



Woodland Academy Trust

Thinking School Introduction



# Becoming a Thinking School



Our family of schools utilise thinking skills and are working towards becoming accredited as thinking schools by the University of Exeter.

Part of this process includes the introduction of key strategies.

Children use:  
Hyerle Thinking Maps



# Thinking Maps



Thinking Maps are a set of graphic organisers developed by Dr Hyerle. They use methods to support the human brain to process and organise information. Thinking Maps can be used across the curriculum to help pupils make connections to/in/within their learning. The box around each map is called the frame of reference. Here pupils can record where the information comes from e.g. audio/visual clip, book, comic, teachers, parents. This encourages pupils to be reflective about what they are learning and consider not only what they know but also how they know it. As pupils get older they can develop further by making judgements about reliability and validity.



- They are a tool to support learning
- They support pupil talk which makes the learning experience powerful
- Pupils learn to analyse, organise, synthesise and evaluate
- Graphically consistent
- Developmental – can be used at any age

# The Circle Map

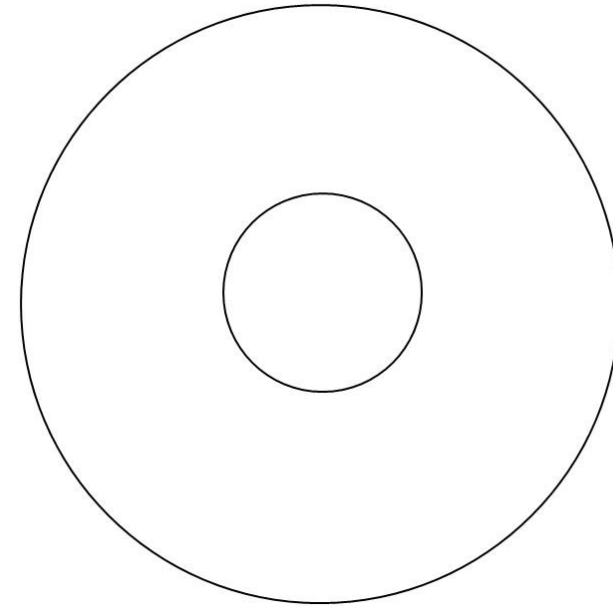


21st Century Learners use the Circle Map to:

- Define
- Brainstorm
- List
- Identify
- Tell everything they know

*'What does \_\_\_\_\_ mean?'*

*'Can you define \_\_\_\_\_?'*



## Circle Map – Defining

In the inner circle write what needs to be defined  
e.g. Traditional Tales. In the outer circle, record in writing or pictures  
everything you know about traditional tales.

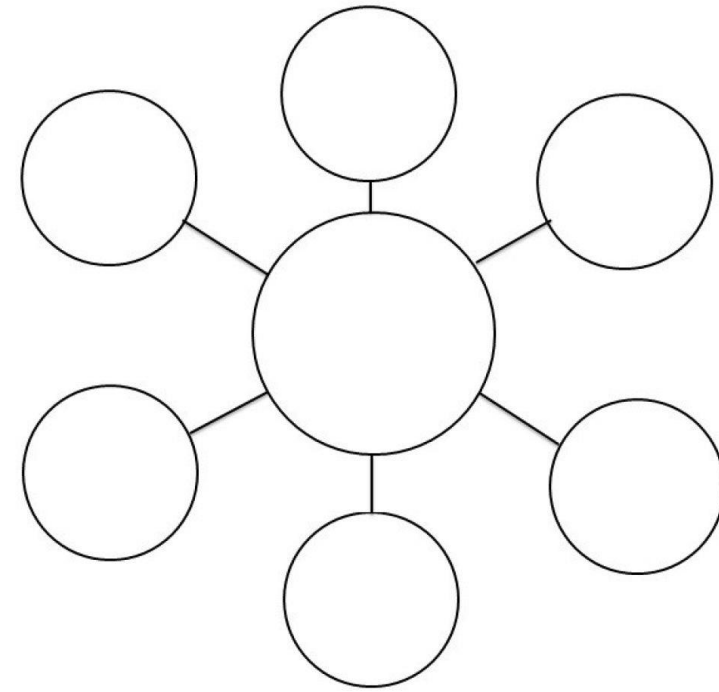
# The Bubble Map



21st Century Learners use the Bubble Map to:

- Describe using adjectives
- Identify characteristics
- Identify properties
- Identify qualities

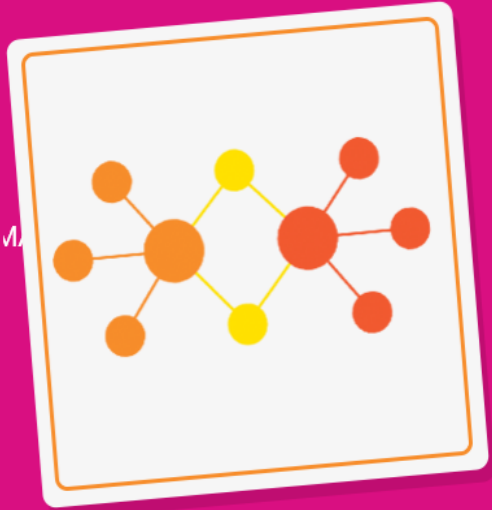
*'How would you describe \_\_\_\_\_?'*



## Bubble Map – Describing

In the middle circle, write or draw a character you are describing. Use the outer circles to record the adjectives that describe the character.

