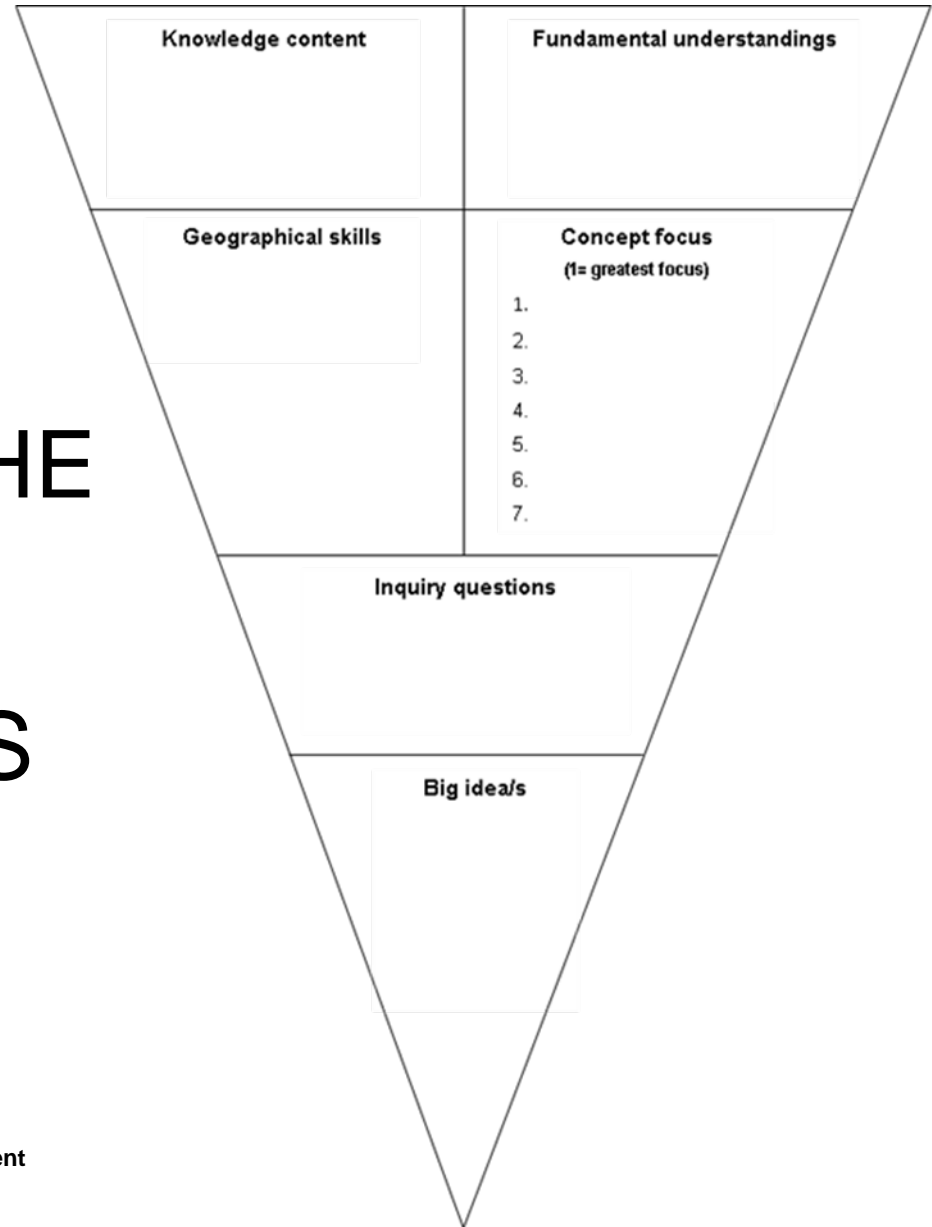


# IDENTIFYING THE LEARNING REQUIREMENTS



# Identifying the learning requirements

*Teachers make the difference*

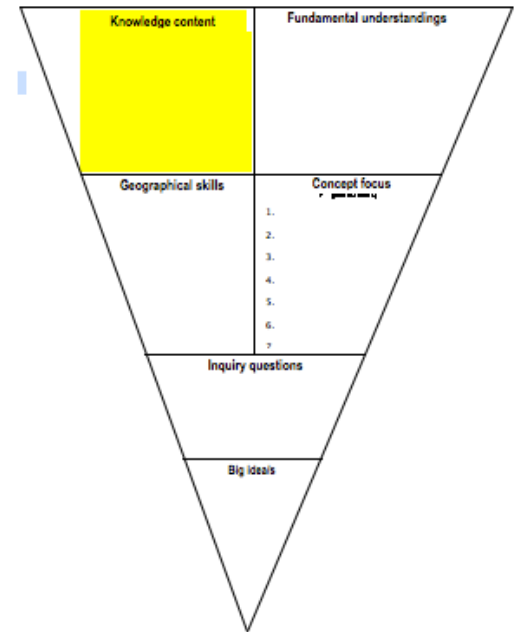
Hattie (2009)

What effective teachers do to improve student learning:

- plan for deep understandings and specific skills
- explicitly set goals
- plan teaching strategies that align with the goals

# Knowledge content

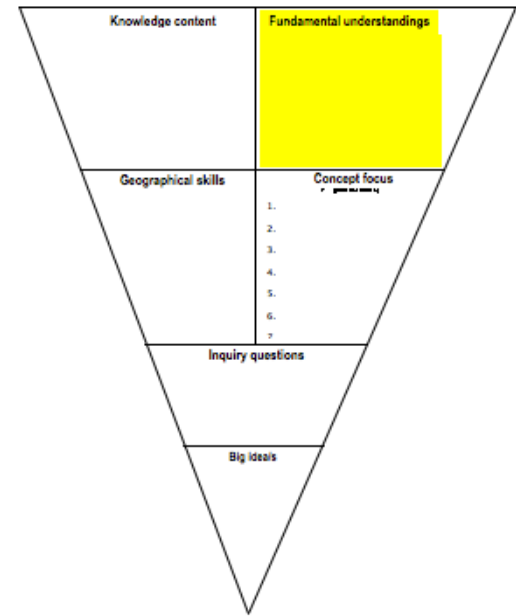
Places and topics from the Geographical Knowledge and Understanding strand of the Australian Curriculum: Geography



