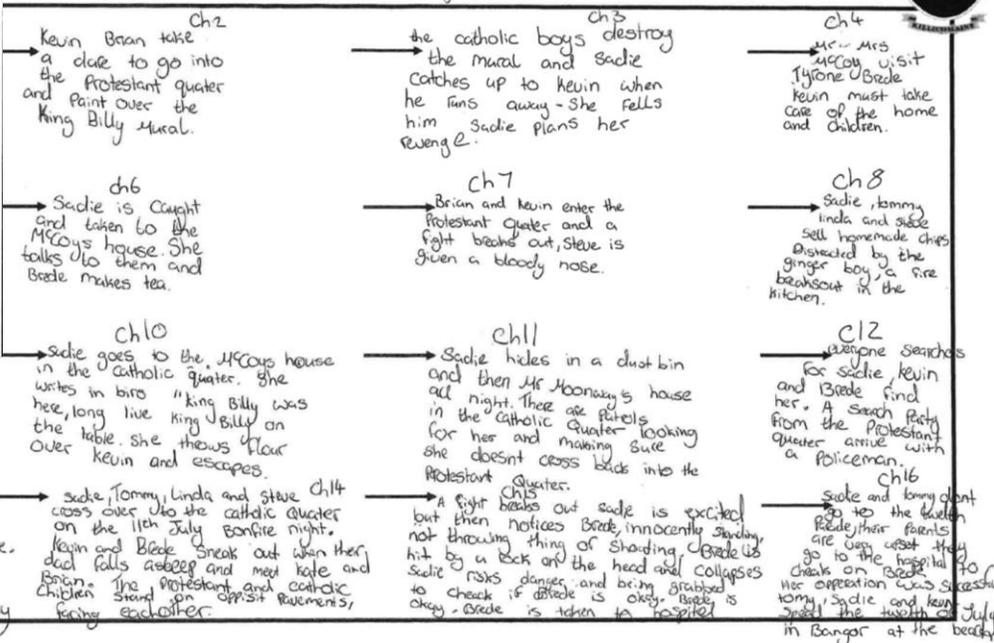


The Sequencing Frame

REDUCE THE EVENTS OF EACH CH OF TTDJ



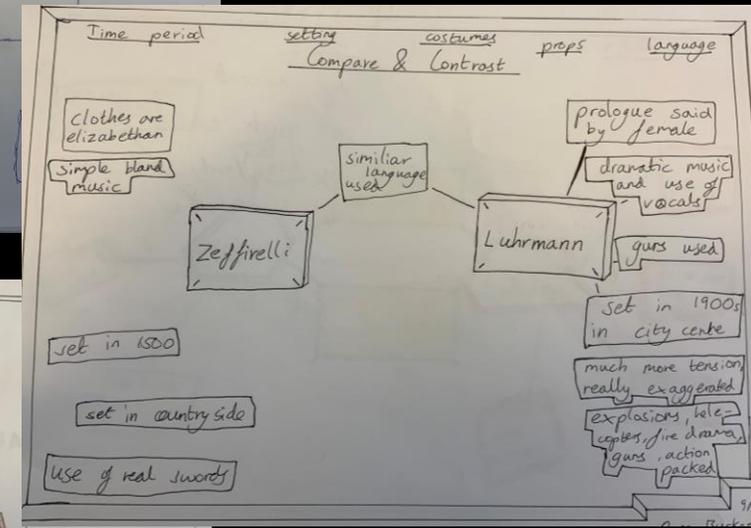