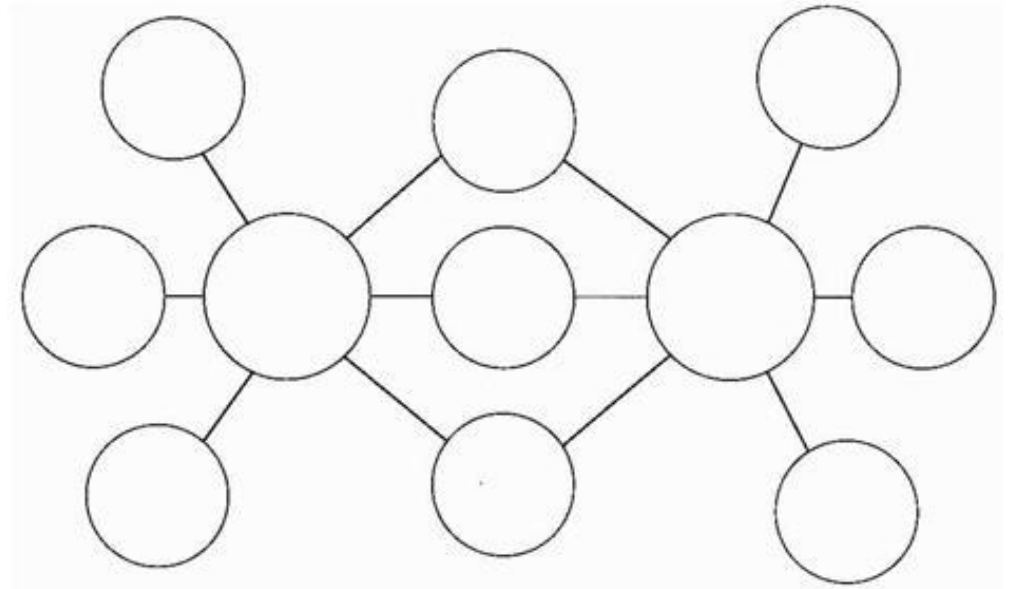
# The Double Bubble Map



21st Century Learners use the Double Bubble Map to:

- Identify similarities and differences
- Differentiate between characters or objects
- Analyze comparisons and contrasts

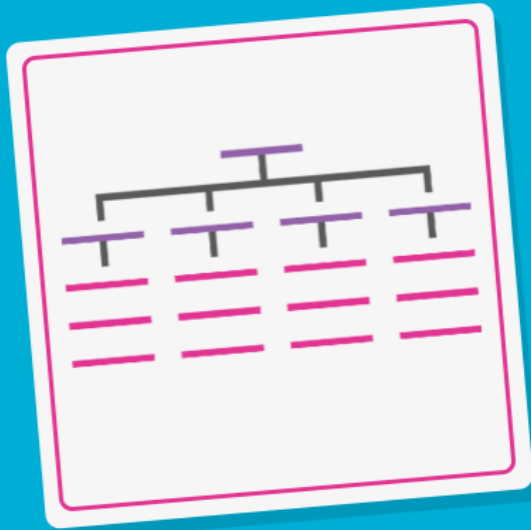
*'How are \_\_\_ and \_\_\_ alike/different?'*



Double Bubble Map – Comparing and contrasting

Write the names of two characters in the middle two circles. The circles (bubbles) that link to both Goldilocks and Little Red Riding Hood are for similarities. The bubbles linking to only one of the characters are for differences.

# The Tree Map



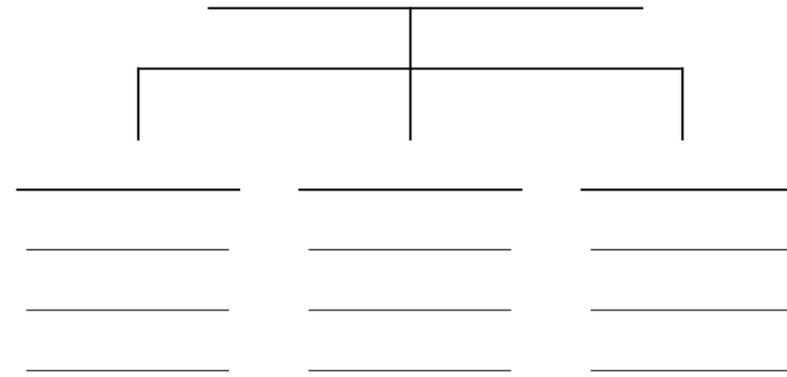
21st Century Learners use the Tree Map:

- to classify
- to categorize
- to sort or group
- to give sufficient and related details
- for convergent and divergent thinking

*'What is the main idea of \_\_\_\_?'*

*'What are the supporting details?'*

Tree Map



Tree Map – Classifying  
Identifying different themes within a story.

