



Education
Scotland
Foghlam Alba

The Curriculum Story Project: 2. A framework for thinking

Discussion Activities

For Scotland's learners, with Scotland's educators

How to use this download pack

The discussion and practical activities in this pack connect to the case studies and ideas around interdisciplinary learning of

The Curriculum Story Project 2: A Framework for Thinking.

While there is value in using them as standalone resources, we encourage teams to read the case studies, together, as part of their own reflective practice.

From 2020-22, **The Curriculum Story Project** from Education Scotland brought together nearly 200 practitioners to understand the components, processes, and thinking behind successful interdisciplinary learning and the development of broader learner pathways.

The case studies and activities are designed by NoTosh, a firm specialised in helping people think differently and choose the way they learn and work.

Discussion activities

First read the case studies for The Curriculum Story Project - Curriculum Co-design.
Then use one of these discussion points for a learning session or team meeting.

Discussion 1. How are thinking skills developed in your context?

For example, do you have a skills progression framework like Crown Primary or an enquiry-led pedagogy like Wyndford Nursery?

Discussion 2: How can you develop thinking skills in your setting by using existing core resources like the Four Capacities and SDS Meta-Skills?

For example, what are the pros and cons of using a common framework across the same setting? How do you plan for flexibility and sustainability?

Session 3: What impact would the development of thinking skills have on the learners in your setting?

For example, can you think of specific learners or year groups that would benefit from this approach and why?



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Practical Activities

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1. Add thinking skills to your curriculum map

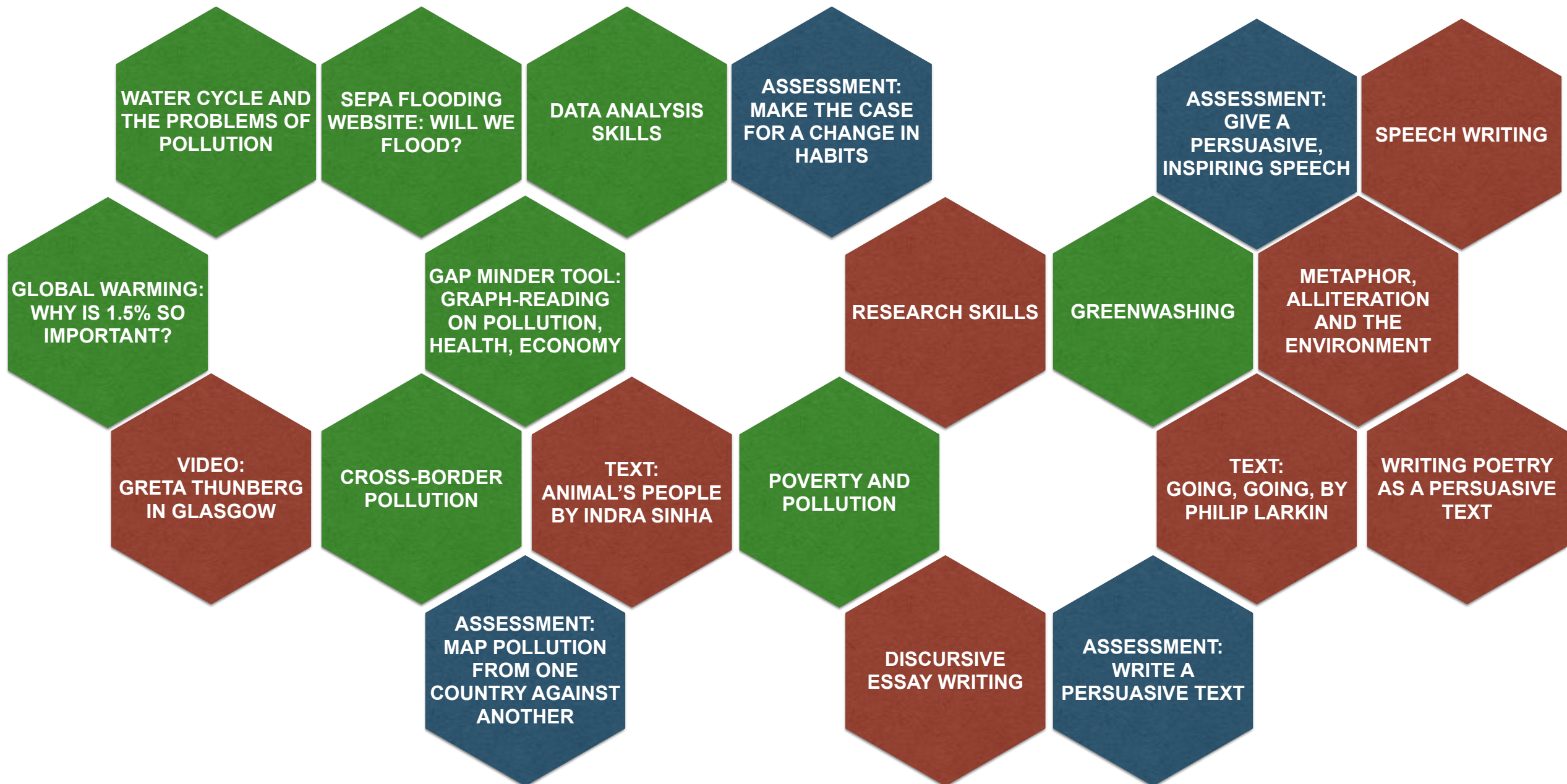
Curriculum co-design requires concrete, visible methods for planning what you want children and young people to learn. Hexagonal Planning is one collaborative method for doing this, explained in [Curriculum Story Project 1: Curriculum Co-design](#).