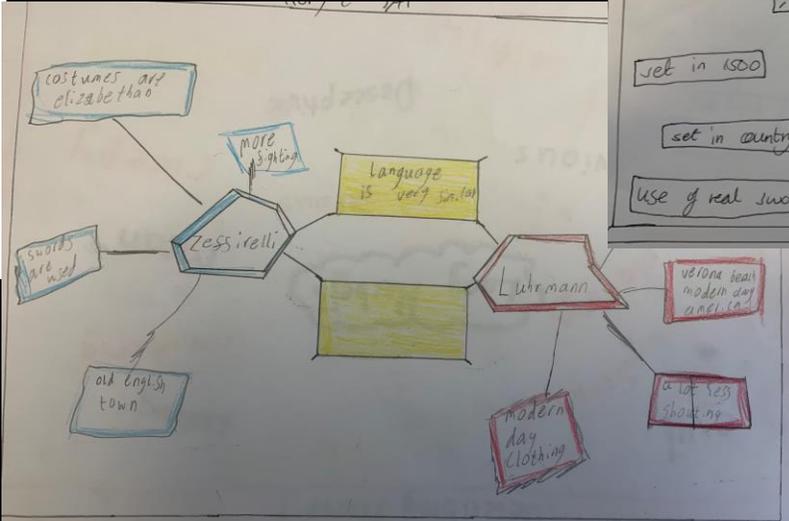
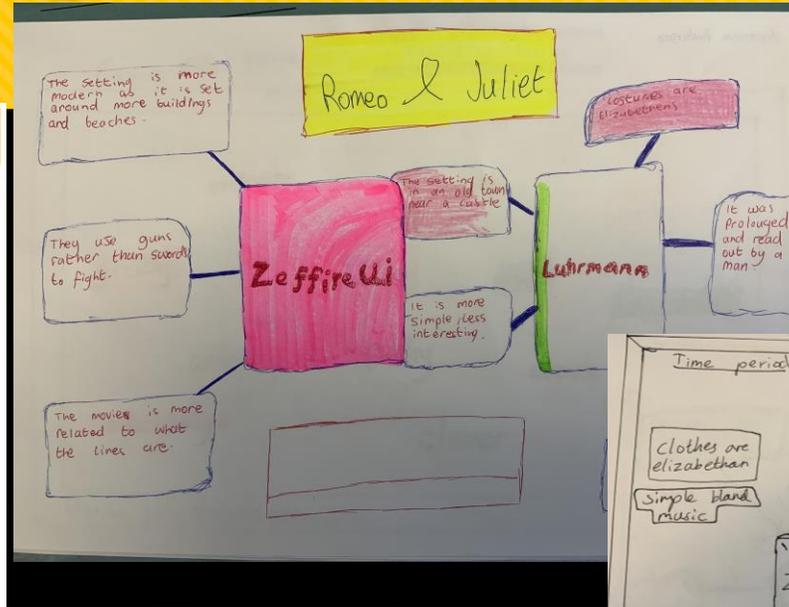
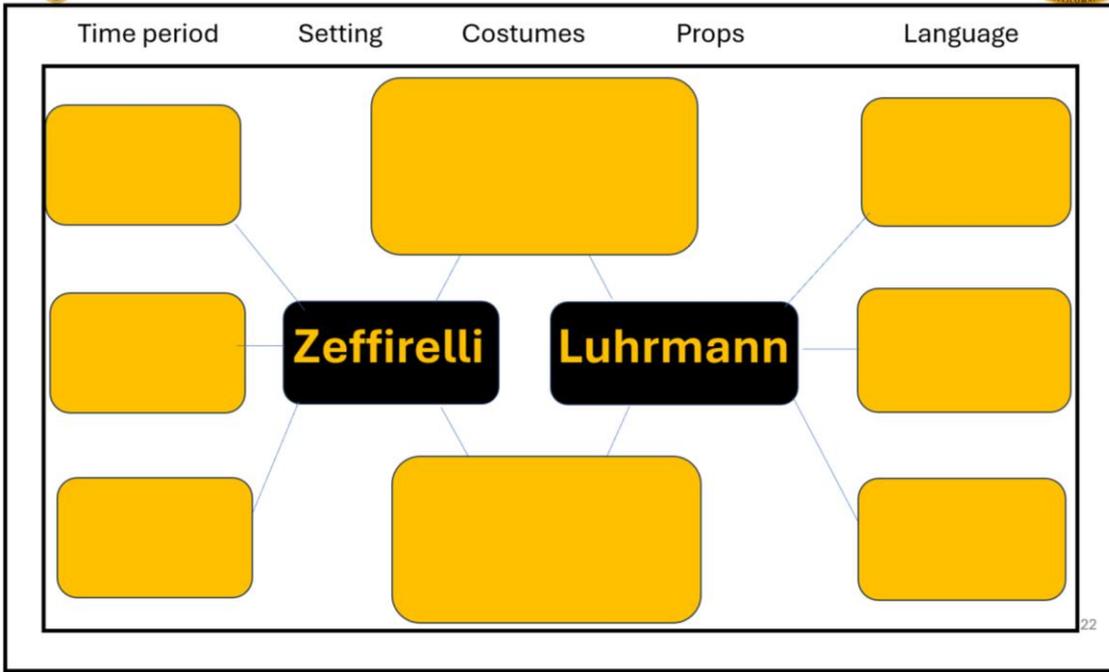
'twelfth day of July' by Joan hingard.