# Fundamental understandings

Understanding is making connections between facts and skills:

- showing understanding and applying knowledge
- interpreting and analysing problems and issues

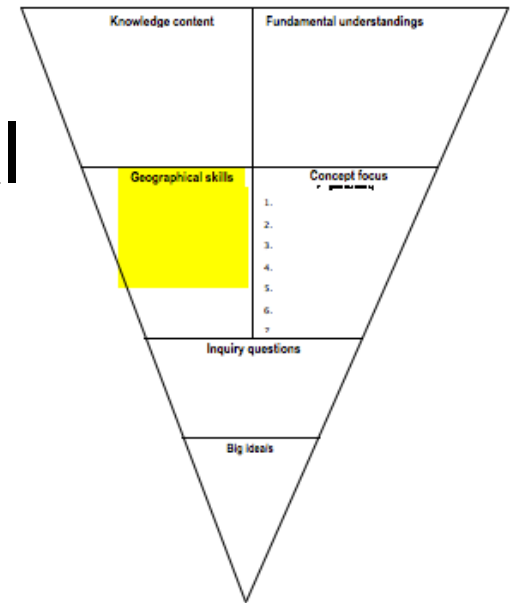


# Geographical skills

As identified in the Geographical Inquiry Skills strand of the Australian Curriculum: Geography

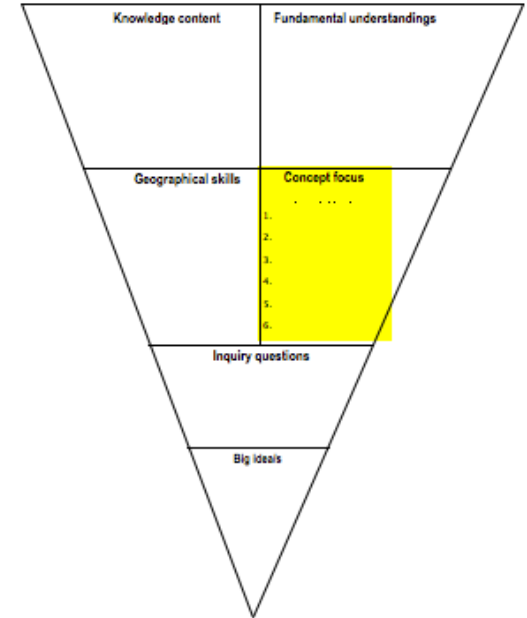
Teaching students to:

- inquire through questions
- problem solve
- investigate data and information
- make decisions



# Concept focus

The geographical concept wheel

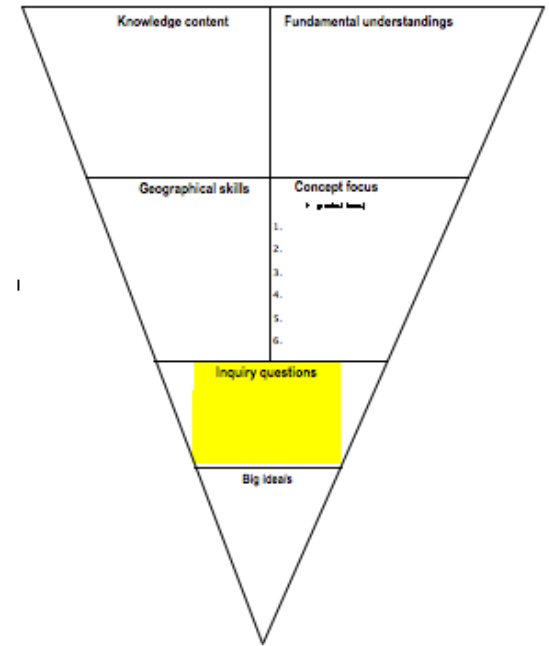


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

List the concepts to be the focus in order from greatest to least

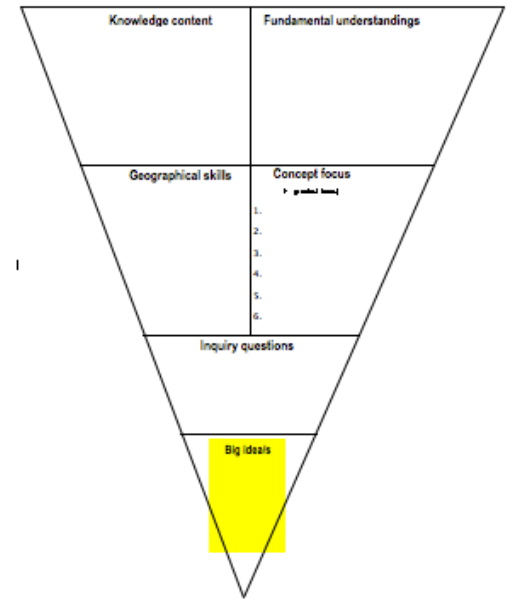
# Inquiry questions

- Examples in the Australian Curriculum: Geography
- Intent is that the question is open and uses higher-order thinking skills



# Big ideas

- Crucial in designing the assessment task
- What do we want students to know, understand and be able to do at the end of this unit?





# When you have identified the learning requirements ...

Think about:

- informing students of the goals
- providing ongoing feedback that focuses on the learning intentions