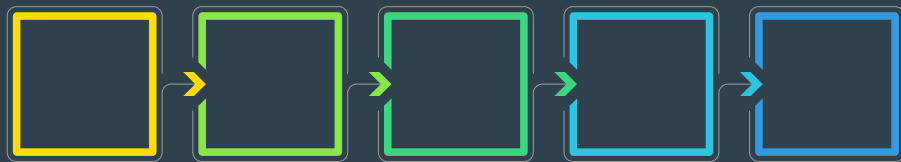


Sequencing Thinking Frames

Exam and Revision Help



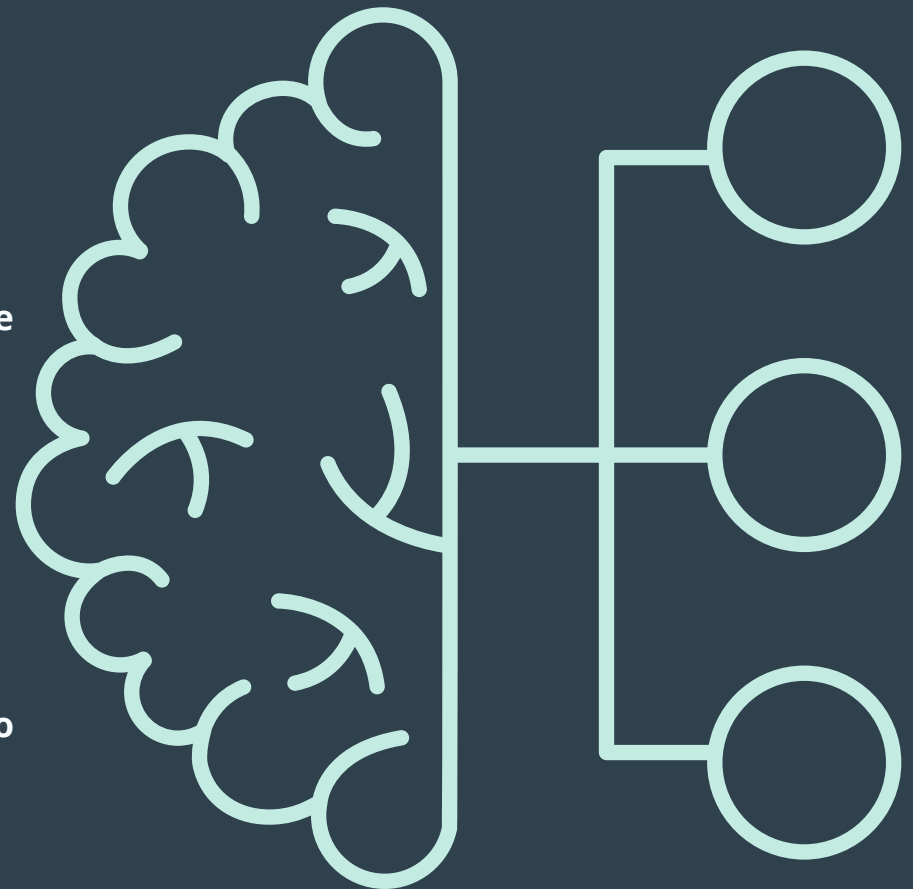
Using a thinking frame as a graphic organiser introduces particular thinking words. It also highlights the mental moves involved in carrying out the relevant thinking approach for that activity.

The most important part of creating a thinking frame is breaking down the activity into stages. For example, in an activity in which you want pupils to consider how to solve a problem, the first stage might be to more precisely define the problem.

Then ask your pupils to fill in the stages as they work through the activity. This slows down their thinking, so that they start to reflect on what they are doing at each stage as they record their responses. You can then use this record to look back over the sequence pupils followed and discuss what happened at each stage.

