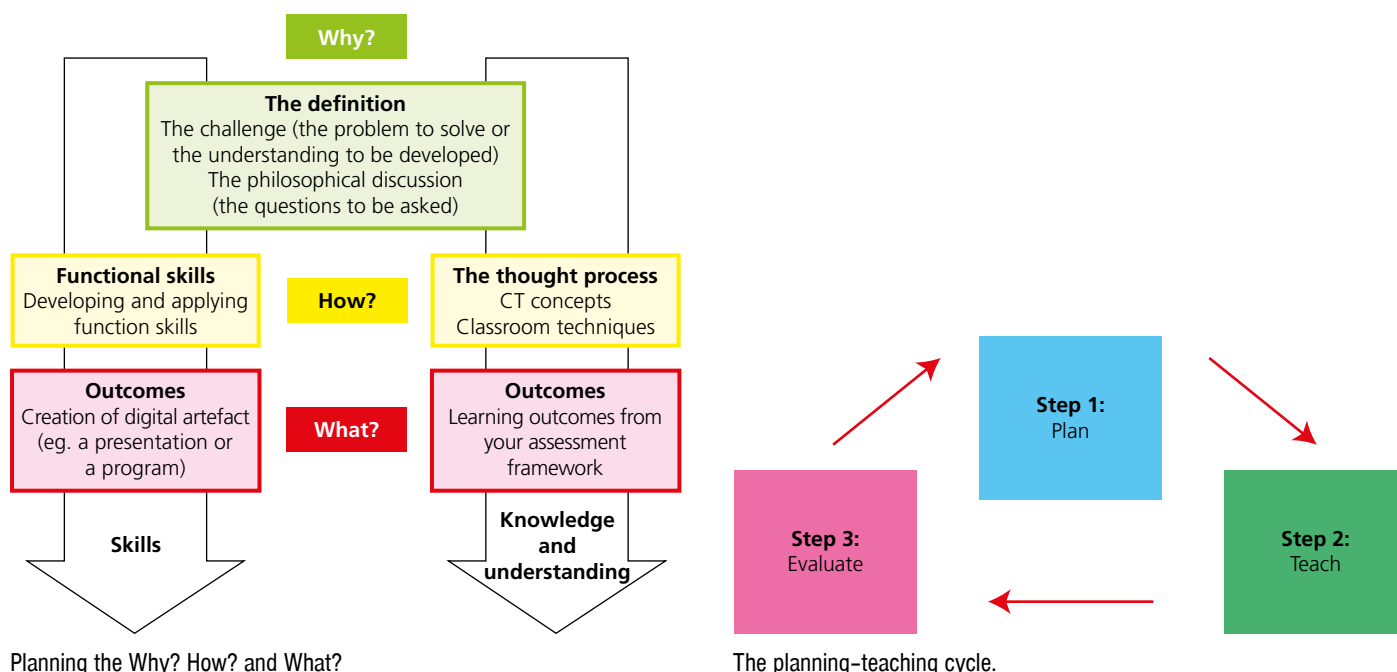


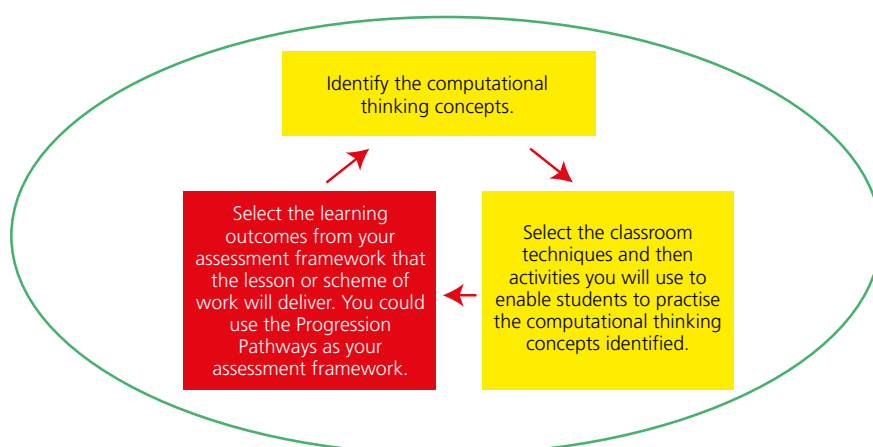
How to develop schemes of work

We all develop schemes of work differently and there is no right or wrong way to go about the task. However, a well-thought-out scheme of work will make it clear to students **why** they are doing what they are doing, **how** they should be doing it and **what** they will be learning and/or producing. This will be done as part of Step 1 of the planning–teaching cycle.



We start with the ‘Why?’ What is the hook that will excite the students, the problem you will set them to solve, the big question you will ask them to answer or the understanding you want them to develop? Listen to students, discuss cross-curricular opportunities with colleagues and look at *cs4fn* (www.cs4fn.org) for inspiration. STEM ambassadors, code clubs, academics and people in business are also a really useful source of support as they are often able to suggest real-life problems that will inject something inspiring into your schemes of work, and they may be willing to help you teach them too!

Then we tackle the ‘How?’ and the ‘What?’, moving through the following steps until we have created a series of lesson plans:



You can use the *Interactive Progression Pathways Tool* to guide this process.