English



Compare & Contrast



English



Q Matrix

	Is	Did	Can	Would	Will	Might
What	What is the theme which runs across all of the poetry we studied this year?	What did the child in 'Being Brave at Night' do when he was afraid?	What can imagery be an umbrella term for? (specific language techniques).	What sort of punctuation would convey excitement or anger?	What will you focus on when you are given DIRT time in English?	What words might a volta begin with?
Where/When	When is it appropriate to use speech marks?	Where did Seamus Heaney grow up?	Where can you find references to the troubles in 'Digging'?	When would you use a semi colon?	When will an author use second person narrative?	Where might you find examples of sensory language in 'Alphabets'?
Which	Which of the poems we studied this term is filled with 'neologisms', where the poet changed familiar words into nouns?	Which simile did Heaney use to refer to the troubles digging?	Which punctuation symbol can leave the audience on a cliffhanger?	Which punctuation symbol would make the audience think about what the answer could or should be? It could also symbolise the speaker thinking or talking to themselves.	Which values and practices will set you up for your life and career according to Heaney's 'Alphabets'?	Which technique might be used as a language feature or a layout feature?
Who	Who is 'Digging' about?	Who did Heaney write 'Clearances' about?	Who can recognise the colloquial language in Heaney's poetry?	Who would Heaney's 'Clearances' bring comfort to?	Who will you use first person pronouns to describe?	Who might enjoy reading 'Now We Are Six'?
Why	Why is the child humiliated in 'Pop and Me'?	Why did Heaney mean when used the metaphor of the squat pen, "I'll dig with it"?	Why can we hear the sound of crying in 'Clearances', chalk scratching in 'Alphabets' or the spade in 'Digging'?	Why would a poet use guttural alliteration? (Repetition of harsh 'c', 'g', 'r')	Why will Heaney not follow his father and grandfather with a spade?	Why might a poet use a volta?
How	How is a sonnet constructed?	How did Seamus Heaney use sensory language in 'Alphabets'?	How can you spot use of enjambment?	How would know if repetition is being used as a language or a layout feature?	How many stressed and unstressed syllables will you find?	How might you create rhyming pairs?

Q Matrix: Descriptive Writing & 'Unique'

	Is	Did	Can	Would	Will	Might
What	What are the five senses?	What did Dom like instead of science?	What differences can you name between narrative and descriptive writing?	What punctuation would create a tense or spooky atmosphere?	What will you focus on when you are given DIRT time in English?	What words might a volta begin with? help you think of better synonyms?
Where/When	When is it appropriate to use speech marks?	Where did Dom find evidence that he was cloned?	Where can you find descriptive writing being used?	When would you start a new paragraph?	When will an author use second person narrative?	Where might you use a semi-colon?
Which	Which of these statements is a metaphor? 1. A sea of blazers 2. Like a tidal wave	Which university did Dom visit?	Which layout features can be used for descriptive writing?	Which basic word types are most commonly used for descriptive writing?	Which form will you use for a descriptive writing piece?	Which language techniques studied during our poetry unit might be useful for descriptive writing?
Who	Who is Nick?	Who did Dom go to stay with in Scotland?	Who can summarise the plot of 'Unique' ten words?	Who would be an appropriate audience for 'Unique'?	Who will readers believe the villains are in 'Unique'?	Who might disagree with capital punishment?
Why	Why is 'Unique' an example of dystopian genre?	Why did Imogen clone Nick?	Why can punctuation be used to build anticipation?	Why would someone disagree with cloning humans?	Why will a scientist clone a gene?	Why might you use short sentences for effect?
How	How is Dom different to Nick?	How did Dom's dad find him?	How can you check spelling and grammar?	How do you improve upon the following sentence using descriptive techniques? "The girl looked happy."	How will you use the skills gained from this descriptive writing unit in life and work?	How might you react if you were in Dom's position?

Q Matrix: Will's World

	Is	Did	Can	Would	Will	Might
What	What are the two families in <i>Romeo and Juliet</i> called?	What decree did the Prince pass at the beginning of the play?	What can you learn about the play from the prologue?	What would be considered as Shakespeare's greatest personal tragedy?	What elements of this unit will aid you in Year 10?	What might be a good example of a Shakespearean insult?
Where/When	Where is <i>Romeo and Juliet</i> set?	Where did Shakespeare put on performances of his plays?	Where can you find Shakespeare's grave?	When would you put an interval in a performance of <i>Romeo and Juliet</i> ?	When will you see a boy playing a female character, who dresses up as a man?	Where might the peasants have enjoyed the plays performed at the Globe?
Which	Which of these genres did Shakespeare write more of: comedy or tragedy?	Which family does Mercutio ally with?	Which layout feature can be found at the end of a Shakespearean sonnet?	Which character types would most commonly speak using blank verse?	Which form of writing in Shakespeare will not include rhyme?	Which language technique does Romeo use when he calls Juliet "the sun"?
Who	Who is Paris?	Who did Shakespeare marry?	Who can summarise the plot of <i>Romeo and Juliet</i> in ten words?	Who would you consider to be the most important character in the play?	Who will readers believe the villain is in <i>Romeo and Juliet</i> ?	Who might modern audiences consider the better suitor: Romeo or Paris?
Why	Why is <i>Romeo and Juliet</i> considered one of Shakespeare's great tragedies?	Why did Romeo and Juliet choose these fates?	Why can Romeo be considered fickle?	Why would someone in the 21 st century disagree with Romeo and Juliet's relationship?	Why will Shakespeare continue to be relevant 10 years from now?	Why might some young people be put off from studying Shakespeare?
How	How was Shakespeare's acting troupe known?	How did royalty respond to Shakespeare?	How can you tell which genre of play is being performed at The Globe?	How would you identify a Shakespearean sonnet?	How many stressed and unstressed syllables will you find in iambic pentameter?	How might things have changed if Friar Laurence had hand delivered the letter?