If you have already mapped out curriculum knowledge and disciplinary skills, project and activity ideas, then you can add required thinking skills to this map - what thinking skills do children and young people need to:

- Get started on understanding the concept?
- Develop their own ideas on the concept?
- Create a product of their learning?
- Reflect on their learning?

Consider adding the skills in a different coloured hexagon set, so that their importance and ongoing development is clear at a glance.

Take it a stage further: can thinking skills form the basis of shared assessments?



WATER CYCLE AND THE PROBLEMS OF POLLUTION

SEPA FLOODING WEBSITE: WILL WE FLOOD?

DATA ANALYSIS SKILLS

ASSESSMENT: MAKE THE CASE FOR A CHANGE IN HABITS

ASSESSMENT: GIVE A PERSUASIVE, INSPIRING SPEECH

SPEECH WRITING

GLOBAL WARMING: WHY IS 1.5% SO IMPORTANT?

GAP MINDER TOOL: GRAPH-READING ON POLLUTION, HEALTH, ECONOMY

RESEARCH SKILLS

GREENWASHING

METAPHOR, ALLITERATION AND THE ENVIRONMENT

VIDEO: GRETA THUNBERG IN GLASGOW

CROSS-BORDER POLLUTION

TEXT: ANIMAL'S PEOPLE BY INDRA SINHA

POVERTY AND POLLUTION

TEXT: GOING, GOING, BY PHILIP LARKIN

WRITING POETRY AS A PERSUASIVE TEXT

ASSESSMENT: MAP POLLUTION FROM ONE COUNTRY AGAINST ANOTHER

DISCURSIVE ESSAY WRITING

ASSESSMENT: WRITE A PERSUASIVE TEXT

2. Adapt an existing thinking skills framework to your own context

The Four Capacities and Meta-Skills from Skills Development Scotland (SDS) are two important frameworks educators can adapt and develop to suit the needs of their learners. Educators can process and analyse a learning experience they're planning through the lens of the thinking skills they want to harness and develop further: for example observation, questioning and metacognition skills.

A thinking skills framework can encourage and structure habits of thinking for learners. It can be a simple but powerful structure to support the thinking of all ages of learners. A framework helps build a common language for thinking that learners can apply across multiple classroom activities, assessment tasks, projects, and everyday decisions. And introducing the idea of a framework with its common language means you can develop and refine your own alongside learners themselves.

Some schools have gone as far to develop what you might call a Curriculum of Thinking Skills; a skills framework making connections to employability, the world of work and pathways that some learners may never have thought of before. Crown Primary School created a thinking skills framework tied to the world of work.

2. Adapt an existing thinking skills framework to your own context

How might you adapt this framework to your own context or the focus of your team? (Use the File > Make a Copy option in the Google Docs provided to create your own fresh copy to adapt. And don't forget to share back your own developments with us and/or the team at Crown Primary School).

Skills Development Scotland, Meta-Skills Toolkit: <https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/meta-skills-toolkit/>

The Four Capacities: <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/the-purpose-of-the-curriculum>

Skills Development Framework: How-To Guide, Crown Primary School: https://docs.google.com/document/d/1e_z4BRQJKK8_zmGiB6xA7pdip6ZEUxDza5rmqCoRyY/edit

Skills Development Framework, Crown Primary School: https://docs.google.com/document/d/1zXxRYXXALQh7y_H-oyZ8tpLtdZx0s7MghWybZxdJb-g/edit



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