colegsirgâr   colegceredigion

CYNLLUN GWAITH / SCHEME OF WORK

Teitl y Cwrs / Course title			
Tiwtor / Tutor		Dyddiad Dechrau / Start date	
Blwyddyn / Year		Dyddiad Gorffen / End Date	

Objectives

REMEMBERING,Remember,Label,Spell,Recognise,Recall,Recap,Outline,Identify,List,describe,

UNDERSTANDING,Interpret,Categorise,Summarise,Clarify,Explain,Consider,Predict,Execute,Paraphrase,Forsee,

APPLYING,Apply,Use,Answer,Give,Set,Calculate,Construct,Select,Carry out,Experiment,

ANALYSING,Analyse,Choose,Order,Compare,Contrast,Synthesis,Differentiate,Match,Classify,Deconstruct,Break down,Survey,Outline,

EVALUATING,Conclude,Appraise,Rank,Evaluate,Check,Define,Review,Assess,Judge,Reflect,Rate,
CREATING,Create,Generate,Write,Combine,Gather,Devise,Rehearse,Compose,Produce,Modify,Arrange,Plan,Formulate,Build,Solve,Adapt,Invent,Estimate

Teaching and Learning Resources

Workshop,Laboratory,Case Studies,Commercial Space,Video Clips,Filmed Examples,Kahoot,Padlet,Screencastify,Google Classroom,Specialist equipment,guest speaker,Handouts,Presentation,Chromebooks,Macs,Computer rooms,Worksheet,Film,Exam board booklet,Exam board Paperwork,Flip Chart and Pens

Assessment (Formative and Summative)

Practical,Work Placement,Formative Assignment,Mock Assessment,Witness Observation,Professional Discussion,Summative Quiz,Digital Quiz,Q&A,Witness Statements,Audio Assessment,Oral Assessment,Visual Assessment - filmed work,Case Studies,Work based scenario,Exam based,Mock papers,External Assessment,External Exam,Practical Exam,Practical,Work Placement,Formative Assignment,Mock Assessment,Witness Observation,Professional Discussion,Summative Quiz,Digital Quiz,Q&A,Witness Statements,Audio Assessment,Oral Assessment,Visual Assessment - filmed work,Case Studies,Work based scenario,Exam based,Mock papers,External Assessment,External Exam,Practical Exam

Literacy, Numeracy and Digital Literacy

Digital Responsibility,Data Protection,Digital Safety,Digital Technologies - Tools and Techniques,Digital Information Literacy - research and credibility,Digital Collaboration,Digital Learning,Digital Creativity,Digital Communication,Understanding Numerical Data,Calculations,Interpreting Results,Presenting Findings,Ratio,Mean/Mode/Median,Tables and Charts,Reading,Spelling,Writing,Sentence Structure,Synthesis,Essay Plans,Essay Structure,Grammar,Punctuation,Vocabulary,Note-Taking,Comprehension

Cross Cutting Themes

Sustainable Development,Welsh Culture,Welsh Language,Welsh Heritage,Wellbeing,Entrepreneurship,Employability,Equality and Diversity,Literacy,Numeracy,Critical Thinking,Digital Literacy,Innovation

Wythnos/Gwers Week / Lesson	Teitl a Nod / Title and Aim	Cynnwys y Sesiwn / Session Content	Amcanion: Dylai'r myfyriwr allu / Objectives:The student should to be able to	Asesiad (Ffurfiannol a Chrynodol) / Assessment (Formative and Summative)	Adnoddau Addysgu a Dysgu / Teaching and Learning Resources	Cyfeirio: Llythrennedd, Rhifedd a Chymhwysedd Digidol / Signposting Literacy, Numeracy and Digital Competency	Themâu Trawsbynciol / Cross Cutting Themes	Model Digidol/ Digital Model
1	**Global Citizenship - An Introduction** To introduce the learners to Global Citizenship (Advanced) from a theoretical and applied viewpoint.	Launch unit with a live Feed from the International space station – putting the world in context! Initial activity to welcome students to Welsh Bac and the Global Citizenship Challenge. Exploration to assess student's prior knowledge and interaction of Global Citizenship. **Use Padlet** 1) What is Global Citizenship? 2) Can you think of a Global Campaign to	**Discuss** their initial understanding of the meaning of Global Citizenship. **Collaboratively respond** to and present a collection of ideas on Global Citizenship. **Identify** the role of Global Citizenship in their own lives. **Take part** in a mini challenge exploring issues connected to theatre. **Identify** and **discuss** the key components that will be explored during the module. **Engage** in a Q&A **Join** the Google Classroom	Observation of Process Debate Discussion Written Tasks Independent research tasks Group work Presentations of independent and group thinking.	All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session. Live Feed from the International Space Station. Power point Stage Magazine - online.	Writing Synthesis Vocabulary Note-Taking	Critical Thinking Global Citizenship Literacy Dig Literacy	**FLIPPED LEARNING:** **For session 1, you may have limited or no opportunity to set 'flipped' activities prior to the session.** **However, if these opportunities present themselves, flipped activities for S1 could include:** **1) Setting questions 1-4 in advance and allowing**

| | | raise awareness?