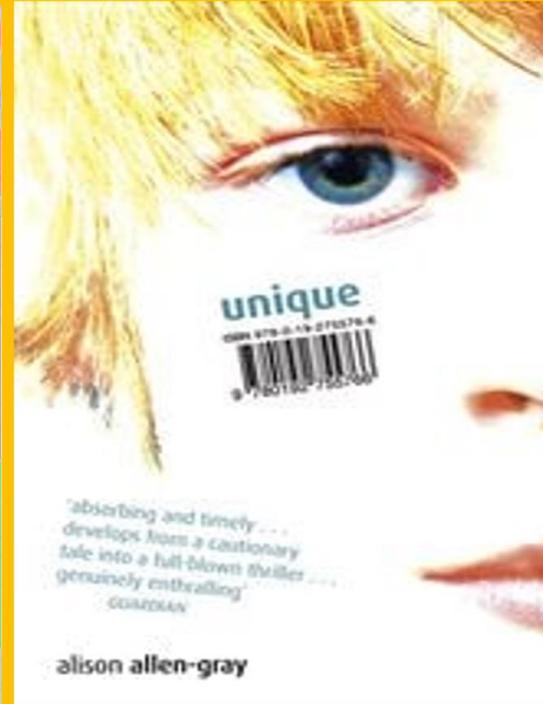
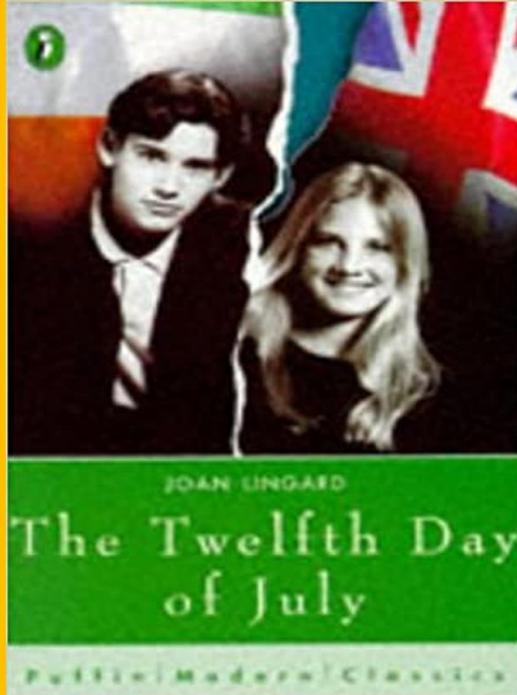


Habits of Mind Display: Literary Characters

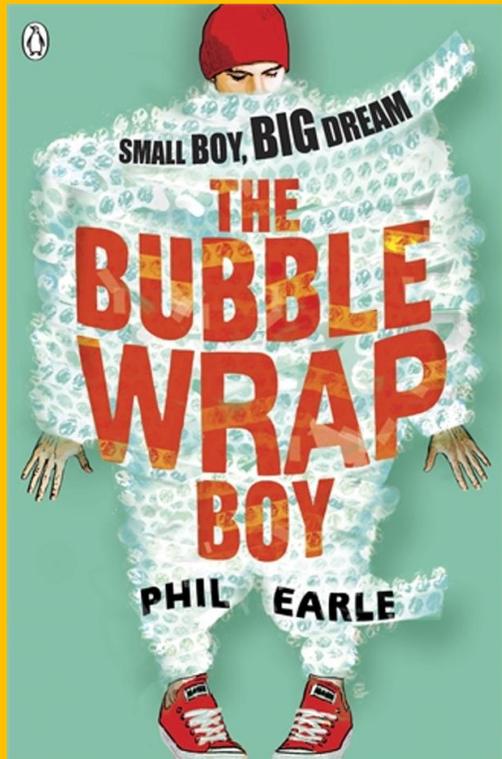
KJHS
English



Thinking About Thinking (Metacognition)
Kevin and Sadie,
The Twelfth Day of July,
Joan Lingard

