

The Teaching Booth

Sharing ideas about teaching – mostly reading and technology.

January 3, 2019 by theteachingbooth

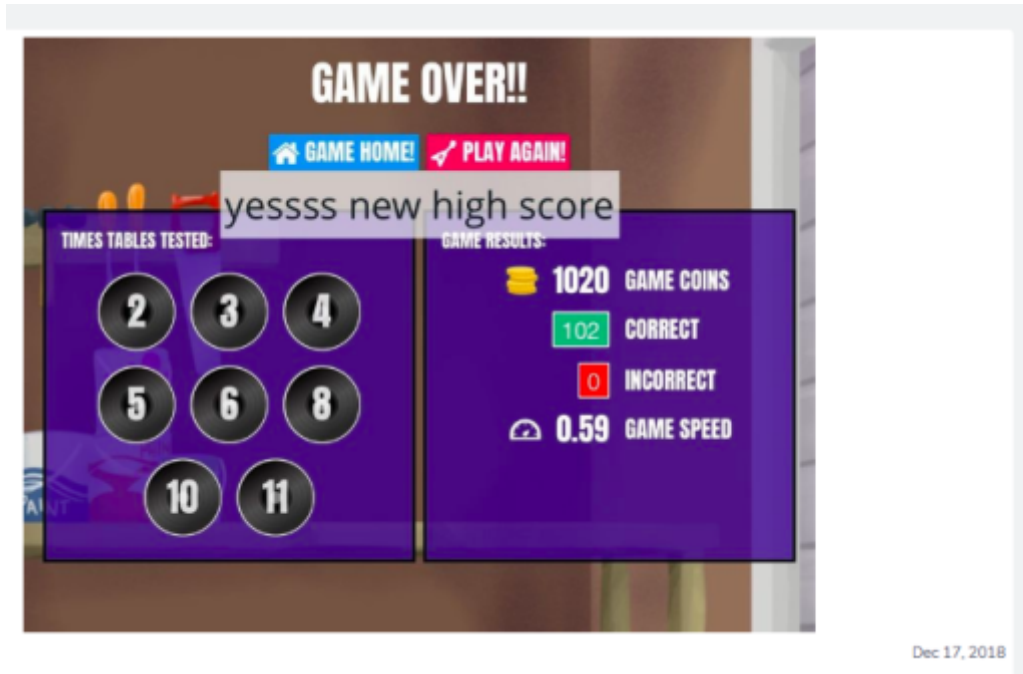
Recall: What Is It Good For? (Absolutely Loads Of Things)

Working memory, retrieval, recall, long term memory, working memory, cognitive load. These are all huge buzz words in education at the moment (or perhaps just in the bubble of education we occupy on Twitter), and so they should be. They're nothing complicated (on the surface) admittedly. Teach kids in little steps, don't teach too much at once and make sure you revisit things regularly. There are much better sources than me to scrub up on it through. Daniel Willingham's 'Why Don't Students Like School?' is the ultimate go to source, and for more succinct whilst equally brilliant breakdowns, you can't beat Clare Sealy's work on it at <https://primarytimery.com/> (<https://primarytimery.com/>). (particularly – <https://primarytimery.com/2018/06/10/cognitive-load-a-case-study/> (<https://primarytimery.com/2018/06/10/cognitive-load-a-case-study/>))

So what are the implications for the every day classroom? Well, simply, make kids revisit stuff loads and they'll remember it more, and be able to use it to learn more new stuff. Imagine if every child in your class confidently and quickly knew every multiplication and division fact of the times tables to 12. Instantly, the teaching of fractions, area, ratio and algebra, to name but a few, just became ten times easier. As did the learning of them for pupils. Now imagine you are a child, and you're trying to find fractions of amounts, but you don't know what 64 divided by 8 is. Or you're trying to classify an organism, but you can't remember the difference between mammals, reptiles and amphibians. You're trying to identify some shapes, but it's been a year since you did 3D shapes and as far as you remember, a cone is just something you get ice cream in.

So how do we help them remember more? The constant revisiting is crucial. Low stakes, high frequency quizzing/testing/gaming all the time to make children remember stuff. Testing is not a dirty word, despite the overwhelming teacher response to hearing it being to go 'nooo SATs, bad, THE GOVERNMENT', testing is actually great for helping kids remember stuff and for us figuring out what they can't remember so that we can teach it again. Rosenshine cites daily review as pivotal and I start most of, if not all of my lessons with review and recall (you can read about Rosenshine's Principles of Instruction more eloquently via Tom Sherrington here: <https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction->

[why-it-is-the-must-read-for-all-teachers/](https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/) (<https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/>)) For an example, just look at Times Table Rockstars. We use this in my class every day and if I go straight onto our class Seesaw account these are the sorts of scores I can pick off instantly.