3)   Give an example of a Global Issue

4)   What does it mean to you/ What should it mean (marks out of 10)

 Independent collection of ideas followed by group presentation and discussion.

Global Citizenship Video

Stage Magazine Exercise –**Group work in Google Meet Chat Rooms and collect evidence of a collaborative Google Doc.** Identify a topic and find three articles that either support of dispute the issue. Present findings. Worksheet to support exploration.

Q&A focussed on identifying what the final Challenge will entail and the skills that will be developed. Look at previous Performing Arts submission | page. | | | | | | **learners to share answers in groups**

2) Assign Learners a news website and ask them to select a series of articles in advance that they feel are most relevant to them or important in a global context. A jamboard could be created in session to compile topics and discussion points. |

| 2 | **Credibility of Sources**

To introduce and explore the concept of source credibility. | *CREDIBILITY OF SOURCES*

Explored through the theme of **WAR AND CONFLICT**

Screencastify - Power Point exploring what credibility of a source means. Explore – Credibility, Currency, comprehensiveness, validity and reliability.

Screencastify - Explore Primary and Secondary Research.

Google Form to informally assess learning.

Google Doc on Classroom - Bibliography exercise on War and Conflict – find three online articles and three books. Capture in template on online forum. Feedback findings. | **Discuss** the key components of how to identify the credibility of evidence.

Explore and **apply** the principles of assessing the credibility of evidence in a collection of exercises focused on a particular given issue.

Recognise how this skill and technique will be utilised in the final challenge.

Present the results of in-class exercises to the class for feedback and respond to the **sharing** of good practice.

Identify the difference between a primary source and a secondary source.

Give examples of a primary and secondary source.

Engage in a Q&A to discuss the use of the skill | Observation of Process

Debate

Discussion

Written Tasks

Independent research tasks - bibliography task

Group work

Presentations of independent and group thinking.

Results of Google Form | All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.

Power point

Google Form | Reading
Spelling
WritingStructure, Synthesis, Research techniques
Vocabulary
Note-Taking
Comprehension

Digital Responsibility
Digital Information Literacy - research and credibility | Critical Thinking
Global Citizenship
Literacy
Dig Literacy | **FLIPPED LEARNING:**

For this, the screencastify videos could be set in advance for learners to view and analyse.

Google forms could be used at start of session to check knowledge for video 1 (sources)

A short kahoot or quiz could be used to assess knowledge for video 2 (research) |

| 3 | PESTLE

To introduce and explore the concept of PESTLE analysis as a research method. | *PESTLE*

Explored through the theme of **AMERICAN GUN LAWS AND SMOKING LAWS**

Screencastify - Power point presentation introducing PESTLE and its purpose.

Google Classroom Resources - Exercise using PESTLE to explore smoking laws. Students to explore the current PESTLE factors listed and then add at least one factor to each column.

Google Classroom Resources - Exercise using PESTLE to explore the American Gun Laws. In Pairs students will complete a mind map on one PESTLE factor for this theme. Students must aim to find at least 6 pieces of research with evidence for their factor. | **Discuss** the key components of PESTLE

Explore and **apply** the principles of each component of PESTLE to a particular given issue (smoking laws)

Recognise how this skill and technique will be utilised in the final challenge.

Present the results of in-class exercises to the class for feedback and respond to the **sharing** of good practice.

Engage in a Q&A to discuss the use of the skill | Written Tasks

Independent research tasks

Presentations of independent and group thinking. | All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.

Screencastify - Power point

PESTLE - Smoking example on Classroom. | Reading
Spelling
Writing
Synthesis
Note-Taking
Comprehension

Digital Responsibility
Literacy - research and credibility
Digital Learning | Critical Thinking
Global Citizenship
Literacy
Dig Literacy | **FLIPPED LEARNING**

In this session, again the screencastify can be viewed in advance finishing with instructions for each learner to arrive to session with one factor for any three PESTLE areas (e.g. Political, Social, Environmental) related to smoking in public spaces.

At start of the session, a jamboard can be created and points raised (as well as any gaps in suggestions) can be discussed.

This allows additional time for a deeper dive into the secondary topic (in this case, US Gun |