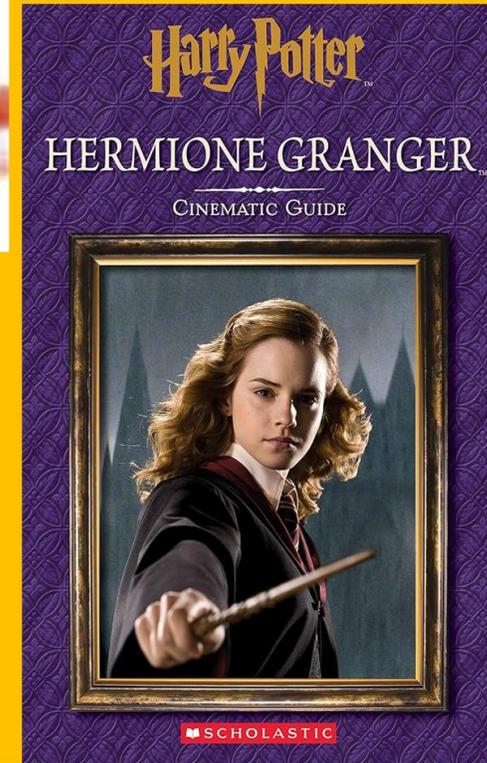


Persistitit
Dominic,
Unique,
Alison Allen-Gray



Managing Impulsivity
Charlie,
Bubble Wrap Boy,
Phil Earle

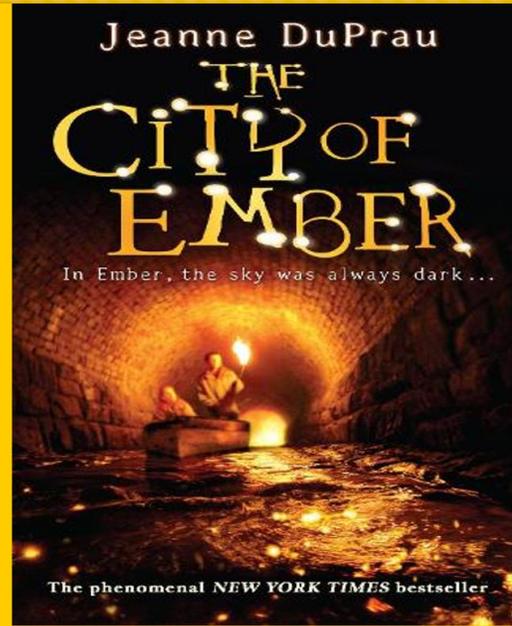
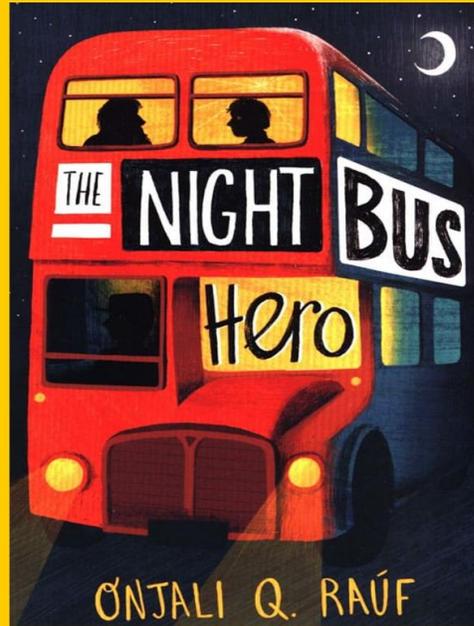
Striving for Accuracy
Hermione,
Harry Potter,
J K Rowling



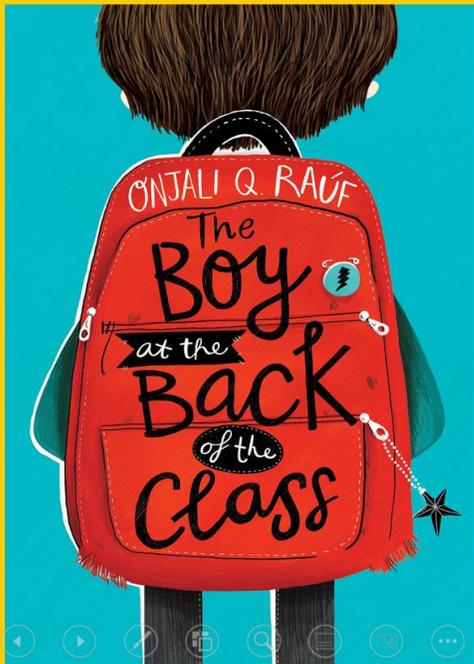
Habits of Mind Display: Literary Characters



Thinking Interdependently
Hector & Mei-Li
The Night Bus Hero,
Onjali Q Rauf

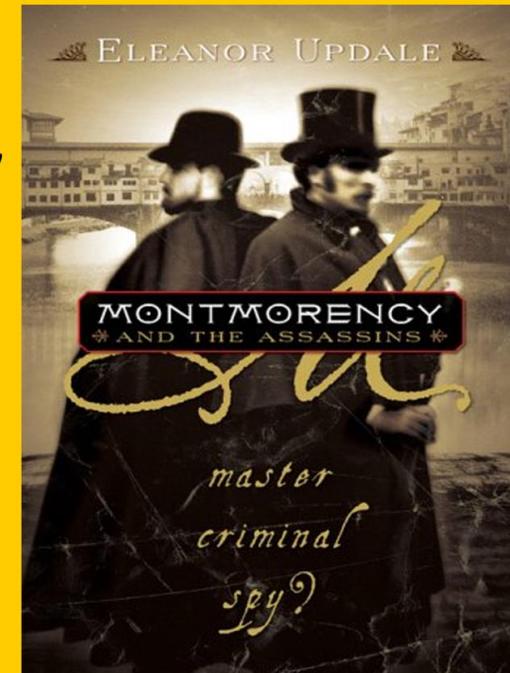


Thinking Flexibly
Lina & Doon
City of Ember,
Jeanne Du Prau



Listening with Understanding and Empathy
The Children,
The Boy at the Back of the Class,
Onjali Q Rauf