# The Flow Map

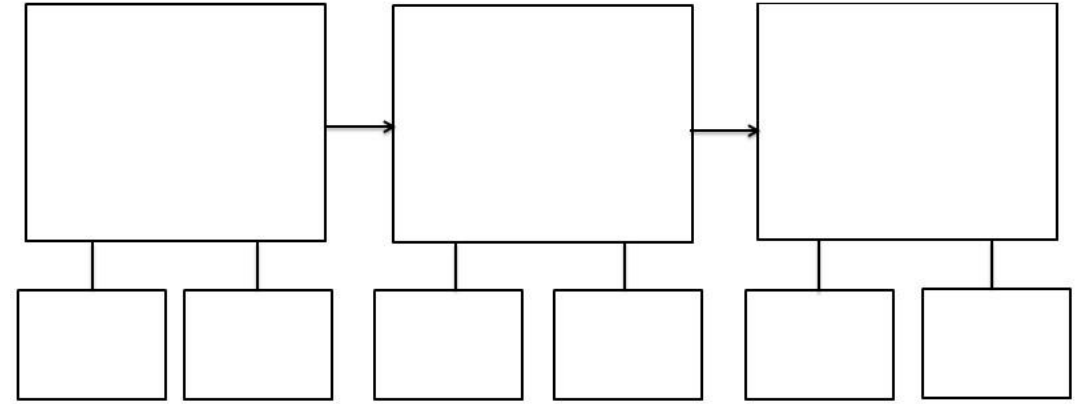


21st Century Learners use the Flow Map to:

- Sequence steps, stages or events
- Order information
- Analyze patterns

*'What is the sequence in which these events took place?'*

*'How would you demonstrate the steps for solving \_\_\_\_?'*

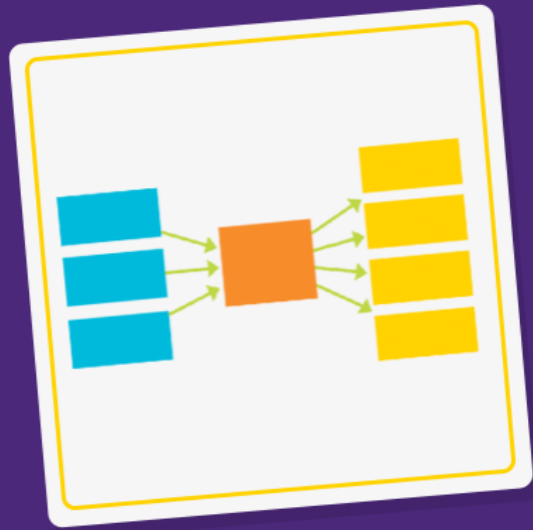


## Flow Map – Sequencing

Using a story, e.g. Little Red Riding Hood, using main boxes for students to sequence what happens in the story. The smaller boxes are for adding additional information, perhaps targeting students to find or describe how the characters are feeling or to identify time connectives.



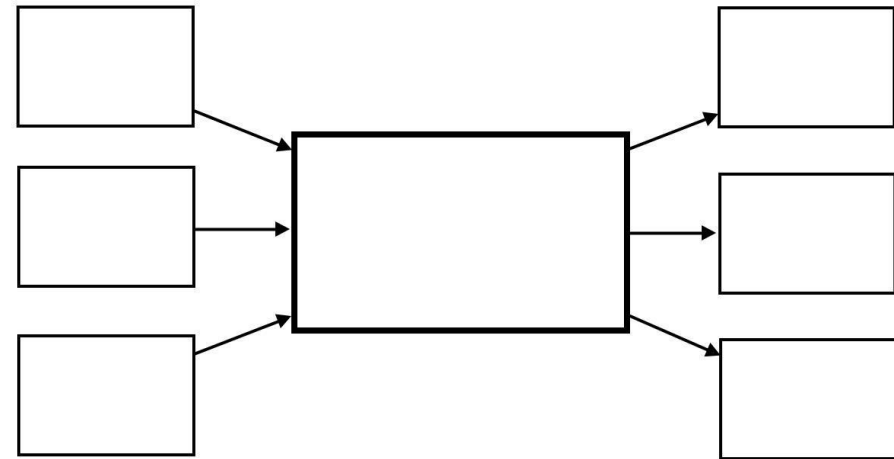
# The Multi-Flow Map



21st Century Learners use the Multi-Flow Map to analyze:

- Causes and effects
- Impacts and/or benefits
- Reasons and/or results
- If...then predictions