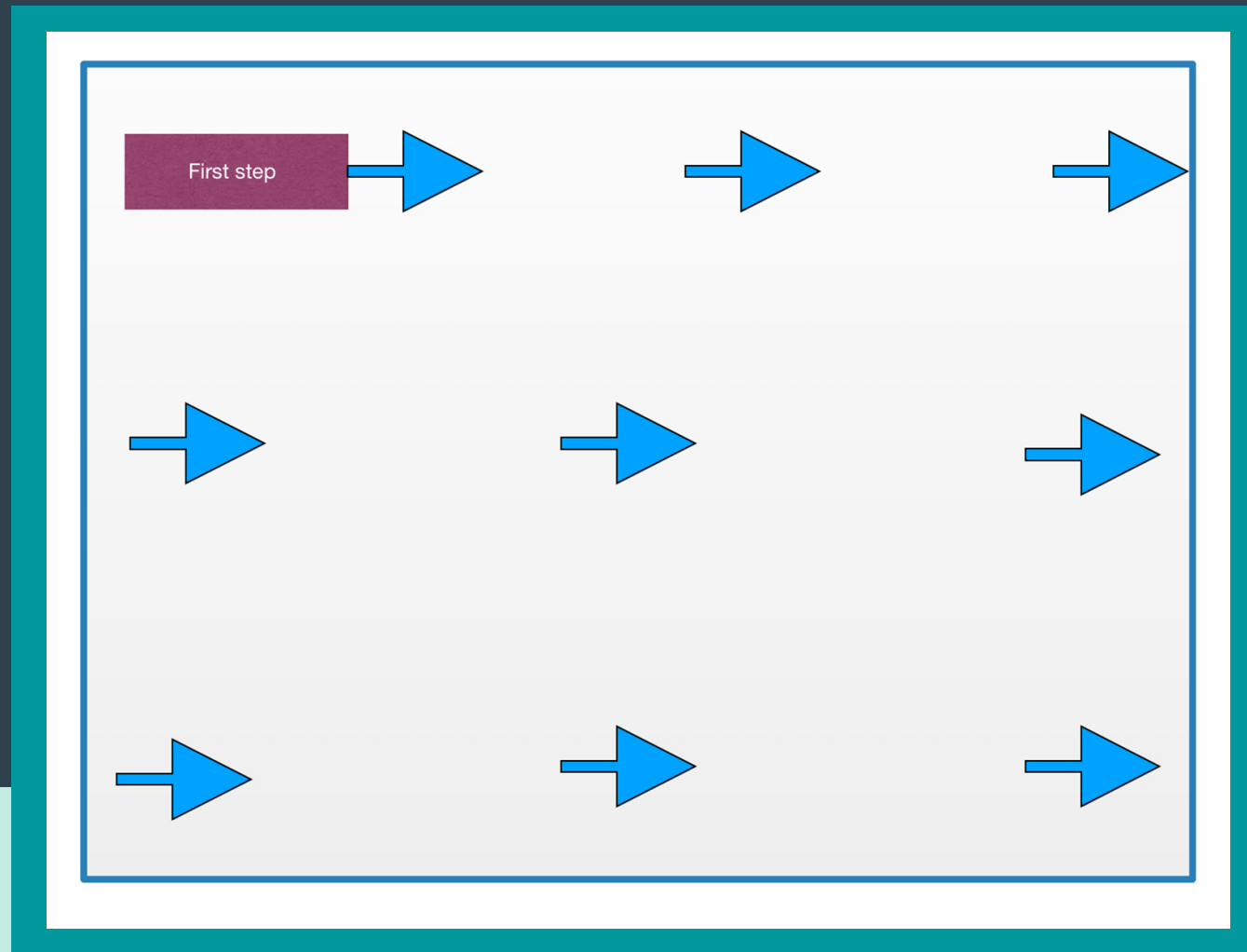
To prepare a thinking frame for pupils to complete and use to reflect on their thinking, you need to set aside time to consider the thinking involved in the activity.