Questioning and Posing Problems
Montmorency/
Scarper,
Montmorency
Eleanor Updale

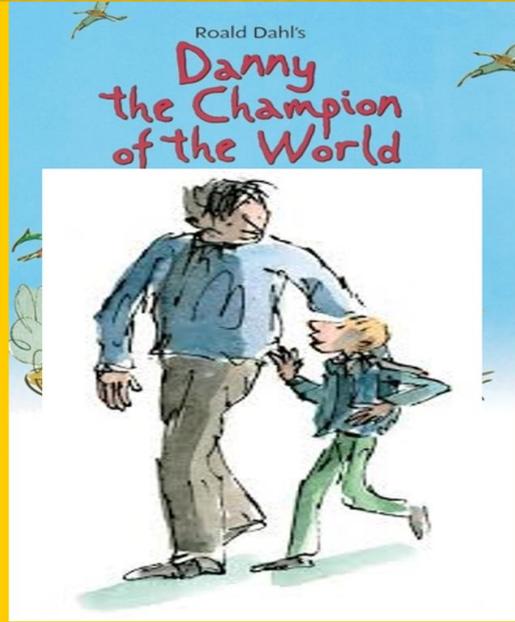
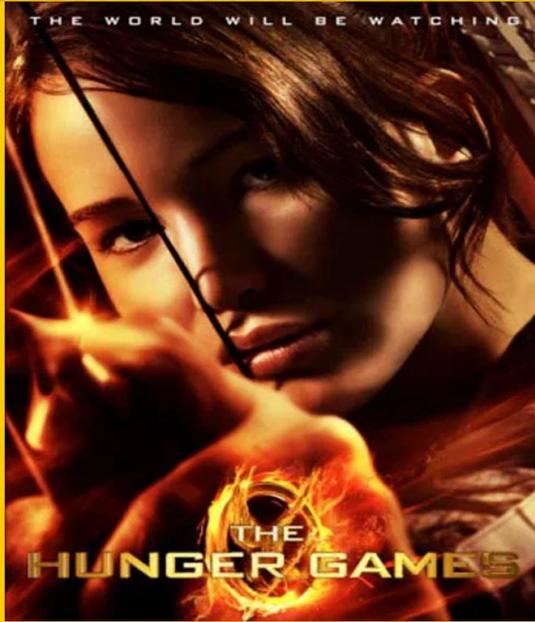