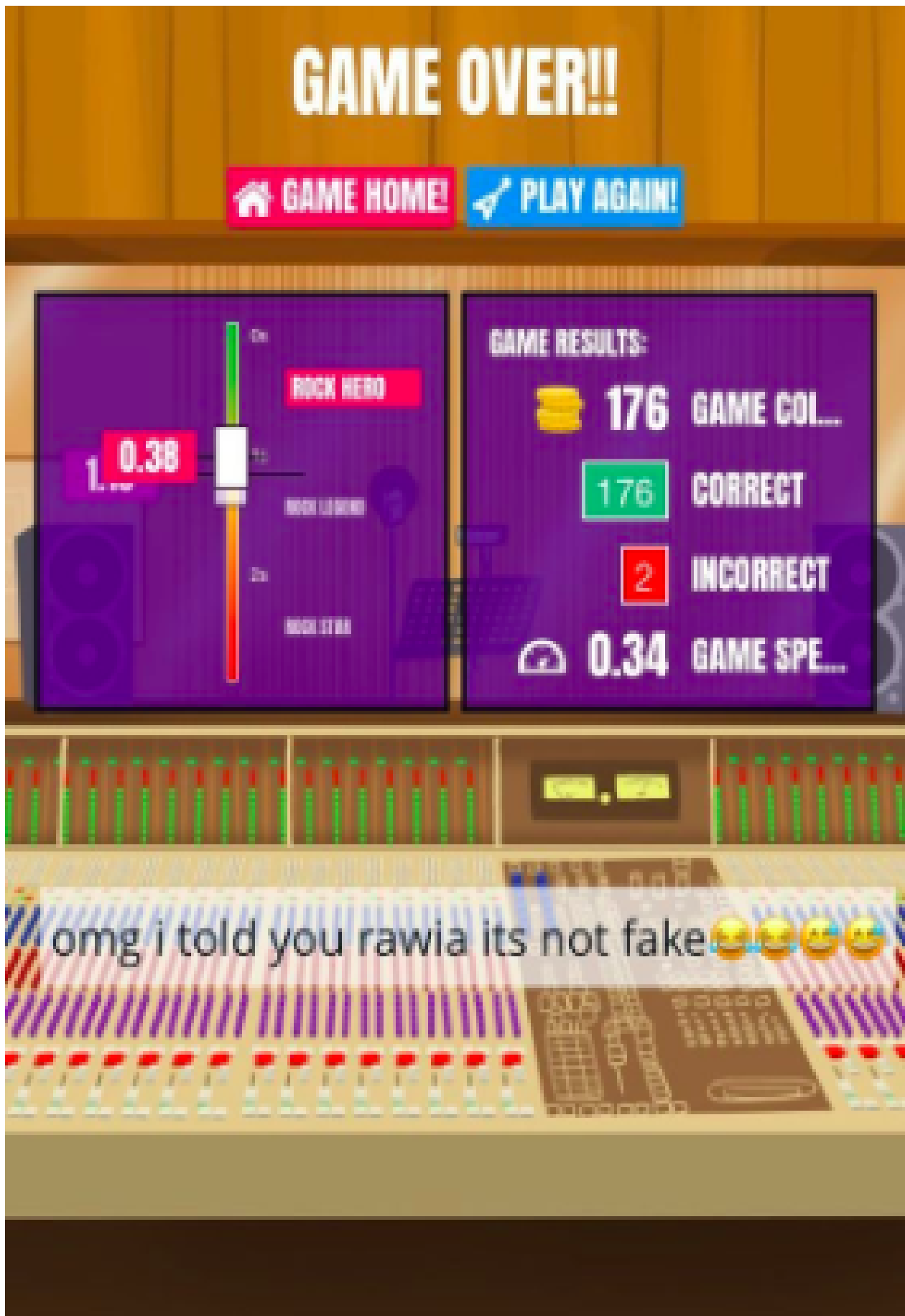


(<https://theteachingbooth.wordpress.com/2019/01/03/recall-what-is-it-good-for-absolutely-loads-of-things/screen-shot-2019-01-03-at-18-32-48/>)



