TEACHER GUIDE

Unit

Presenting to others.

Unit Description

Using software to create presentations. Recognising good and poor design choices when delivering to audiences in person.

Career

I'm a training specialist.

Every unit is based on a career to help students see the relevance of what they are learning to the real world and to help schools achieve Gatsby benchmarks by linking curriculum learning to careers.

Career overview

As a training specialist, I give presentations to groups of people. I organise information and visuals to explain ideas and speak clearly so everyone can understand. My goal is to help people learn through interesting and engaging presentations.

Key question

How do we design clear, consistent, and audience-friendly presentations that communicate ideas effectively?

Every unit is designed to help students answer one over-arching key question relating to the units four knowledge statements.

Unit objectives: knowledge statements

1. Know how to create and organise a slideshow.
2. Know how presentation software features can be combined to create original content.
3. Know how design choices impact the effectiveness of a presentation.
4. Know how themes and templates create a visual identity.

Unit outcomes

1. Learn it workbooks evidencing the learning journey.
2. Make it workbook evidencing application of learning with an artefact.
    a) A slideshow presentation for a travel agent.
        i) Creating slides using text, images and shapes.
        ii) Using additional features to communicate information clearly.
        iii) Making design choices that suit a watching audience.
        iv) Applying a consistent style across the presentation.
3. Review it workbook evidencing assessment and review.

Prior learning / spiral curriculum

No previous learning is necessary because all units have been developed in a modular way to allow you to plug them into your existing scheme of learning.

However, if you are following our recommended pathway for curriculum 2028 here is how this unit fits into the year 7 → 9 progression pathway.

The big picture: a three-year progression

Once the national curriculum programme of study has been released, we will update this section with how this unit fits into a progressive pathway across Key Stage 3.

Year	Unit Title	Career	Core Focus	Distinct Identity
7	xxx.	xxx.	xxx.	xxx.
8	xxx.	xxx.	xxx.	xxx.
9	xxx.	xxx.	xxx.	xxx.

How the three units connect

Once the national curriculum programme of study has been released, we will update this section with how this unit fits into a broader theme of units.

Year 7 → Year 8

Students move from xxx to xxx.
They learn:
xxx → xxx

Year 8 → Year 9

Students move from xxx responsibility to xxx.
They learn:
xxx → xxx

Contents

In addition to this teacher guide this unit also includes the following resources:

- Folder: Extension work. Use these activities to extend any lesson or for 7–8-week terms.
    - 1 teacher extension answers.
    - 1 student extension workbook.
- Folder: Homework. Use these activities for work outside of the lesson. They are independent of the lessons and can be set at any time.
    - 1 teacher presentation.
    - 3 videos.
    - 3 video scripts.
    - 3 worksheets.
- Folder: Lesson 1 – Learn it. This lesson addresses the key question and first knowledge statement.
    - 1 lesson plan.
    - 1 introduction video.
    - 1 teacher presentation.
    - 1 student workbook.
    - Any associated resources required for the lesson.
- Folder: Lesson 2 – Learn it. This lesson addresses the key question and second knowledge statement.
    - 1 lesson plan.
    - 1 teacher presentation.
    - 1 student workbook.
    - Any associated resources required for the lesson.
- Folder: Lesson 3 – Learn it. This lesson addresses the key question and third knowledge statement.
    - 1 lesson plan.
    - 1 teacher presentation.
    - 1 student workbook.
    - Any associated resources required for the lesson.
- Folder: Lesson 4 – Learn it. This lesson addresses the key question and fourth knowledge statement.
    - 1 lesson plan.
    - 1 teacher presentation.
    - 1 student workbook.
    - Any associated resources required for the lesson.
- Folder: Lesson 5 – Make it. This lesson provides an opportunity for students to evidence their learning.
    - 1 lesson plan.
    - 1 teacher presentation.
    - 1 student workbook.
    - Any associated resources required for the lesson.

- Folder: Lesson 6 – Review it. This lesson provides an opportunity for students to check their understanding of the key vocabulary and knowledge statements plus dedicated improvement and reflection time.
    - 1 lesson plan.
    - 1 teacher presentation.
    - 1 student workbook.
- Folder: Reading. Use these activities to support reading initiatives in your school.
    - 3+ two-page reading passages with 5 questions.

PowerPoint format is used for workbooks as it allows for easy sharing on displays, animations, simultaneous collaboration and pasting without disrupting content on other pages. All PowerPoints have been checked for compatibility with Google Slides.