Habits of Mind Display: Literary Characters



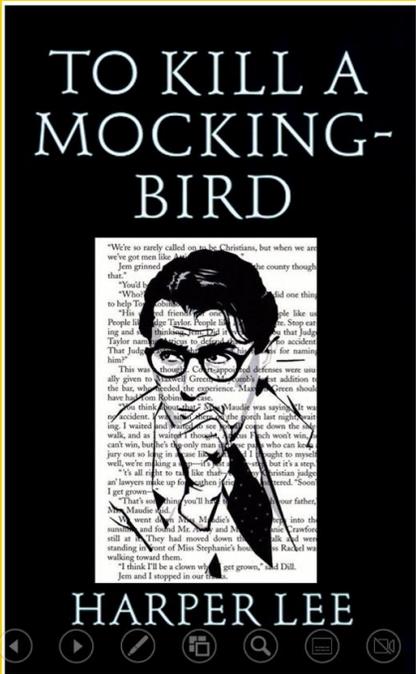
Gathering Data Through All Senses

Katniss Everdeen,
The Hunger Games,
Suzanne Collins



Applying Prior Knowledge to New Situations

Danny's Dad,
Danny the Champion of the World,
Roald Dahl

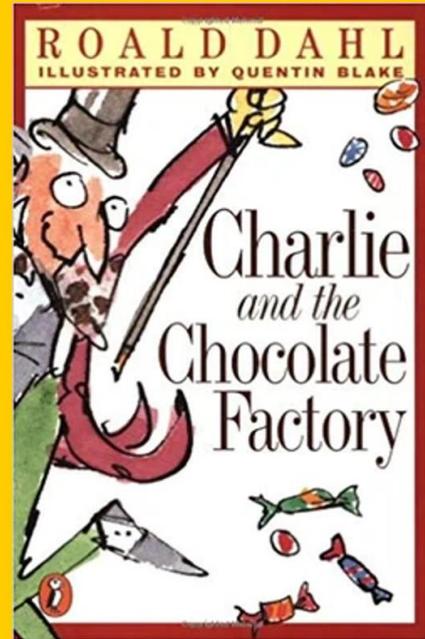


Thinking and Communicating with Clarity and Precision

Atticus Finch,
To Kill a Mockingbird,
Harper Lee

Creating, Imagining, and Innovating

Willy Wonka,
Charlie and the Chocolate Factory,
Roald Dahl

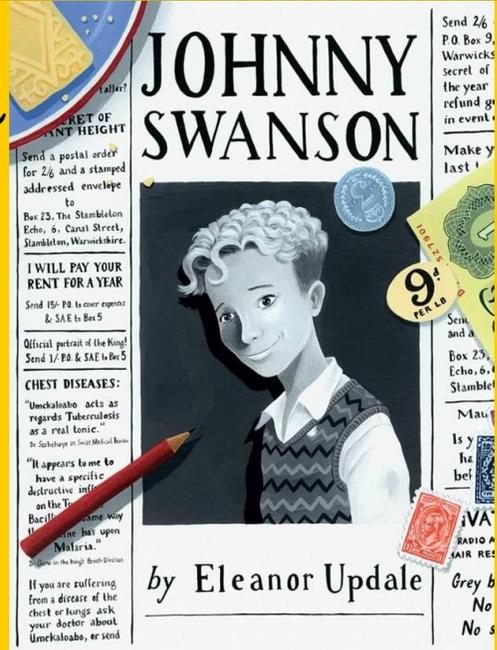


Habits of Mind Display: Literary Characters



Taking Responsible Risks

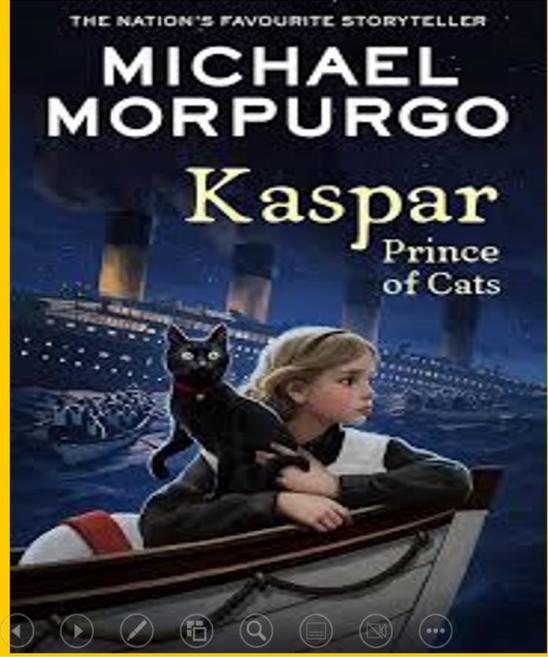
Johnny,
Johnny Swanson,
Eleanor Updale



Remaining Open to Continuous Learning

The Baudelaires,
A Series of Unfortunate Events

Lemony Snicket

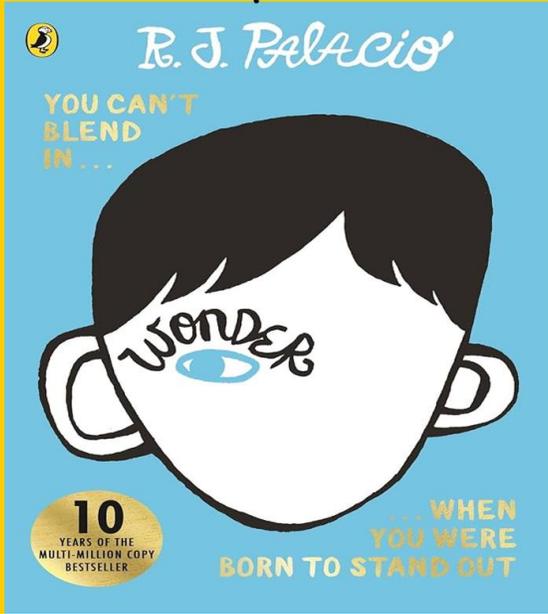


Responding with Wonderment and Awe

Johnny,
Kaspar: Prince of Cats
Michael Morpurgo

Finding Humour

Auggie,
Wonder,
R J Palacio



I See, I feel, I Think, I Wonder...



ABCDEFGHIJKLMNOPQRSTUVWXYZ



I see...

I feel...

I think...

I wonder...

ABCDEFGHIJKLMNOPQRSTUVWXYZ

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Alphabets

A shadow his father makes with joined hands
 And thumbs and fingers nibbles on the wall
 Like a rabbit's head. He understands
 He will understand more when he goes to school.
 There he draws smoke with chalk the whole first week,
 Then draws the forked stick that they call a Y.
 This is writing. A swan's neck and swan's back
 Make the 2 he can see now as well as say.
 Two rafters and a cross-tie on the slate
 Are the letter some call ah, some call ay.

There are charts, there are headlines, there is a right
 Way to hold the pen and a wrong way.
 First it is "copying out," and then "English,"
 Marked correct with a little leaning hoe.
 Smells of inkwells rise in the classroom hush.
 A globe in the window tilts like a coloured O.