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[what-is-it-good-for-absolutely-loads-of-things/screen-shot-2019-01-03-at-18-32-32/](https://theteachingbooth.wordpress.com/2019/01/03/recall-what-is-it-good-for-absolutely-loads-of-things/screen-shot-2019-01-03-at-18-32-32/))



(<https://theteachingbooth.wordpress.com/2019/01/03/recall-what-is-it-good-for-absolutely-loads-of-things/screen-shot-2019-01-03-at-18-31-47/>)

There's no massive magic from me there. Just daily practice. Times Table Rockstars is, in essence, a test. We just don't sit the children on separate desks in a quiet hall with little more than a pencil and a glare whilst they do it.

Of course, it's not the actual testing that makes children remember this stuff more. It's the strengthening of the memory. We all know our email address password like muscle memory because we use it all the time, but if you asked me to find some data I had on my Y6 cohort in 2016, it might take me a while to find it because I'm not exactly sure where I put the file. If I used the file all the time I'd be fine: let's get kids using their files all the time!

I thought for the rest of the blog I'd just detail some other things you can do to aid recall, making sure it's effective and, dare I say fun (testing, fun, I know...) to aid learning in the classroom. One thing to say is that these can be used for any subject. Literally any: but for foundation and science, a knowledge organiser can be a great tool for aiding lots of these. I wrote about these here (<https://theteachingbooth.wordpress.com/2018/06/19/remember-remember-the-hang-on-when-was-world-war-two-sir/>) (<https://theteachingbooth.wordpress.com/2018/06/19/remember-remember-the-hang-on-when-was-world-war-two-sir/>) and I'll put a picture of a Titanic one I used, below.



Key People	
Thomas Andrews	British architect and businessman. He was the naval architect of the RMS Titanic. Andrews died in the disaster.
Edward Smith	British Merchant Navy officer. He was the captain of the RMS Titanic when it sank on its maiden voyage. Smith died in the disaster.
J Bruce Ismay	English businessman. He owned White Star Line and thus was the owner of the RMS Titanic.
Captain Stanley Lord	Captain of the SS Californian.
Milvina Dean	The final survivor of the Titanic. She was two months old at the time. She died in 2009 at the age of 97.
Key Dates and Events	
10 th April 1912	The RMS Titanic disembarked from Southampton, heading for New York City.
14 th April 1912	The RMS Titanic collided with an iceberg whilst on the Atlantic Ocean.
15 th April 1912	The RMS Titanic sank, killing 1503 passengers and crew.
1914	The establishment of the International Convention for the Safety of Life at Sea (SOLAS).
1985	The wreck of the Titanic was discovered.
Key Vocabulary	
maiden voyage	the first voyage of a ship
passenger liner	a ship that is primarily for transporting passengers
maritime	a word meaning 'connected to the sea'.
emigrants	people who leave their country in order to settle permanently in another
transatlantic	crossing the Atlantic
Titanic	a word derived from Greek mythology, meaning 'gigantic'.
unsinkable	cannot be sunk.
Key Facts	
2208	The number of passengers aboard the RMS Titanic
1503	The number of passengers and crew that died when the RMS Titanic sank
Belfast	The city in which the RMS Titanic was built
Southampton to New York City	The intended journey of the RMS Titanic
classes	There were three classes of people upon the RMS Titanic. First, second and third class. In first class, some of the wealthiest people in the world were aboard the ship. It included opulent cabins, gyms, libraries and posh restaurants. In the other classes, many emigrants from Great Britain, Ireland, Scandinavia and elsewhere were seeking a new life in the United States of America.
Lifeboats	The crew were so sure of the Titanic's safety that it only carried enough lifeboats for 1,708 passengers. The first lifeboat that left the RMS Titanic carried only 28 people. It could have carried 64.
three years	The amount of time it took to build the Titanic.
23:40	The time the RMS Titanic collided with the iceberg.
RMS Carpathia	A transatlantic passenger steamship that arrived and brought aboard an estimated 705 passengers from the wreckage.
SS Californian	A ship that was close by during the disaster of the RMS Titanic, but took no action when the Titanic sent out flares, believing they were having a party. They did not turn their radios on so did not hear the distress cries.

Regular Quizzing

Short quizzes of four or five questions, which require a simple answer. Children can self mark using their knowledge organiser. You can circulate the room and see what's going on. Children can check together. Easy, really quick and no fuss/stress/pressure.