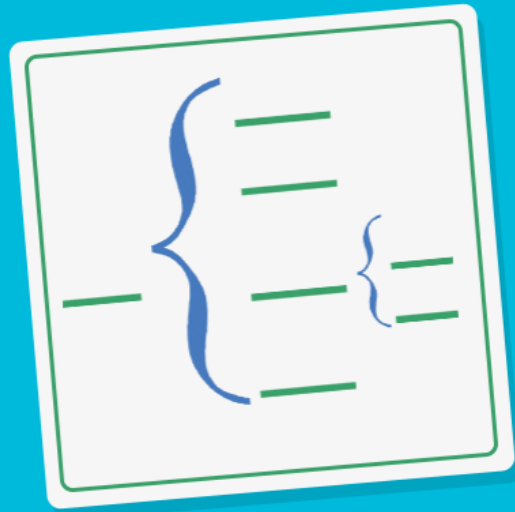
*'What is the impact of the author's point of view on \_\_\_\_?'*  
*'How would you evaluate the arguments and claims in \_\_\_\_?'* *'Why would you choose to do this and what are the short and long-term outcomes?'*



Multi-Flow Map – Cause and Effect

e.g. Romeo & Juliet; the map can be used to identify the cause and effects of the different events in this story

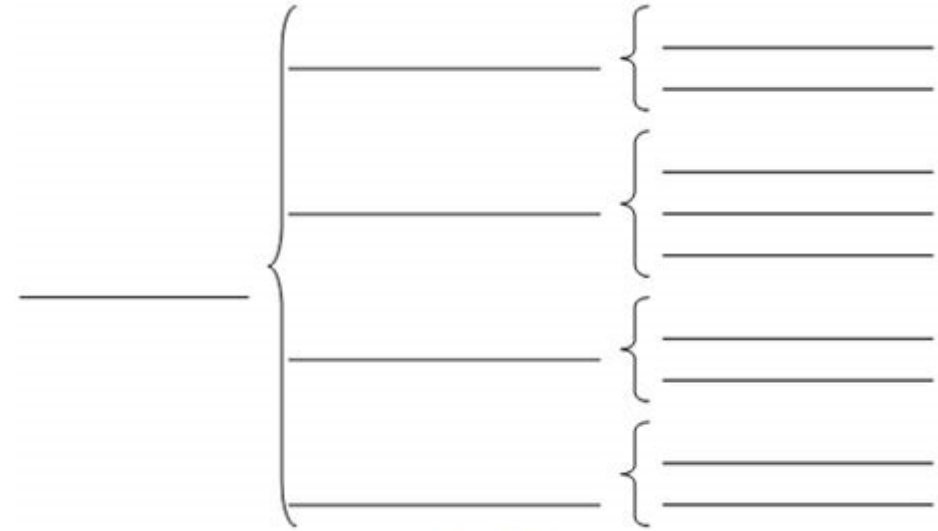
# The Brace Map



21st Century Learners use the Brace Map to:

- Identify the parts of a whole
- Deconstruct problems
- Show physical components

*'Analyze the structural parts of \_\_\_\_\_ to suggest improvements.'*



Brace Map

## Brace Map – Whole Parts

Identify the parts of a story: beginning, middle, end and then break down each part into further components e.g. what makes up the beginning of a story.

# The Bridge Map



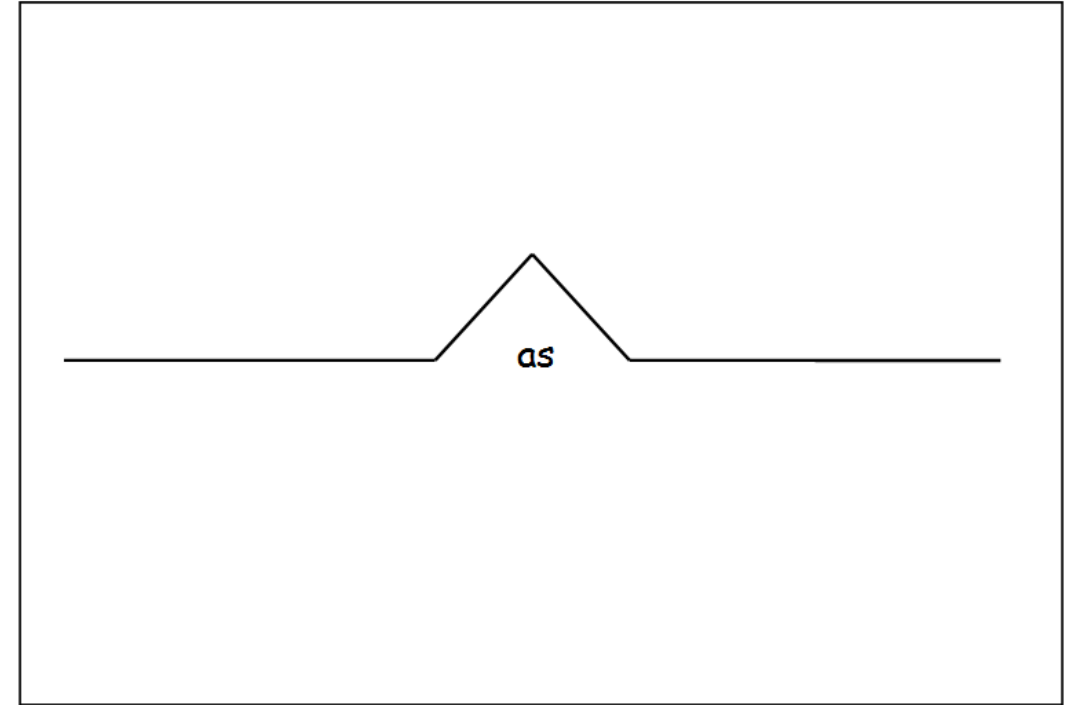
21st Century Learners use the Bridge Map to:

- Connect related ideas and relationships
- Understand analogies and metaphors

*'What is the relationship between \_\_\_ and \_\_\_?'*

*'How would you analyze the relationship in analogous form within \_\_\_?'*

*RF = "Relating Factor"*



Bridge Map – Seeing analogies

Looking at the relating factor of the villain in traditional tales.



# Sue Palmer Skeletons Graphic Organisers



**Recount – retelling events in time order**

Who? What? What? Where?

INTRO

Introduction. Sequential organisation – what happened in time order. Closing statement/s

**Report – Describing the way things are**

Spidergram – topic in the centre. Categories at the ends of the spider's legs which could divide into further legs for more detail.

**Instruction – How to do something**

Sequenced steps

**Explanation – How or why things work or happen**

This skeleton can be rearranged to represent a cycle, reversible effects or multiple cause and effects.

**Persuasion – Why you should think this**

Arguments given in the form of points with elaboration, explanation and evidence. First point is the case to be argued; the final point is the reiteration and conclusion.

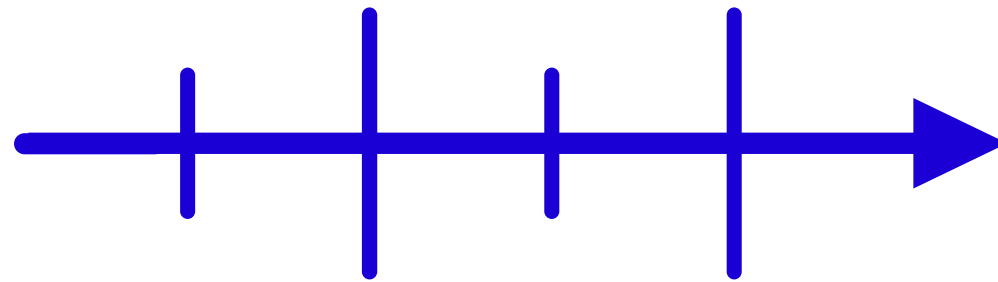
**Discussion – Reasoned argument**

For	Against
*	*
*	*
*	*

Opens with clear statement of issue:  
 Either – argument for + supporting evidence; argument against + supporting evidence;  
 Or – argument, counter argument one point at a time.

Recount text

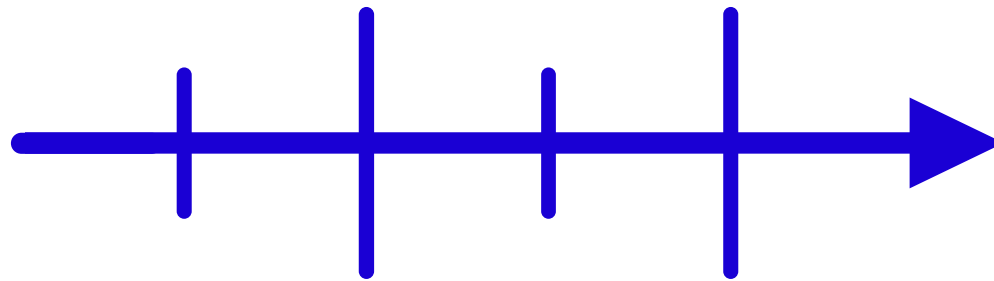
**retells events in time order**



**(chronological)**

# Recount text

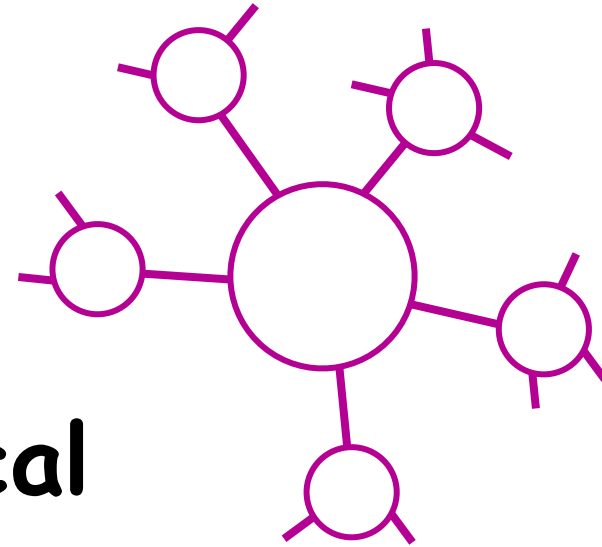
**tells about something  
that has happened  
— a true story.**



