



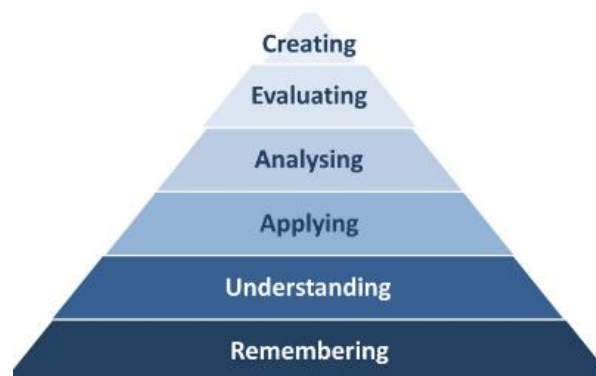
Bloom's Taxonomy

At Birchington CE Primary School we strive to ensure that all our pupils, irrespective of their starting point, flourish and achieve through our aspirational curriculum.

By introducing Bloom's Taxonomy to our planning and delivery, we aim to develop our pupils' higher order cognitive skills leading to strong, banked knowledge that our pupils can retrieve beyond our teaching.

Within our classrooms, our pupils are familiar with the vocabulary related to Bloom's Taxonomy and they use this to articulate how they are learning. Our pupils understand that the cognitive skills that they are using, cross over many subjects and are not stand alone subject specific skills. This develops and strengthens our pupils' synapses, thus promoting knowledge that is banked in to their long-term memory and will support them in their life long learning journey.

A Short History of Bloom's Taxonomy



Bloom's Taxonomy is a classification of different objectives and skills. Benjamin Bloom, an Educational Psychologist at the University of Chicago, came up with the system in 1956. Recently, the terminology was updated to include six levels of learning. These are: Remembering, Understanding, Applying, Analysing, Evaluating and Creating.

Bloom's Taxonomy is a very effective tool to help educators identify clear learning objectives, build curricula, as well as to create purposeful learning activities in the classroom.

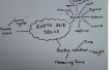
Bloom's Taxonomy helps teachers and teaching assistants to develop higher order critical thinking abilities in pupils. Referring to the taxonomy's concepts during the planning process helps teachers to focus in on appropriate objectives for groups and individuals and to plan for their progression in the short, medium, and longer term.

The taxonomy provides a clear framework classifying lesson objectives, as well as a coherent starting point to build lessons from.

Bloom's Taxonomy provides lots of related verbs that provide a starting point for our learning questions.

Planning

When planning learning opportunities for our pupils, teachers refer to Bloom's Taxonomy to encourage a use of higher order cognitive skills that can be transferred across each subject.

<p>LQ: What are the names and sizes of the planets in the solar system?</p>	<p>Steps to Success I can remember facts and use this to inform my choices. I can analyse an answer or idea. I can apply what I know.</p>	<p>Concept Map  Input Tell chn that today they are going to be learning about the solar system. Ask: What are the three most significant pieces of the solar system to us? Explore the distances from the sun. Look at existing mnemonics. Children to write one of these or adapt to create their own. Write in books.</p>
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Our planning documents use the pyramid image above to support this process.

Displays

To encourage our pupils' articulation of their cognitive skills, each classroom shows a display based on the principles of Bloom's Taxonomy.



Bloom's Taxonomy in EYFS

Our pupils in EYFS make links to the taxonomy through their Characteristics of Effective Learning.

In EYFS, these are represented as Mr Men and Little Miss characters.

Exploring like Mr Nosey

Investigating like Little Miss Curious

Have a go like Mr Brave

Join in & concentrate like Mr Busy

Keep trying like Mr Bump

Be proud of what we do like Mr Happy

Have my own ideas like Mr Clever

Make links between my own ideas like Little Miss Brainy

Find different ways to do things like Mr Adventure

