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| LJMU 2013 white black | | | LJMU **Unit of Work** | | | | | | | | |
|  | | | | | | | | | | | |
| **Author** |  | | | **Subject** | |  | | **Unit title** | |  |  |
| **Year** |  | **Unit Duration** | | |  | | **Unit Type/Style** | |  | |  |
|  | | | | | | | | | | | |

**Curriculum Framework**

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| **Unit objective and content**  *What will learners have achieved by the end if the unit of work? What conceptual/procedural knowledge will be developed?* | **Key concepts and processes**  *What technical language and subject specific concepts will be introduced for the first time in this unit? Including keywords and terminology.* | **Curriculum links**  *Including School and National Curriculum (EYFS, KS1-KS3), Level 1-3 Specifications, etc. (KS4 and/or Post-16)* |
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| **Pedagogical approaches**  *What subject specific teaching and learning styles or approaches will be adopted over the course of this unit? How learners are be supported and challenged.* | **Expected prior learning**  *What prior conceptual/procedural knowledge is assumed/expected prior to commencing this unit? i.e. learning to be developed or consolidated.* | **Unit assessment strategy**  *What formative and summative assessments will be used to monitor learners’ progress and confirm that the learning outcomes have been achieved?* |
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| **Managing health and safety**  *What are the main hazards that will require risk assessment within this unit of work? Make reference (as appropriate) to relevant codes of practice, etc.* | **Facilities and resources**  *What kind of specialist environment is required? What specialist equipment is required to teach this unit? i.e. in addition to those readily available.* | **Cross-curricular opportunities**  *What opportunities are there to develop cross-curricular themes, such as literacy, numeracy, SMSC, PSHE, SRE, STEM, citizenship, etc?* |
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**Assessment Framework**

Lesson learning outcomes identify what learners will demonstrate or achieve during the lesson. The outcome must directly link to the unit objective and be measurable (i.e. observable) learning activity. Success Criteria provide progression statements for each Learning Outcome.

*An assessment framework[[1]](#footnote-1) (table below) provides progress descriptors for the formative and summative assessment in a unit of work[[2]](#footnote-2). Blooms, SOLO or another appropriate learning taxonomies are helpful when writing an effective assessment framework with success criteria (progression statements) for the unit learning outcomes.*

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| **Progression Statements** (i.e. Success Criteria – minimum 3) | | | | |
| **Learning Outcome** | | **[‘basic’]** | **[‘intermediate’]** | **[‘advanced’]** |
| **LO1** | [what learning will all pupils demonstrate by the end of the ‘lesson’ with support and challenge?] | [e.g. linked to the learning outcome, what is the minimum, measureable expectation of what all learners will demonstrate by the end of the lesson? Possibly with support] | [e.g. linked to the learning outcome, what is the most desirable, measureable expectation of what learners should demonstrate by the end of the lesson?] | [e.g. linked to the learning outcome, what is the highest, measureable expectation of what learners could be expected to demonstrate by the end of the lesson?] |
| **LO2** |  |  |  |  |
| **LO3** |  |  |  |  |
| **LO4** |  |  |  |  |
| **LO5** |  |  |  |  |
| **LO6** |  |  |  |  |

***Add additional rows as required…***

**Sequencing of Learning**

| **Lesson** and/or **Learning outcome** | **Learning *Activities* (linked to a learning outcome)**  *Teacher and learner activity, such as demonstration, group work, written task, project work, etc. Include out-of-lesson activities (e.g. homework) and specific strategies to support and challenge all learners in each lesson (e.g. consider common misconceptions and meaningful and inclusive activities to challenge and engage)* | **Assessment**  *What formative/summative assessment approaches will be used to confirm the outcome has been achieved? Identify assessment for learning activities, as well as feedback and marking opportunities* | **Resources**  What specialist teaching and learning materials, equipment, etc. are required for this lesson? (and are not available in all classrooms) |
| --- | --- | --- | --- |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |

***Delete or add additional rows (for extra lessons), as required[[3]](#footnote-3)…***

1. Linked to the relevant programme of study. [↑](#footnote-ref-1)
2. Minimum one *learning outcome* per lesson (identified in the Lesson Outline), with at least three (and no more than five) *progression statements* each to indicate levels of challenge and inform assessment. [↑](#footnote-ref-2)
3. **Note:** the requirement for a LJMU Unit of Work is between 4 and 6 lessons. [↑](#footnote-ref-3)