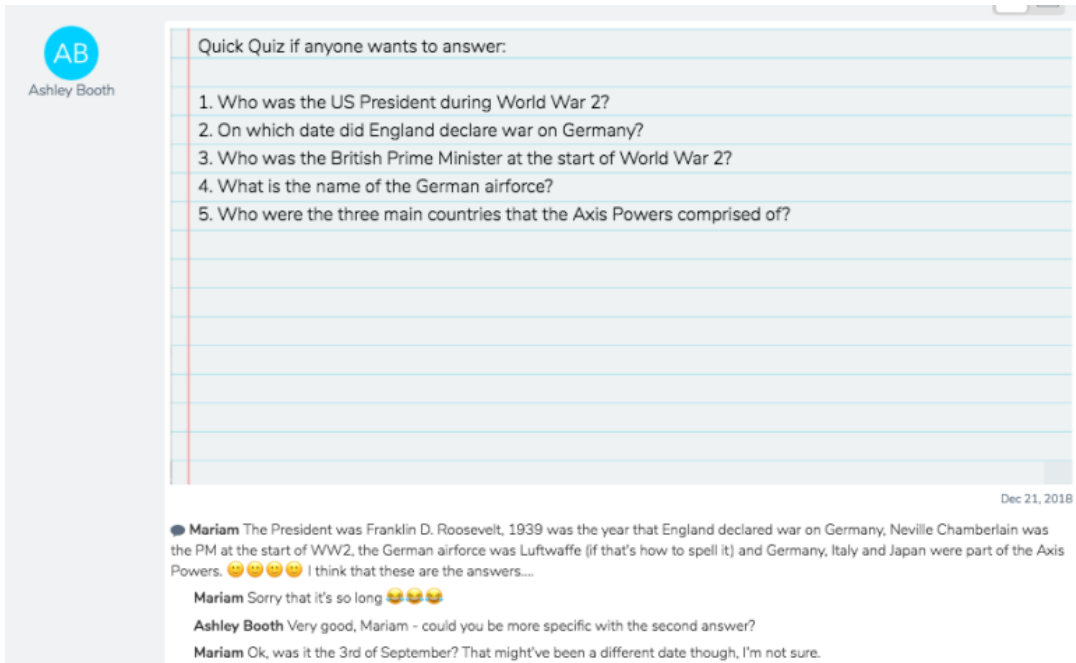
Who was the captain of the Titanic?	
What is a maiden voyage?	
On what date did the Titanic crash into an iceberg?	
Which ship could have potentially saved the passengers of the Titanic?	
But what led to the above ship failing to save the passengers of the Titanic?	

We use a 'Fast Four' in Maths across school, though this evolves in Y6 and I personally use a Fast Ten. This is the first five mins of every maths lesson (followed by marking and then some counting/chanting/defining etc), with the whole basic skills session taking about 15 mins pre-lesson. Truly, I believe this type of testing led to every child in our Y6 class scoring over 30 on last year's end of KS2 arithmetic test. Repetition works!

Fast Ten

1. $498 = \square - 500$
2. $\frac{1}{3} \times \frac{1}{6}$
3. Find the mean: 6, 7, 5, 4, 3
4. $1.124 + 7.06$
5. $18 - 47$
6. $\frac{6}{7} + \frac{1}{7}$
7. 428×24
8. $13 \overline{)3328}$
9. Angles in a triangle = ?
10. $c = 4 \times 7 + 1$. What is c?

You can do this quite easily through apps like Seesaw too, where it's easy and quick to challenge for feedback, and for homework, such as below.



AB
Ashley Booth

Quick Quiz if anyone wants to answer:

1. Who was the US President during World War 2?
2. On which date did England declare war on Germany?
3. Who was the British Prime Minister at the start of World War 2?
4. What is the name of the German airforce?
5. Who were the three main countries that the Axis Powers comprised of?

Dec 21, 2018

🗨️ **Mariam** The President was Franklin D. Roosevelt, 1939 was the year that England declared war on Germany, Neville Chamberlain was the PM at the start of WW2, the German airforce was Luftwaffe (if that's how to spell it) and Germany, Italy and Japan were part of the Axis Powers. 🤔🤔🤔🤔 I think that these are the answers....

Mariam Sorry that it's so long 🙄🙄🙄

Ashley Booth Very good, Mariam - could you be more specific with the second answer?

