STAFF ROOM POSTER

The Six Levels as Verbs

The revised taxonomy in working form: each level with its strongest planning verbs and the question it answers about learner thinking.

1 Remember

Retrieve facts and basics. Verbs: define, list, name, recall, state, label.

In class: Name the three states of matter. List the causes we studied.

2 Understand

Explain ideas in your own words. Verbs: explain, summarise, classify, compare, interpret.

In class: Explain condensation to a Year 3 learner. Summarise the chapter in two sentences.

3 Apply

Use it somewhere new. Verbs: use, solve, demonstrate, calculate, implement.

In class: Use the area formula on this floor plan. Solve the twin problem.

4 Analyse

Break it apart and find the structure. Verbs: differentiate, organise, attribute, examine, contrast.

In class: Contrast the two sources: where exactly do they disagree, and why might that be?

5 Evaluate

Judge against criteria. Verbs: justify, critique, defend, prioritise, recommend.

In class: Recommend one settlement site and defend it against the strongest alternative.

6 Create

Combine elements into something new. Verbs: design, construct, compose, devise, formulate.

In class: Design a fair test for the claim. Compose an ending that fits the genre rules.

Question Stems by Level

Keep by the desk while questioning. Pair a lower stem with a higher follow-up: that one-two is where thinking moves.

Remember and Understand

Establish the base quickly; do not camp here.

Say: "What is...? What happened when...? Explain in your own words... How is X like Y?"

Apply

Same idea, new territory: the first real test of learning.

Say: "How would you use this to...? What happens if we change...? Show me with these numbers."

Analyse

Demand the structure, not the surface.

Say: "What are the parts of...? What evidence supports...? Where does the argument break?"

Evaluate and Create

Judgement and synthesis: reserve real lesson time, not lesson scraps.

Say: "Which is strongest, and by what criteria? Design a better... What would you combine?"

PLANNING TEMPLATE

Writing an Objective That Works

A learning objective earns its place when it names observable thinking. Three checks turn vague aims into plannable ones.

1. Pick an observable verb

If you cannot see or hear it, you cannot check it. Swap know and understand for verbs from the chart.

In class: Instead of: understand rivers. Try: explain how erosion forms an oxbow lake, with a labelled diagram.

2. Match the verb to the lesson's job

New content earns Remember/Understand objectives honestly; application lessons earn Apply and above. The verb sets the task, not the display.

In class: First lesson on fractions: identify and represent. Fourth lesson: solve and justify.

3. Plan the evidence in the same breath

The objective's verb dictates what learners produce. Write both together or the objective is decoration.

In class: Objective says justify: the exit task collects a justification, not a multiple-choice tick.

TEACHER CHECKLIST

A Week of Balanced Demand

Audit a week of lessons against the levels. Balance beats altitude: fluency at the bottom funds thinking at the top.

The base (Remember/Understand)

- [ ] Every lesson opens with retrieval of prior content.
- [ ] New material gets honest lower-level objectives before higher ones.
- [ ] Understanding is checked by explanation in learners' own words, not nods.

The middle (Apply/Analyse)

- [ ] Each topic includes application in at least one unfamiliar context.
- [ ] One analysis task per week demands structure: parts, evidence, comparison.
- [ ] Question follow-ups push one level up from the first answer.

The top (Evaluate/Create)

- [ ] Judgement tasks come with named criteria, not just opinions invited.
- [ ] Create tasks appear when knowledge is secure, with success criteria.
- [ ] Top-level work gets the lesson's best minutes, not its last five.

CPD BRIEFING: STAFF ROOM COPY

Blooms Taxonomy: A 5-Minute Honest Briefing

The most used framework in education, used best when you know what it is and is not.

It is a planning vocabulary, and a good one

The revised taxonomy gives staff a shared language for cognitive demand: six verb families that make objectives, tasks and questions comparable across subjects. As a design tool, it has earned its wall space.

The pyramid is not a staircase

Strict level-by-level progression is not empirically supported: learners can analyse before mastering every fact, and creation often drives remembering. Use the levels as a menu of demand, not a mandatory sequence.

Questioning gains are real but modest

Higher-cognitive questioning shows small positive effects on achievement in the quantitative syntheses, not the transformative ones sometimes claimed. Pair higher questions with wait time and follow-through.

The honest caveat

The taxonomy itself has little direct outcome research: it organises teaching rather than causing learning. Its value is balance made visible, and its misuse is verb-decorating lessons whose tasks never change.

Evidence base

Anderson, L.W. and Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Longman.

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Bloom, B.S. (ed.) (1956). Taxonomy of Educational Objectives. Longmans.