Seamus Heaney,
The Haw Lantern, 1987

ABCDEFGHIJKLMNOPQRSTUVWXYZ



Habits of Mind Day: Pupil Launch

Year 8

Assembly :	Persisting (5) – Mr Ryan
P1&2:	Working Together (1) with form teacher – marble run. PPT with instructions. Materials for each teacher including paper plates, cardboard, masking tape, toilet rolls, paper cups etc Pupils should have scissors Year 8 teachers tell class to go to Riley Hall after break. Bags in cloakrooms.
P3:	Riley Hall: Listening with Understanding and Empathy (8) Joffre White session
P4:	Accuracy (4) : 2 photo challenges. PPT with instructions and ideas
P5:	Applying past knowledge (6) – escape room. PPT and worksheets.
P6:	LUNCH
P7:	Thinking Flexibly (3) PPT of lateral thinking activities
P8:	Managing Impulsivity (7) short worksheet with PPT for reflection and Thinking and Communicating Clearly (2) PPT and cards. P8 teachers please ask pupils to leave their bags in the cloakrooms and go to the Riley Hall at the start of P9 - sit in assembly rows with form teacher
P9&10:	Be Amazed (9) : surprise for pupils in Riley Hall followed by some prize giving

Applying past knowledge to new situations



Your mission:

- You are secret spies.
- Your mission is to escape the classroom and deliver an important message to another spy hiding somewhere in the school.
- Use your knowledge to answer the questions and complete the exit ticket solution grid.
- Once finished, send one classmate with the completed ticket to the secret location.
- The first class to deliver a correctly completed ticket wins!



Exit ticket

Class: _____

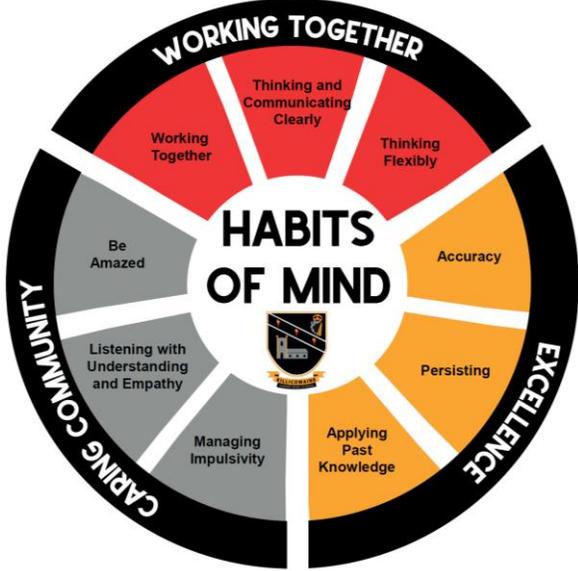
Time completed: _____

Number of Google searches: _____

Teacher signature: _____



PASSPORT



Name: _____

Class: _____

WHAT ARE HABITS OF MIND?

Ever wonder what makes someone really good at something, whether it's football, gaming, art, or maths? It's not just about being naturally brilliant, it's about how they **think** and **act** when they face a challenge.

Habits of Mind are like a toolkit of smart thinking skills. They are the positive habits that successful people use to solve problems, learn effectively, and work well with others. Think of them as superpowers for your brain that you can train and get better at over time. Developing these habits will help you not just in your lessons, but in every part of your life. This year, we're going to focus on nine of these brilliant habits.

WORKING TOGETHER

Working Together	This is all about teamwork. It means collaborating with others, sharing your ideas, listening to their points of view, and doing your fair share of the work. It's about realising that we can often achieve more together than we can alone.
Thinking and Communicating Clearly	This is the habit of getting your thoughts organised and expressing them in a way that people can actually understand. It means choosing your words carefully, avoiding waffle, and getting straight to the point, whether you are speaking or writing.
Thinking Flexibly	This is the ability to look at things from different angles and change your mind when you get new information. It means being open to new ideas and being able to adapt your plan when things don't go as you expected.

CARING COMMUNITY		
Managing Impulsivity	This means thinking before you act. It's about taking a moment to calm down and consider your options before making a decision or saying something. It helps you avoid rushing into things and allows you to make more thoughtful choices.	
Listening with Understanding and Empathy	This is much more than just hearing words. It's about trying to genuinely understand what someone else is saying, thinking, and feeling. It means putting yourself in their shoes and seeing the world from their perspective.	
Be Amazed	This is all about being curious, finding the world around you fascinating, and enjoying the process of learning. It's about asking questions, seeking out new challenges, and finding a sense of wonder in the everyday. It's about having fun with your learning!	

EXCELLENCE		
Accuracy	This means taking pride in your work and making an effort to get it right. It's about double-checking your work for mistakes, paying attention to detail, and striving for high quality, whether it's in a science experiment, an English essay, or a technology project.	
Persisting	This is the habit of not giving up! When work gets tricky or you feel stuck, persisting means you keep on trying. It's about having 'stickability' and the resilience to work through a problem instead of quitting.	
Applying Past Knowledge	This is about being smart and using what you already know to help you understand something new. It's about making connections between lessons and subjects, like using a skill you learned in Maths to solve a problem in Science.	

Habits of Mind Launch

HABITS OF MIND – LOGO COMPETITION

WORKING TOGETHER	EXCELLENCE	CARING COMMUNITY
Working Together	Accuracy	Managing Impulsivity
Thinking and Communicating Clearly	Persisting	Listening with Understanding and Empathy
	Applying Past Knowledge	Be Amazed





Working together for excellence
in a caring community.