Mariam Ok, was it the 3rd of September? That might've been a different date though, I'm not sure.

Multiple Choice Quizzing

Mix up the regular quizzing above, as in these, children are given choices which they can underline, highlight, circle etc. The options should all be near answers that could 'catch children out' and avoid it being too easy.

Good example:

Who was the captain of the RMS Titanic?

Thomas Andrews

Edward Smith

Stanley Lord

Bad example:

Who was the captain of the RMS Titanic?

Edward Smith

Benjamin Franklin

Winston Churchill.

The bad example is a bad example, not only because two of the people had nothing to do with the Titanic, but because children with a poor historic understand, who had previously learned about, for example, Winston Churchill, may walk away from the question with the misunderstanding that he has everything to do with every bit of history.

Fill In The Gaps

Children are given a section of their knowledge organiser, with information missing. They must fill in the gaps.

Key Dates and Events	
	The RMS Titanic disembarked from Southampton, heading for New York City.
	The RMS Titanic collided with an iceberg whilst on the Atlantic Ocean.
	The RMS Titanic sank, killing 1503 passengers and crew.
	The establishment of the International Convention for the Safety of Life at Sea (SOLAS).
	The wreck of the Titanic was discovered.

Key People	
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Captain Stanley Lord	Captain of the _____.
Milvina Dean	The final survivor of the Titanic. She was _____ old at the time. She died in 2009 at the age of _____.

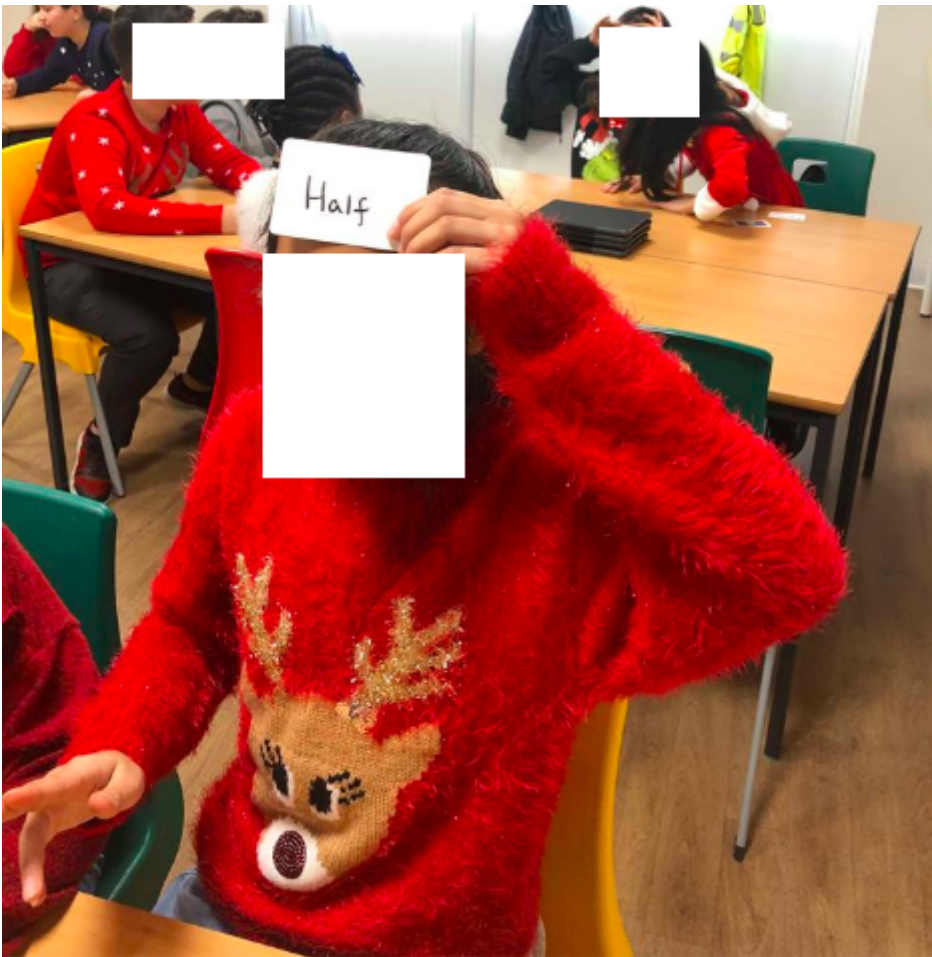
Pretty self explanatory, quick and easy. Some children will finish this well early and my advice is to get them to try and create their own quiz in this style, initially with the use of the KO, and perhaps later without (then checking with their KO that their quiz is accurate).