								Culture) .
4	**Argument Construction** To introduce and explore the key factors of an effective argument	*ARGUMENT CONSTRUCTION* Explored through *POPULATION V's RESOURCES* This session will be focussed on the arguments **FOR AND AGAINST GOING TO MARS.** We will be using the issue of travelling to Mars as the basis of exploration. Power point exploring how to construct an argument. Individual exercise – students to collect their own research on for and against going to Mars plus identifying their own personal opinion. Debate – students will be put into teams and assigned a For and	**Discuss** the key components of how to construct an argument. **Explore** and **apply** the principles of constructing and argument in a collection of exercises focused on a particular given issue. **Recognise** how this skill and technique will be utilised in the final challenge. **Present** the results of in-class exercises to the class for feedback and respond to the **sharing** of good practice. **Engage** in a debate using information gathered that is both for and against going populating Mars. **Engage** in a Q&A to discuss the use of the skill	Observation of Process Debate Discussion Written Tasks Independent research tasks Group work Presentations of independent and group thinking	All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session. Power point Worksheet Access to Brian Cox Articles and TV show (if still available on the iplayer) Live Feed from the International Space Station.	Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension Digital Responsibility Digital Information Literacy - research and credibility	Critical Thinking Global Citizenship Literacy Dig Literacy	**FLIPPED LEARNING:** **Prior to session, students are asked to generate a short list of things they want to be 'right' about in an argument (e.g. Climate change requires urgent action, Domino's is superior to Pizza Hut).** **As well, pick one of the following options** *Option 1 :* **view a video introducing how**

		Against side which will be debated.		.				arguments are constructed and their purpose. There are excellent options available, from the short and snappy: https://youtu.be/NKEhdsnKKHs To the sophisticated and academic: https://podcasts.ox.ac.uk/nature-arguments Or you could make one yourself. OR: *Option 2:* Learners to collect and annotate two articles related to the debate, 'Should we travel to Mars?' using what they already know about credible sources. The arguments

								can then be analysed after exploring the power point on how to construct an argument in class.
5	**Problem Solving** To practically explore the development of a solution to Global Warming.	*PROBLEM SOLVING* Explored through the theme of *CLIMATE CHANGE* Watch a collection of videos exploring Climate Change - **hosted on the classroom** 1) David Attenborough on Climate Change 2) Al Gore – An Inconvenient Truth 3) Climate Change in the Scottish Highlands 4) Obama and Attenborough in Discussion 5) Climate Change – possible solutions. Individual Activity – Working for a political party who are currently running for election. You have been tasked by the party to put together a presentation of how they intend to solve Climate change.	**Discuss** the key components of how to problem solve for a global issue. **Recognise** the severity of the problem from interviews and documentaries watched in class. **Explore** and **apply** the principles of problem solving in a collection of exercises focused on a particular given issue. **Recognise** how this skill and technique will be utilised in the final challenge. **Present** the results of in-class exercises to the class for feedback and respond to the **sharing** of good practice. **Think** about the Global impact of Climate Change. **Engage** in a Q&A to discuss the use of the skill	Written Tasks Independent research tasks Group work Presentations of independent and group thinking.-Screencastify	All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session. Power point Videos from Youtube as mentioned in the session content column.	Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension Digital Responsibility Digital Information Literacy - research and credibility	Critical Thinking Global Citizenship Literacy Dig Literacy	**FLIPPED LEARNING:** Adapting this session could be as simple as having the videos viewed in advance (each video is short and the task could be completed in under an hour), leaving students to spend the first half of the classroom session creating their videos and the second half providing immediate feedback on the videos constructed by their peers.

		Post on classroom - learners to do a screencastify of their presentation. **Learners to watch and provide peer feedback on three presentations each by next session**						
6	**The Assessment** To introduce the key components of the assessment and assessment topic.	**Screencastify** - THE ASSESSMENT - An Introduction **HUMAN RIGHTS** *The Universal Declaration of Human Rights are a set of standards that we, as human citizens, have the right and expectation to live by. However, there are frequent examples of these rights being ignored and extensive Global suffering as a consequence.* *What approach could be taken to tackle the issue?* **Screencastify** - Power Point – Assessment overview – break down of assessment content. Introduce the Human Rights Topic formally - with power pint and exercises (see power point) **Google Form to track -**	**Recognise** the key components that make up the final Global Citizenship Challenge **Engage** in activities designed to help and support the students during the final challenge. **Be confident** with **using** their time outside of class in order to help **prepare themselves** for the final challenge. **Present** the results of in-class exercises to the class for feedback and respond to the **sharing** of good practice. **Collate** the sources that will contribute to the final assessment. **Commence** independent thinking and reading outside of the taught session. **Engage** in a Q&A to discuss the set challenge.	Written Tasks Independent research tasks Group work Presentations of independent and group thinking. Feedback on individual task of the human rights activists.	All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session. Screencastify - Power point Introduction materials to the assessment Video link on Human Rights Issue Magazine from the Library. (if possible take students on a **virtual tour** of the library to identify the locations of useful books for their topics.	Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension Digital Responsibility Digital Information Literacy - research and credibility	Critical Thinking Global Citizenship Literacy Dig Literacy	**FLIPPED LEARNING:** **As in the past, clear opportunities exist here to encounter or prep material in advance of the session.** **However, as the session relates to introducing the assessment, you may choose to deliver this all during classroom time to guarantee continuity of experience. In this case, flipped activities prior to session might include:** **- Jam board to capture outstanding questions or**

		Start collecting research documents for final task.							**areas of confusion so far in the project** **- Short survey to feedback on student experience of the flipped learning model so far** **- Short introductory reading / viewing on the nature and history of Human Rights**