

Concepts—KS3 and KS4

What are concepts?

Concepts are used to describe specific features such as location, size, order and quantity. Some examples of concepts that may appear in everyday life are: **before / after, first / next / last, more / less, top / bottom**. Concepts can be tricky for people to understand as they can mean different things depending on the context in which they are used. For example, a chair may be 'big' in one place but when put next to a 'bigger' chair it becomes 'small'.

How do I spot a child who has difficulties with concepts?

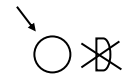
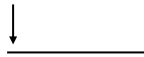
An individual who has difficulty with concepts may find it hard to:

- Follow directions such as "Before you get into groups, put the date and learning objectives at the top of your page and collect a worksheet from the front." / "While you're finishing up that task, have a think about your project for next lesson."
- Understand and answer questions which include concepts e.g. "What will happen after you add X to the test-tube?"
- Understand everyday language e.g. "We're leaving in half an hour."
- Understand some classroom related vocabulary e.g. "greater than / less than" "heavy / light"
- Understand exam question terminology "This text is from the beginning of a short story." / "You need to think about the whole of the source." / "Answer either Question 2 or Question 3 which begins on page 18." / "When Sean works more than 8 hours a day, he is paid over-time for each hour he works more than 8 hours." / "Which metal is the least reactive?"
- Use concepts within their spoken or written language



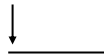
How can I support children who have difficulties with concepts?

- Pre-teach relevant concepts.
- Model and repeat new concepts in a variety of situations.
- Reword instructions or questions if the student has not understood.
- Encourage the student to say if they have not understood. You could ask them to repeat back what they have understood.
- Highlight concepts of key words in written texts that they may find tricky. Try to reword or demonstrate these concepts.
- Break down long instructions and where appropriate avoid use of concepts when not required
- Use visuals to help demonstrate new or difficult concepts e.g.



"This text is from the **beginning** of a short story." / "You need to think about the **whole** of the source."

2 vs 3



"Answer **either** Question 2 **or** Question 3 which **begins** on page 18."



"Which metal is the **least** reactive?"



"When Sean works **more than 8 hours** a day, he is paid overtime for **each hour** he works **more than 8 hours**."