Fact Match

Children are given key parts of their knowledge organisers, for example, a list of dates, and must match them to the corresponding event. It could be a list of significant people and what they are famous for. Again, this is easily extended with children making their own quiz if they finish (though these activities are designed to last a couple of minutes).

Heads Up

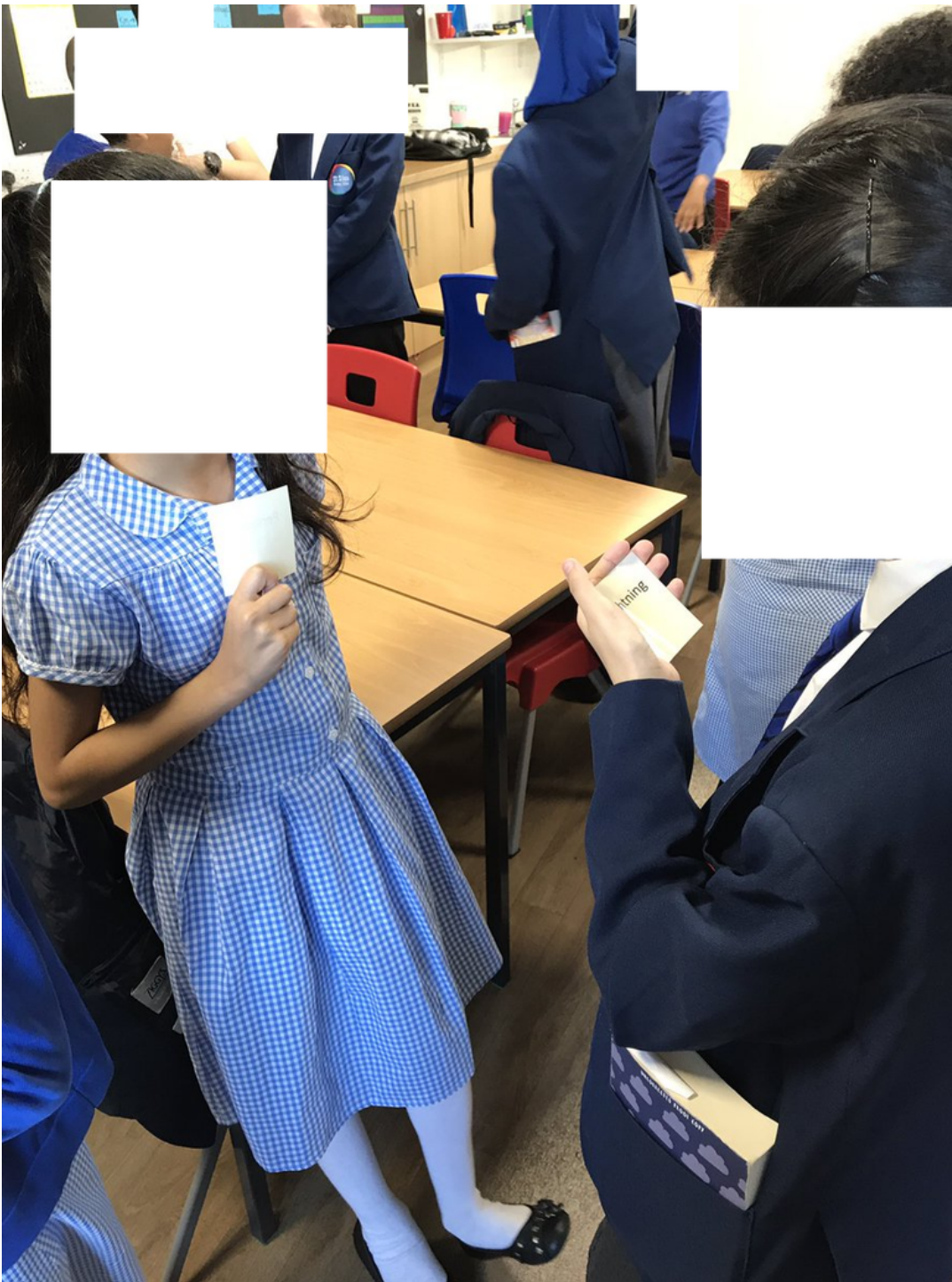
Create flash cards of key vocabulary/people/dates. Children face the pile of cards face down as a table or a pair and then in turn they turn one upwards onto their forehead without looking at it. Other children must describe what is on the card without saying any of the words on the card. This is my FAVOURITE one at the minute and we use it all the time. It's so good for circulating the room and honing down definitions and ironing out misconceptions. Take the one below, for example.



