

## CYNLLUN GWAITH / SCHEME OF WORK

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

### 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, Syntesis, 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 be able to	Aseiad (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	<p><b>Global Citizenship - An Introduction</b></p> <p>To introduce the learners to Global Citizenship (Advanced) from a theoretical and applied viewpoint.</p>	<p>Pre-session: google form or quiz based on 'What do you know about Global Citizenship?' and 'What is Global Citizenship: give examples' - used to ascertain prior knowledge and thinking and identify learners who already know a lot about this area</p> <p>Launch unit with a live Feed from the International space station – putting the world in context!</p> <p>Initial activity to welcome students to Welsh Bac and the Global</p>	<p><b>Discuss</b> their initial understanding of the meaning of Global Citizenship.</p> <p><b>Collaboratively respond</b> to and present a collection of ideas on Global Citizenship.</p> <p><b>Identify</b> the role of Global Citizenship in their own lives.</p> <p><b>Take part</b> in a mini challenge exploring issues connected to theatre.</p> <p><b>Identify and discuss</b> the key components that will be explored during the module.</p> <p><b>Engage</b> in a Q&amp;A</p> <p><b>Join</b> the Google Classroom</p>	<p>Observation of Process</p> <p>Debate</p> <p>Discussion</p> <p>Written Tasks</p> <p>Independent research tasks</p> <p>Group work</p> <p>Presentations of independent and group thinking.</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Live Feed from the International Space Station.</p> <p>Power point</p> <p>Stage Magazine - online.</p>	<p>Writing Synthesis</p> <p>Vocabulary Note-Taking</p>	<p>Critical Thinking</p> <p>Global Citizenship</p> <p>Literacy</p> <p>Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Remote</b></p>

Citizenship Challenge. page.

1) What is Global Citizenship?

2) Can you think of a Global Campaign to raise awareness?

3) Give an example of a Global Issue

4) What does it mean to you/ What should it mean?

(no marks or points are awarded, this is not about grades but about mastery of ideas at different paces)

Global Citizenship Video - learners devise at least one of their own questions to ask the teacher after clip is shown

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

Q&A focussed on identifying what the final challenges might entail and the skills that will be

developed. Look at previous Performing Arts submissions or other good quality submissions to gain ideas. This is a good opportunity to show what mastery looks like for the task ahead.

**Extension tasks: what does the word 'Atlantean mean? Explore it, find quotations that relate to it, make a mini-presentation on it.**