**It is in time order.**

Non-chronological report text

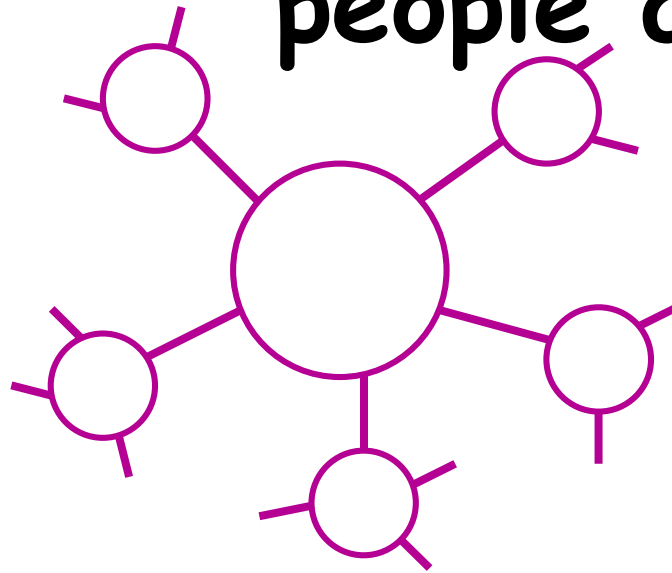
**describes the characteristics of things, animals, places or people.**



It is **not** in chronological order. The information is organised in **categories**.

# Report text

tells what things, places or people are like.



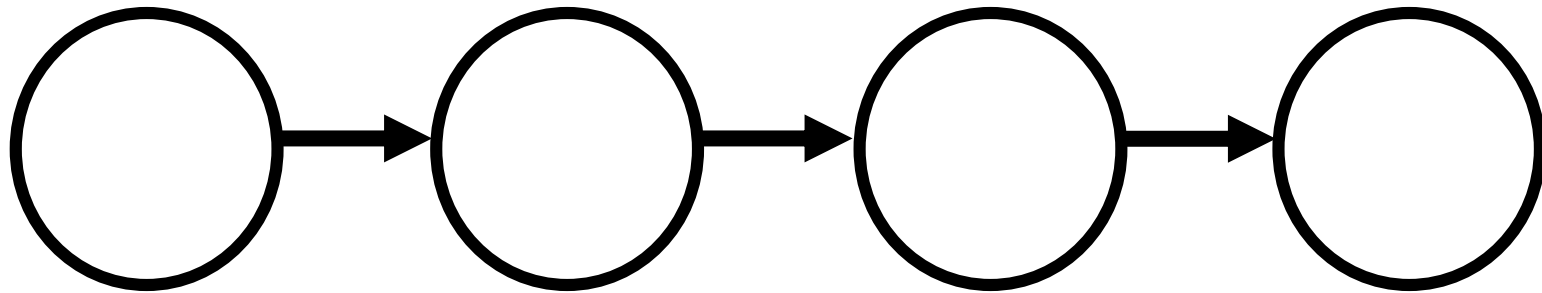
It is **not** in time order.

It is organised in **categories**.



Instruction text

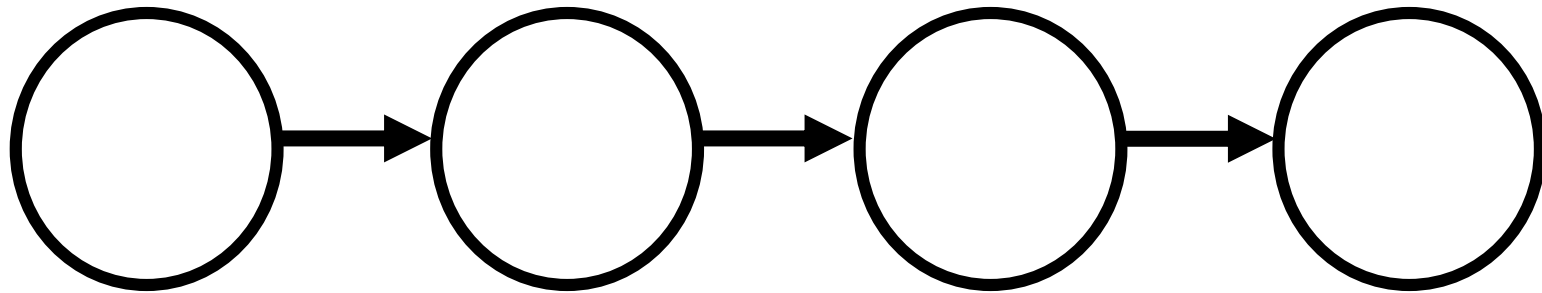
tells how to **do** or  
**make** something.



It is usually **sequential**.