As I circulated the other day, I heard someone say to the girl holding this card 'it's what you get when you divide something by 2'. Now, the girl was easily able to guess that this was 'half', but I wasn't satisfied enough that we truly knew the definition of half, so at the end of the game I addressed that definition initially asking 'what's 16 divided by 2' and 'what's 40 divided by 2', and pointing out the explicit difference. Whilst the definition initially given was 'ok', I pointed out that as a sound definition it was only about 15% satisfactory (an arbitrary number I'll give you, but I was on a roll). Five minutes of hashing it out got us to 'Half is what you get when you split something into two equal parts. If you were finding half a number then half is the quotient after you have divided the dividend by two. Half can also be a verb meaning to divide by two'. Next time we played I honed in on the half card and was hearing much more solid explanations.

Quiz, Quiz Trade

Create multiple cards (enough for the class) which each have a question and the corresponding answer on. Children circulate the room pairing up with the nearest person to them who does not currently have a partner. Children ask each other their question, coaching their partner (or, in some circumstances just telling them) to get the answer. When both children have given the correct answer, they swap cards and begin to move around the room again. It doesn't matter if they get repeat cards: overlearning is good. This is great for so many things: below you can see children in Year 6 using it to practise their spellings.



Just A Minute

Children get one minute to stand and vocally recall as many facts about the topic as they can. Other children in the room should count how many facts the chosen child can recall, to ensure they are engaged. You can also do this as partnered work, where the first partner shares and the second partner counts; the children would then switch roles. Children should be strict with their counting of facts and not accept anything with an inaccuracy. There's something really motivating about this one. I recall being observed in history last year and a girl absolutely punching the air because she managed to recall 23 key facts about the Titanic, in one minute, in front of the head, which was her record. She then, later in the class, wrote an extremely eloquent and well-thought-out response to the question 'Do you believe Edward Smith was most at fault for the sinking of the RMS Titanic?', where she wasn't bogged down in remembering who he was, or who any of the other main players involved were, or what the other causes might have been. All the key information was in her head ready to go. You can see a video example of 'just a minute' below.



Ashley Booth
@MrBoothY6

We have been using 'just a minute' to see how many facts we can recall in one minute about the Titanic from our knowledge organisers and lessons. The record is 21 in a minute. Here's a Year 6 having a go earlier today. [@stsilasschool](#) [@RainbowEduMAT](#)

84 4:58 PM - Jun 19, 2018 · Liverpool, England

[32 people are talking about this](#)

Spill It

Children get four minutes to write down as much as they can remember from their knowledge organiser/about the topic. After the four minutes they get one to two minutes to check and correct their writing using their knowledge organiser, and to count how many facts they could recall. This is a great one for circulating, and also for getting children to read out their writing and get other children to check it. You can do a cheeky bit of grammar correcting whilst you circulate too (though not too much or you'll take the focus off the task).

Kahoot

kahoot.it (<https://kahoot.it/>).

This one requires a bit more setting up and **also requires the use of iPads**. You create a multiple choice quiz on the Kahoot programme, children log in through Safari, using a code provided and then get a set amount of time (decided by you) to answer each question. Children get points for speed and the programme automatically ranks them.



Mark My Test

Give children five questions you might give them in a regular quiz, but give them your 'answers' as well. This should be a mix of right and wrong answers. Children get a few minutes to mark and correct your answers. Usable for so many different things. There's a maths example below.

3. This answer is wrong because he never read the question at the top. The question at the top said '5 metres below sea level', if it is 5 metres below sea level and a crane lifts it 8 metres upward the answer must be 3 metres. ✓
1. This answer is wrong because if 6 friends share some pounds equally and they all get 3 pounds each, you have to times 6 by 3 and then you get 18. later on in the text it say there are 2 pounds left. $2 + 18 = 20$. The answer is £20 not £1. ✓
- Mr. Booth is wrong because he never read the question properly. The question says 'all three', but Mr. Booth only added two of them. The correct answer is 75,927. The question is asking for the difference, but Mr. Booth never did the difference, he only said which one is bigger. The correct answer is 10,439. ✓
- The answer is not 42 because 42 is in the 6 times tables. The actual answer is 21. $5 + 8 \times 2$. ✓
- This is very wrong because if 5 lollipops cost the same as 3 chocolate bars and a chocolate

Fact/Vocabulary Bingo

Children get a bingo card with key words/people/dates etc on them. The teacher reads out the definition, the person's relevance or the event etc and children mark off their card as they hear ones that are on there. This one can take a while longer to prepare, so bear that in mind.