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2	<p><b>Credibility of Sources</b></p> <p>To introduce and explore the concept of source credibility.</p>	<p><b>CREDIBILITY OF SOURCES</b></p> <p>Explored through the theme of <b>WAR AND CONFLICT</b></p> <p><b>Screencastify</b> - Power Point exploring what credibility of a source means. Explore – Credibility, Currency, comprehensiveness, validity and reliability.</p> <p><b>Screencastify</b> - Explore Primary and Secondary Research.</p> <p><b>Google Form</b> to informally assess learning.</p> <p><b>Google Doc on Classroom</b> - Bibliography exercise on War and Conflict – find good quality online articles and books. Locate quotations from the sources to give a rounded exploration of War and Conflict, students work at own pace on mini presentation to show to whole group</p> <p><b>Extension Tasks: locate the best quotation that relates to conflict, consider why it is the best one</b></p> <p><b>Explore the documentary photographers who explored the Vietnam</b></p>	<p><b>Discuss</b> the key components of how to identify the credibility of evidence.</p> <p><b>Explore and apply</b> the principles of assessing the credibility of evidence in a collection of exercises focused on a particular given issue.</p> <p><b>Recognise</b> how this skill and technique will be utilised in the final challenge.</p> <p><b>Present</b> the results of in-class exercises to the class for feedback and respond to the <b>sharing</b> of good practice.</p> <p><b>Identify</b> the difference between a primary source and a secondary source.</p> <p><b>Give</b> examples of a primary and secondary source.</p> <p><b>Engage</b> in a Q&amp;A to discuss the use of the skill</p>	<p>Observation of Process</p> <p>Debate</p> <p>Discussion</p> <p>Written Tasks</p> <p>Independent research tasks - bibliography task</p> <p>Group work</p> <p>Presentations of independent and group thinking.</p> <p>Results of Google Form</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Power point</p> <p>Google Form</p>	<p>Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension</p> <p>Digital Responsibility Digital Information Literacy - research and credibility</p>	<p>Critical Thinking Global Citizenship Literacy Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Remote</b></p>
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		<b>War, who were they?</b> Find examples of their work						
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3	<p style="text-align: center;"><b>PESTLE</b></p> <p>To introduce and explore the concept of PESTLE analysis as a research method.</p>	<p><b>PESTLE</b></p> <p>Explored through the theme of <b>AMERICAN GUN LAWS AND SMOKING LAWS</b></p> <p><b>What is PESTLE analysis?</b> Students work at their own pace on a poster to demonstrate what this type of analysis is and to give one example of a PESTLE analysis. Can use canva/powerpoint and share with the whole group via a mini-presentation</p> <p><b>Extension task for those who do this task more quickly: are there other models for exploring the factors that effect something? In what ways are they different from PESTLE? Which model is the best in your view?</b></p> <p>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.</p> <p>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</p>	<p><b>Discuss</b> the key components of PESTLE</p> <p><b>Explore</b> and <b>apply</b> the principles of each component of PESTLE to a particular given issue (smoking laws)</p> <p><b>Recognise</b> how this skill and technique will be utilised in the final challenge.</p> <p><b>Present</b> the results of in-class exercises to the class for feedback and respond to the <b>sharing</b> of good practice.</p> <p><b>Engage</b> in a Q&amp;A to discuss the use of the skill</p>	<p>Written Tasks</p> <p>Independent research tasks</p> <p>Presentations of independent and group thinking.</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Screencastify - Power point</p> <p>PESTLE - Smoking example on Classroom.</p>	<p>Reading Spelling Writing Synthesis Note-Taking Comprehension</p> <p>Digital Responsibility Literacy - research and credibility Digital Learning</p>	<p>Critical Thinking Global Citizenship Literacy Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Physical</b></p>
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		at least 6 pieces of research with evidence for their factor.						
4	<p><b>Argument Construction</b></p> <p>To introduce and explore the key factors of an effective argument</p>	<p><b>ARGUMENT CONSTRUCTION</b></p> <p>Explored through <b>POPULATION V's RESOURCES</b></p> <p>This session will be focussed on the arguments <b>FOR AND AGAINST GOING TO MARS.</b></p> <p>We will be using the issue of travelling to Mars as the basis of exploration.</p> <p>Power point exploring how to construct an argument.</p> <p>Individual exercise – students to collect their own research on for and against going to Mars plus identifying their own personal opinion.</p>	<p><b>Discuss</b> the key components of how to construct an argument.</p> <p><b>Explore</b> and <b>apply</b> the principles of constructing and argument in a collection of exercises focused on a particular given issue.</p> <p><b>Recognise</b> how this skill and technique will be utilised in the final challenge.</p> <p><b>Present</b> the results of in-class exercises to the class for feedback and respond to the <b>sharing</b> of good practice.</p> <p><b>Engage</b> in a debate using information gathered that is both for and against going populating Mars.</p> <p><b>Engage</b> in a Q&amp;A to discuss the use of the skill</p>	<p>Observation of Process</p> <p>Debate</p> <p>Discussion</p> <p>Written Tasks</p> <p>Independent research tasks</p> <p>Group work</p> <p>Presentations of independent and group thinking</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Power point</p> <p>Worksheet</p> <p>Access to Brian Cox Articles and TV show (if still available on the iplayer)</p> <p>Live Feed from the International Space Station.</p>	<p>Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension</p> <p>Digital Responsibility Digital Information Literacy - research and credibility</p>	<p>Critical Thinking</p> <p>Global Citizenship Literacy</p> <p>Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Physical</b></p>