<https://ccea.org.uk/learning-resources/developing-and-embedding-thinking-skills-and-personal-capabilities/thinking>

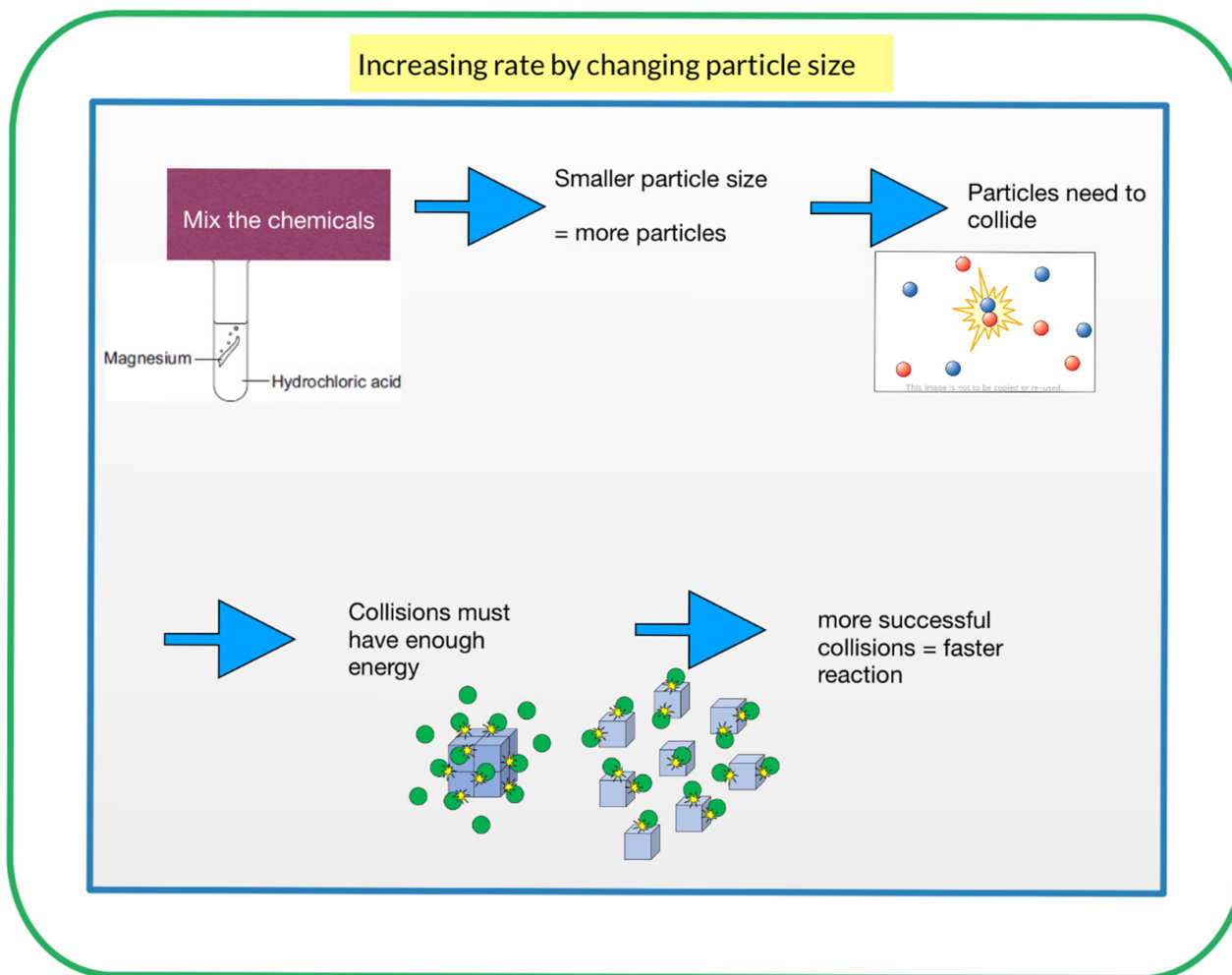
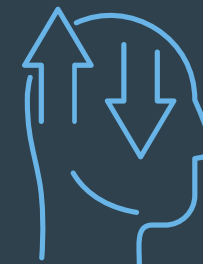


Pupils often struggle to sequence.

This type of frame is a visual way of sequencing information to help with revision and memory.



This frame is being used to sequence an explanation of the effect of changing particle size collision theory in GCSE science



This frame contains less information and explains the route of food through our bodies for KS3. Pupils could use it as a literacy support for a piece of extended writing. It gives a basic plan to follow.



Digestion