Write The Question

Children get five pieces of vocabulary or key persons or dates etc, and they have to write a corresponding question for which the fact could be an answer to.

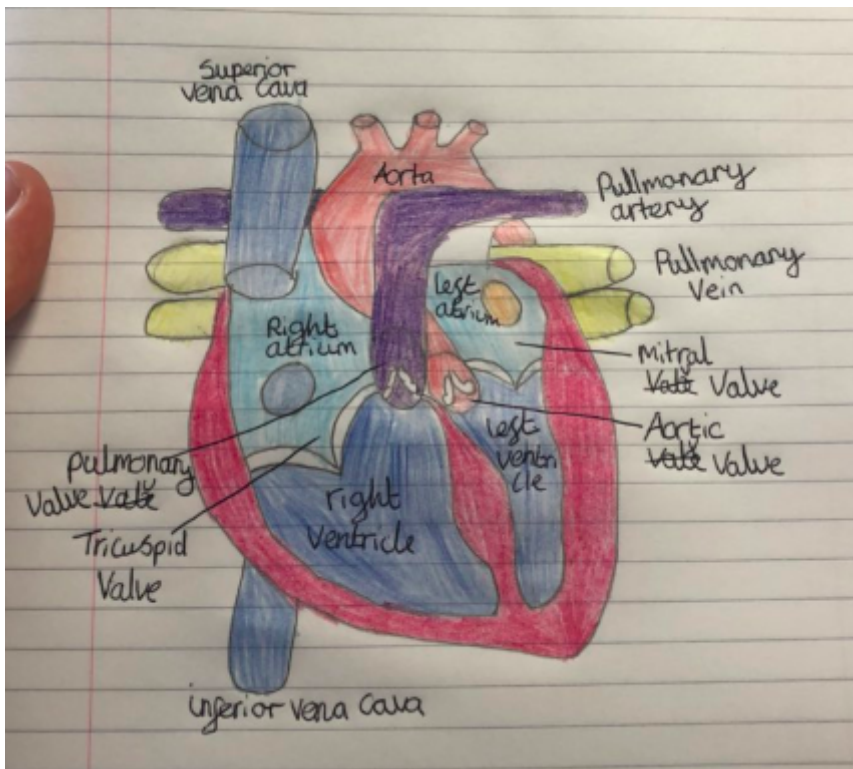
Example:

You give children: Stanley Lord

Children could write: Who was the captain of the SS Californian?

Labelling/Ordering Up

Give children something like a blank map or diagram and ask them to accurately label it in a few minutes. They can self check by using knowledge organisers or a fully labelled version displayed on the board. Children could also be given a series of events and have to order them chronologically. After a few weeks of labelling a diagram of the heart regularly, you can see the type of diagram produced by children in their books below.



Weighted Oracy Responses

Children are given a question, with a list of vocabulary that could be part of their response. More complex vocabulary is given more points. Children are given silent thinking time and then give their answer to a partner, with both children calculating how many points they got. Children return to silent thinking time and then repeat the process, seeing if they can improve their answer. This was one someone sent me on Twitter and despite my best efforts I can't find their tweet to thank them, so if they're reading this – THANK YOU (and please let me know so I can credit you).

If you can Speak like a Geographer... *Speak*

'Ageing populations create benefits and challenges for countries such as the UK.' To what extent do you agree with this statement.

Verbally tell the person sitting next to you your answer to this question. They will give you points for every word you use accurately. They will minus points for words in the banned word column.

1 point	2 points	3 points	4 points	-1 point
Pensions	Grey vote	Social	Japan	Like
Taxes	Healthcare/NHS	Economic	Retirement age	Erm
Illness	Birth rate	Life expectancy	Grey pound	I think
education	Care home	dependence	Population structure	

WRITE You can write like a Geographer...

[Blog at WordPress.com.](https://theteachingbooth.wordpress.com/2019/01/03/recall-what-is-it-good-for-absolutely-loads-of-things/)