Instruction text

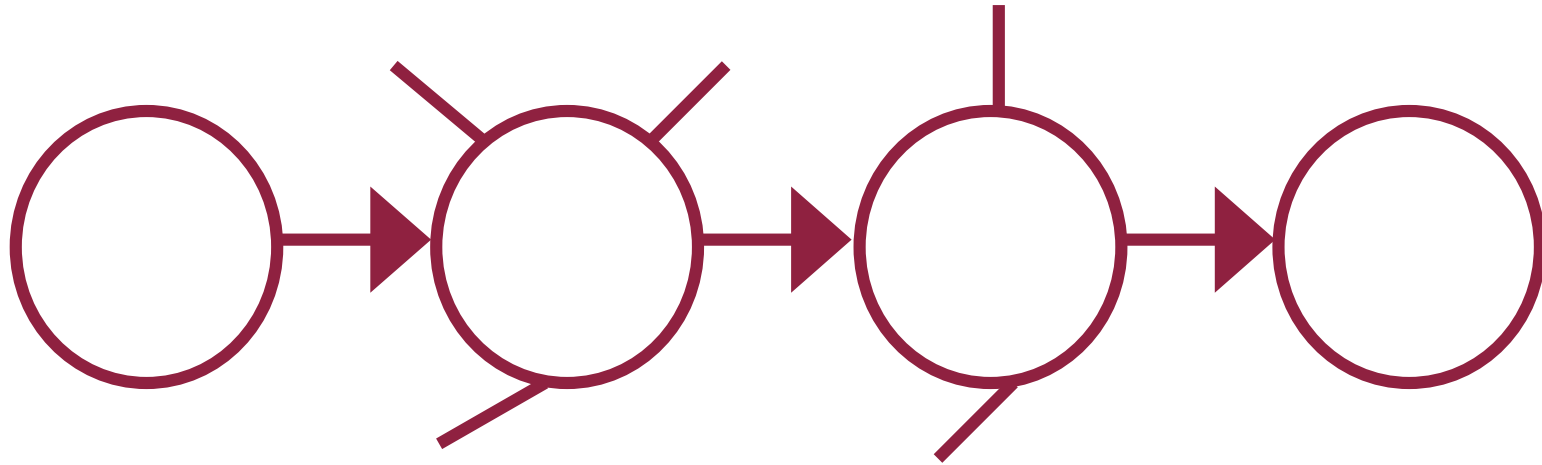
**tells how to do or  
make something.**



**It is usually in **time order**.**

# Explanation text

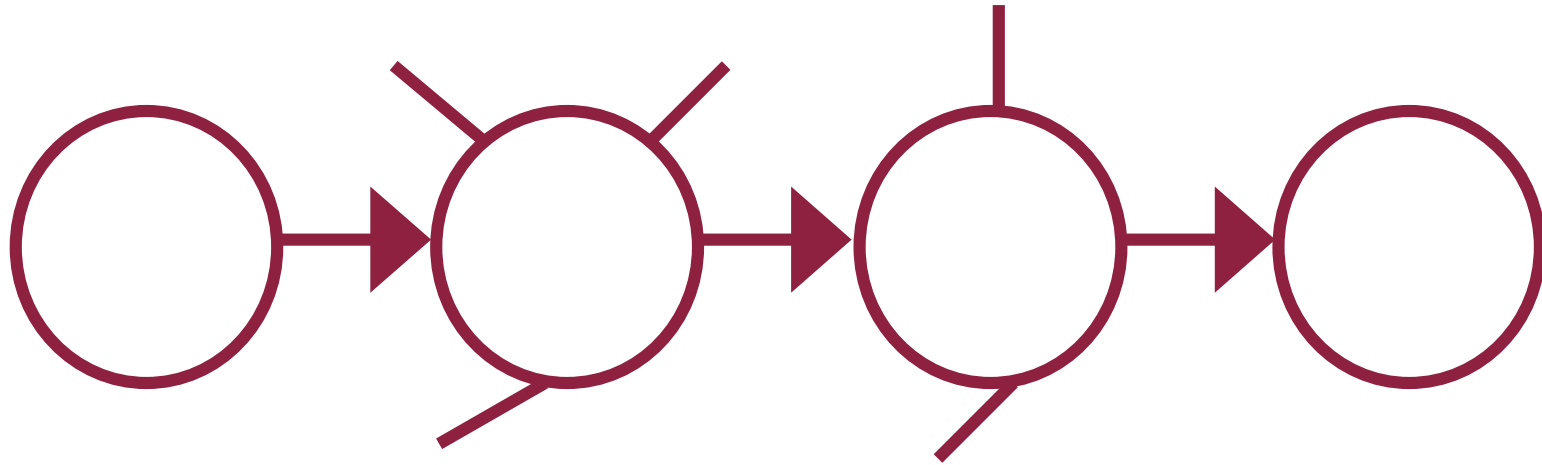
tells **how** or **why** a process happens (or how something works).



This is **sequential** and deals with **cause and effect**.

