Unit Details

Level of Study	KS3 ☐ / KS4 ☐ / KS5 ☐
Year Group	Year 8 ☐ / Year 9 ☐ / Year 10 ☐ / Year 11 ☐ / Year 12 ☐ / Year 13 ☐ / Year 14 ☐
Subject	
Topic	
Number of Lessons	
Prior Knowledge	Pupils will already be familiar with: •
Learning Intentions (Unit Level)	By the end of this unit, pupils should be able to: •
Cross Curricular Skills (Unit Level)	Communication ☐ Using Maths ☐ Using ICT ☐
Thinking Skills and Personal Capabilities (Unit Level)	Problem Solving ☐ Managing Information ☐ Self-management ☐ Working with Others ☐ Creativity ☐

Guidance:

- Complete the Unit Details on one page.
- Complete each lesson overview on a page of its own. Your lesson overviews should not be any longer than a single page.
- Select CCS and TSPC based on Unit and Lesson level coverage.
- Review further instructions at the end of the Unit planning template on annotations.
- Aim to be succinct, concise and precise.

Running Order (Topics/ Components of the Unit)

Lesson	Topic/ Component	Learning Intentions	Overview of Activities/ Tasks/ Skills	Resources	Differentiation (Success Criteria)	Assessment
1		By the end of this lesson, pupils should be able to:	Starter: Exposition: Plenary: Skills: Communication ☐ Using Maths ☐ Using ICT ☐		All pupils should: Most pupils should: Some pupils should:	Effective Questions ☐ Class Discussion ☐ Self-Assessment ☐ Peer-Assessment ☐ Assessment of Written Work ☐ Formal Assessment (e.g. Test) ☐

| 2 | | By the end of this lesson, pupils should be able to: | Starter:

Exposition:

Plenary:

Skills:
Communication ☐
Using Maths ☐
Using ICT ☐ | | All pupils should:

Most pupils should:

Some pupils should: | Effective Questions ☐
Class Discussion ☐
Self-Assessment ☐
Peer-Assessment ☐
Assessment of Written Work ☐
Formal Assessment (e.g. Test) ☐ |

| 3 | | By the end of this lesson, pupils should be able to: | Starter:

Exposition:

Plenary:

Skills:
Communication ☐
Using Maths ☐
Using ICT ☐ | | All pupils should:

Most pupils should:

Some pupils should: | Effective Questions ☐
Class Discussion ☐
Self-Assessment ☐
Peer-Assessment ☐
Assessment of Written Work ☐
Formal Assessment (e.g. Test) ☐ |

| 4 | | By the end of this lesson, pupils should be able to: | Starter:

Exposition:

Plenary:

Skills:
Communication ☐
Using Maths ☐
Using ICT ☐ | | All pupils should:

Most pupils should:

Some pupils should: | Effective Questions ☐
Class Discussion ☐
Self-Assessment ☐
Peer-Assessment ☐
Assessment of Written Work ☐
Formal Assessment (e.g. Test) ☐ |

| 5 | | By the end of this lesson, pupils should be able to: | Starter:

Exposition:

Plenary:

Skills:
Communication ☐
Using Maths ☐
Using ICT ☐ | | All pupils should:

Most pupils should:

Some pupils should: | Effective Questions ☐
Class Discussion ☐
Self-Assessment ☐
Peer-Assessment ☐
Assessment of Written Work ☐
Formal Assessment (e.g. Test) ☐ |

| 6 | | By the end of this lesson, pupils should be able to: | Starter:

Exposition:

Plenary:

Skills:
Communication ☐
Using Maths ☐
Using ICT ☐ | | All pupils should:

Most pupils should:

Some pupils should: | Effective Questions ☐
Class Discussion ☐
Self-Assessment ☐
Peer-Assessment ☐
Assessment of Written Work ☐
Formal Assessment (e.g. Test) ☐ |

Unit Annotations (Summative)

Lesson annotations are required on the document, focusing on the following aspects of the lesson delivery:

- Sequencing – Did the lessons flow in the correct order?
- Chunking – Were the individual 'chunks' of learning appropriate?
- Pace – Was enough lesson time allocated to each 'chunk' of learning?
- Coherence and Progression – Were there opportunities for the learning to connect?
- Impact on Learning – Were the Unit Learning Intentions met? How do you know?

Copy and Paste this 'post-it' note and place it on the part of the Unit planne where the annotation applies, then add your comment.

How to include the annotations:

Copy and Paste the yellow 'post-it' style textbox opposite, and move it to the part of the Unit planner where you want to add a comment. This post-it note can be resized and edited accordingly. These can be added to the document as it is delivered, or you can add them as a summative comment at the end of the delivery of the full Unit.

You should include approximately 3-5 annotations per Unit document.

Be specific with your comments, in particular focusing on individual/ groups of pupils where necessary, and on the impact of the unit design and implementation on learning.

E.g. Annotation 1: "This lesson should have connected to the prior lesson more carefully."

E.g. Annotation 2: "I should have dedicated more time to the concepts in this lesson. Two lessons rather than one might have worked better."

E.g. Annotation 3: "We have to pause today to revisit how to do simple equations. Prior knowledge was weak; I should have checked this before the main lesson started."

E.g. Annotation 4: "The pupils have clearly learnt the key learning intentions of the unit, but LI2 was underdeveloped compared to the other LI's."