Differentiation

Differentiation should be provided through “adaptive teaching”. This is defined as, “The opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations”. This also meets the expectations of Deborah Eyre’s High Performance Learning strategy. Differentiation is provided by instruction and support rather than by task.

Vocabulary

Term	Definition
Animation	An effect that controls how content appears, moves or disappears.
Audience	The people who are watching and listening to your presentation.
Attribution	Telling people who created something, so they get credit for their work.
Contrast	The difference between two things. E.g. dark colours on light background help readability.
Design guide	A set of rules that say how content should look. E.g. layout, fonts, colours and shapes.
Group	To combine more than one object together so they move and size as one object.
Layout	The arrangement of content on a slide.
Placeholder	An area that shows you where text should be added on a template.
Proportion	The relationship between an object's height and width. Images should be kept in proportion.
Readability	How easy written information is to read and understand considering the amount of text, size and the words used.
Slide	One page or screen of a slideshow. Contains text, images and other media.
Slideshow	A collection of slides shown in sequence to share information with an audience.
Slide master	A design that is applied to multiple slides at once.
Stock library	A collection of images and other media with permission to use them within an application.
Template	A ready-made design that helps you create a slideshow quickly. It already has fonts and layouts chosen for you.
Theme	A matching set of colours, fonts, shapes and layouts that make every slide look like it belongs together.
Transition	An effect that controls how one slide changes to the next.
Visual identity	The overall appearance that makes something recognisable.
White space	The empty area around text, images and other objects.

Lesson overview

Detailed lesson plans for each lesson are provided in the relevant lesson folder.

Lesson	Lesson Type	Phase 1	Phase 2	Phase 3
1	Learn it	Career overview	Use templates to edit and organise slideshows.	Use tools to create new slides including text, images and shapes.
		Students consider what a training specialist does and what skills / knowledge they need.	Students complete a slideshow using templates by inserting the text they are given into placeholders and searching for images in a stock library. They move and delete slides.	Students add new template slides and add shapes such as lines to break up content and add interest.
2	Learn it	Retrieval	Use presentation software features to create original content from a blank slide.	Use animations and transitions to control when information is presented.
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students follow a brief they are given to create a slideshow starting from a blank slide.	Students add animations and transitions to their slideshow, reflecting on what makes animations effective.
3	Learn it	Retrieval	Investigate how design choices affect an audience.	Use design principles to improve a presentation.
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students consider 8 slides and identify the poor design choice on each slide.	Students improve the slideshow using good design principles.
4	Learn it	Retrieval	Understand how a visual identity is created by a theme.	Use tools to create a theme.

		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students consider 5 themes and identify the common elements between both the themes and the slides within them.	Students create a theme.
5	Make it	Retrieval	Make a presentation for travel agent.	
		Students decode anagrams, identify 3 key words and write definitions of each key term.	Students make a slideshow for a company called “Isles & Smiles” about visiting the Jurassic Coast.	
6	Review it	Assess	Self/Peer review.	Reflect and improve.
		Students complete a multiple-choice quiz.	Student’s mark each other’s answers to the quiz and self-assess or peer-review work from lesson 5.	Students RAG rate themselves against a series of “I can” statements. Students improve their work or undertake extension activities.

Homework

3 activities provided.

Students watch up to a 5-minute video about the hinterland (discovering), real-world application (exploring) or consolidation (revisiting) related to the unit. Students complete a simple sheet, with all the information required to complete it included within the video.

Homework is designed to require no parental support and is independent of any lesson.

Homework	Title
1	The history of presentations.
2	Common presentation mistakes.
3	The tools of presentation software.

Extension activities in the student extension workbook could also be used for homework.

Assessment

Students are graded intern, junior, associate and senior to reflect the careers-oriented approach.

Artefact

It is recommended that the Learn it workbook is used for students to record their development in learning, new knowledge and skills. They may need help with these activities in order to make progress, and therefore it is not the best work for assessment.

Instead, assess the Make it artefact workbook. This should be the best work the student can produce and will allow you to judge their independence.

 Intern	• At least **one** knowledge statement is achieved. • A simple slideshow is created using placeholders to add text and stock images to a slide.
 Junior	• At least **two** knowledge statements are achieved. • A slideshow is created using inserted objects for text and shapes to change the layout. Images are included. • Only some of the formatting / effects may be appropriate. Some images may be distorted.
 Associate	• At least **three** knowledge statements are achieved. • A good slideshow is created with mostly appropriate design choices and creativity. • Images are imported from outside of the software, suitable and correctly proportioned.
 Senior	• All **four** knowledge statements are achieved. • A polished slideshow is created that is clearly designed for the intended audience. • Text is short with appropriate font size. Colours are consistent and contrasting. Images are appropriate and correctly proportioned. Effects enhance the presentation. • Themes or slide masters are changed and used.