		<p>Students are allowed to select if they are for or against the argument and work at their own pace. Students then present their own findings to the whole group. Group decide on who made the most persuasive/water tight argument and why</p> <p><b>Extension tasks for those who complete before others: Brian Cox: who is he? Create a profile for him and explore some of his achievements/research</b></p>						
5	<p><b>Problem Solving</b></p> <p>To practically explore the development of a solution to Global Warming.</p>	<p><b>PROBLEM SOLVING</b></p> <p>Explored through the theme of <b>CLIMATE CHANGE</b></p> <p>Watch a collection of videos exploring Climate Change - <b>students watch these at their own pace, making notes of questions that arise, ideas and things that need clarification on a group jamboard</b></p> <p>1) David Attenborough on Climate Change</p> <p>2) Al Gore – An Inconvenient Truth</p> <p>3) Climate Change in the Scottish Highlands</p>	<p><b>Discuss</b> the key components of how to problem solve for a global issue.</p> <p><b>Recognise</b> the severity of the problem from interviews and documentaries watched in class.</p> <p><b>Explore</b> and <b>apply</b> the principles of problem solving in a collection of exercises focused on a particular given issue.</p> <p><b>Recognise</b> how this skill and technique will be utilised in the final challenge.</p> <p><b>Present</b> the results of in-class exercises to the class for feedback and respond to the <b>sharing</b> of good practice.</p> <p><b>Think</b> about the Global impact</p>	<p>Written Tasks</p> <p>Independent research tasks</p> <p>Group work</p> <p>Presentations of independent and group thinking.- Screencastify</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Power point</p> <p>Videos from Youtube as mentioned in the session content column.</p>	<p>Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension</p> <p>Digital Responsibility Digital Information Literacy - research and credibility</p>	<p>Critical Thinking Global Citizenship Literacy Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Remote</b></p>

	<p>4) Obama and Attenborough in Discussion</p> <p>5) Climate Change – possible solutions.</p> <p><b>Individual Activity –</b> Consider what makes a fantastic presentation, discussion activity, what are you targeting with your own presentation? Consider which political party you will base your poster on and what their policies might be?</p> <p><b>Brief:</b> 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.</p> <p><b>Learners produce a brief screencastify to share with the group.</b></p> <p><b>Learners to watch and provide peer feedback on three presentations each by next session</b></p>	<p>of Climate Change.</p> <p><b>Engage</b> in a Q&amp;A to discuss the use of the skill</p>						
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6	<p><b>The Assessment</b></p> <p>To introduce the key components of the assessment and assessment topic.</p>	<p><b>Screencastify</b> - THE ASSESSMENT - An Introduction</p> <p><b>HUMAN RIGHTS</b></p> <p><i>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.</i></p> <p><i>What approach could be taken to tackle the issue?</i></p> <p><b>Thinking Environment Session: discussing, responding to and formulating questions around this topic area. Learners respond to the quotation above.</b></p> <p>Start collecting research documents for final task. These are placed into a padlet or jamboard for all learners to access</p>	<p><b>Recognise</b> the key components that make up the final Global Citizenship Challenge</p> <p><b>Engage</b> in activities designed to help and support the students during the final challenge.</p> <p><b>Be confident</b> with <b>using</b> their time outside of class in order to help <b>prepare themselves</b> for the final challenge.</p> <p><b>Present</b> the results of in-class exercises to the class for feedback and respond to the <b>sharing</b> of good practice.</p> <p><b>Collate</b> the sources that will contribute to the final assessment.</p> <p><b>Commence</b> independent thinking and reading outside of the taught session.</p> <p><b>Engage</b> in a Q&amp;A to discuss the set challenge.</p>	<p>Written Tasks</p> <p>Independent research tasks</p> <p>Group work</p> <p>Presentations of independent and group thinking.</p> <p>Feedback on individual task of the human rights activists.</p>	<p>All students will need access to Google Classroom throughout the session. All teaching resources are uploaded and ready to be used for each session.</p> <p>Screencastify - Power point</p> <p>Introduction materials to the assessment</p> <p>Video link on Human Rights</p> <p>Issue Magazine from the Library. (if possible take students on a <b>virtual tour</b> of the library to identify the locations of useful books for their topics.</p>	<p>Reading Spelling WritingStructure, Synthesis, Research techniques Vocabulary Note-Taking Comprehension</p> <p>Digital Responsibility Digital Information Literacy - research and credibility</p>	<p>Critical Thinking Global Citizenship Literacy Dig Literacy</p>	<p><b>Mastery Based Blended Learning: Remote</b></p>
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