Explanation text

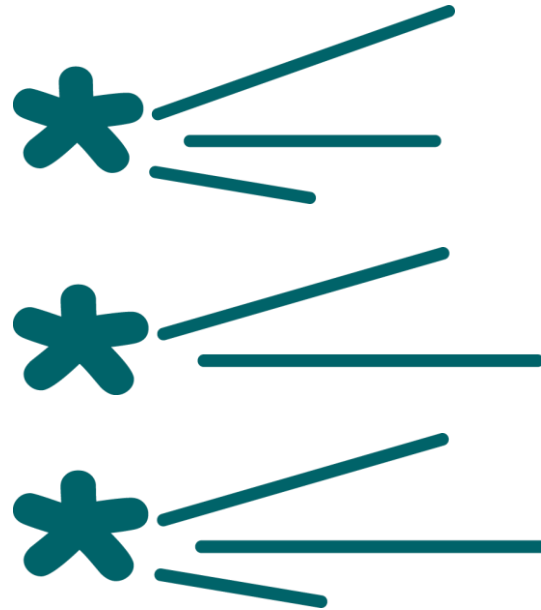
tells **how** or **why** something happens (or how something works).



It is in **time order**.

# Persuasion text

**argues** the case for a point of view

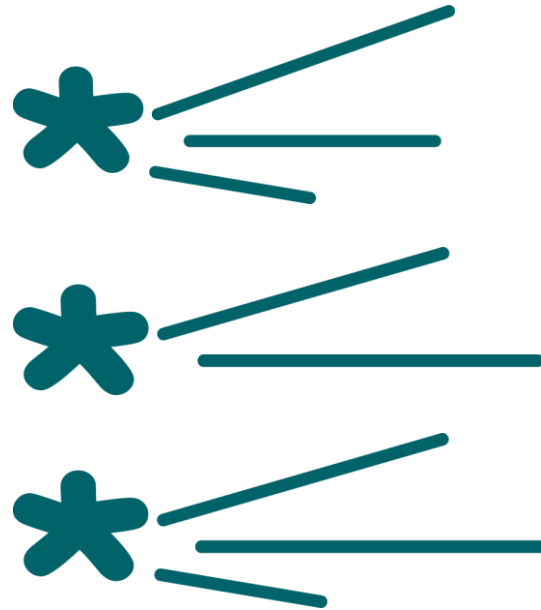


The argument needs:

- clear **points**
- any necessary **elaboration**

Persuasion text

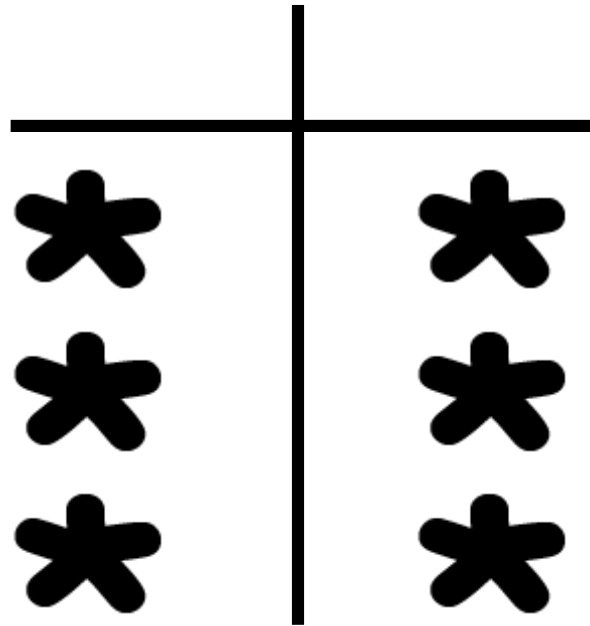
**argues** the case for a point of view



It tries to make  
people agree with you.

Discussion text

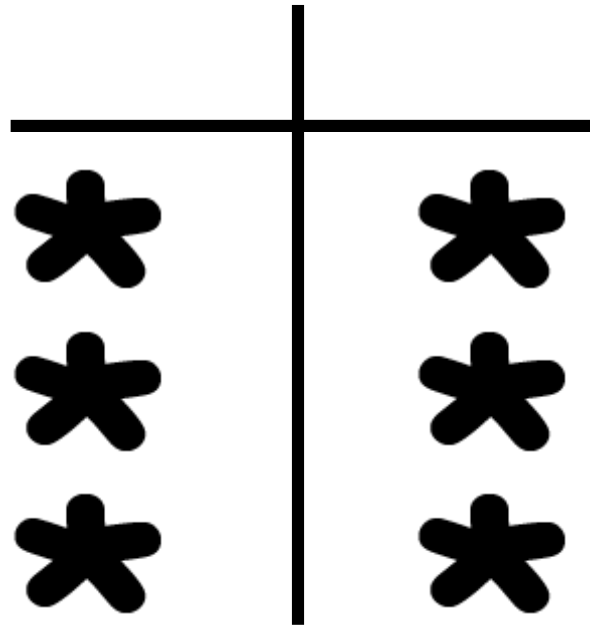
**presents a balanced argument**



i.e. the case **for** and **against** a particular point of view (as in a **debate**).

Discussion text

**gives both sides of an argument**



It puts the case **for** and **against** (a **debate**).