Tick the statements that best apply to the student when making their artefact. Award a best-fit mark of intern, junior, associate or senior.

Multiple-choice quiz

A 24-question multiple-choice quiz assesses the 4 knowledge statements and vocabulary of the unit. Award intern for 0-9 marks, junior for 10-16 marks, associate for 17-21 marks and senior for 22-24 marks.

You may choose to put the quiz into Microsoft Forms or equivalent for automatic marking.

Students should not open their Learn it workbook or Make it artefact workbook when completing the quiz.

Reflection

Lesson 6 provides an opportunity for students to review the work of their peers, identify and carry out improvements to their own work. It may not be necessary for teachers to mark the artefact for every unit for every student. Instead, you could take a moderation approach instead, sampling just a few pieces of work.

It is suggested that peers highlight statements on the assessment grid in yellow and teachers highlight in green to distinguish the two markers.

Grading

Consider both the mark for the artefact and the mark for the quiz to award a best-fit judgement.

National curriculum links

These will be populated when the new National Curriculum is released.

Applications of AI

Students could investigate using either a built-in AI slideshow creation tool or an AI slideshow creation app. These can be quite slow, so may not be suitable in the classroom. The outputs are often quite good with sufficient prompting. Students could evaluate these against design principles and make and necessary amendments.

Students may assume that a lot of the skills and design principles covered in this unit are no longer useful today because AI can create slideshows. They need to be taught that AI is only a tool and does not replace the need for human judgement. Students still need to plan for their audience and purpose, select and organise relevant information, evaluate the accuracy of content, and apply design principles to ensure slides are clear, engaging and accessible. Understanding these skills helps students create better presentations themselves and enables them to use AI tools critically and effectively rather than accepting AI-generated output without question.

Software

PowerPoint or equivalent for students to complete the workbook and teachers to show class presentation.

Online and unfiltered sites required

The following site is used to host our homework videos for this unit:

- https://www.tella.tv

Extension activities

These can be used as additional activities in 7–8-week terms, for alternative homework, or for additional activities in lessons.

Extension activities are included in a separate workbook for students "Student Extension workbook.pptx"

For this unit, this is just a collection of ideas of additional slideshows students could create.

There are no model answers for the slideshows students could create due to the number of potential ideas. The examples included with lessons 1-4 should provide enough stimulus material.

Ideally students would have an opportunity to practice the necessary oracy skills of delivering a presentation including:

- Not reading out the slides.
- Pacing.
- Eye contact.

Extension 1	**Visiting the UK**
Activity	Research and create a slideshow about a popular UK destination. • Your town or city • Cotswolds • Cornwall • Lake District • Yorkshire Dales • Isle of Wight
Extension 2	**European destinations**
Activity	Research and create a slideshow about visiting another country. • Geographical location on a map. • Weather on each month, including typical temperatures. • Food. • Culture and tourist expectations. • Attractions and activities. • Landmarks.
Extension 3	**Sports and teams**
Activity	Research and create a slideshow about your favourite sport or team. • The history of the sport / club / team.

	• Achievements and trophies. • Stadium if appropriate. • Famous events. • Famous people / players.
Extension 4	**Your school**
Activity	Research and create a slideshow about an aspect of your school. • Promoting your school to students in year 6. • Being safe online. • School clubs for new students.
Extension 5	**Design guide**
Activity	Create a design guide for a slideshow about another country.
Extension 6	**Fix the slide**
Activity	Fix all the design issues on the model slide.

Reading

This unit includes a folder titled, “Reading”. The files in this folder contain passages of text about scenarios related to the topic and each include five questions. These resources can be used in many ways. For example:

- Guided reading and oracy activities in terms of more than six weeks.
- Cover work.
- Work for students disapplied from the lesson.
- Alternative homework.

Guided reading is where the teacher reads the text to the students who follow along with a ruler on the line being read. To support literacy, it is important that students are both supported and challenged with text that is accessible and in places more demanding. The text has been checked that it meets these criteria and is suitable for a reading age of 11–14.

The associated questions go beyond simple comprehension using a framework that provides progression from basic understanding to deeper analytical thinking. Either moving students through increasingly demanding reading skills—retrieval, vocabulary, connection, inference and evaluation or encouraging students to identify and critique the structure of an argument or explanation.