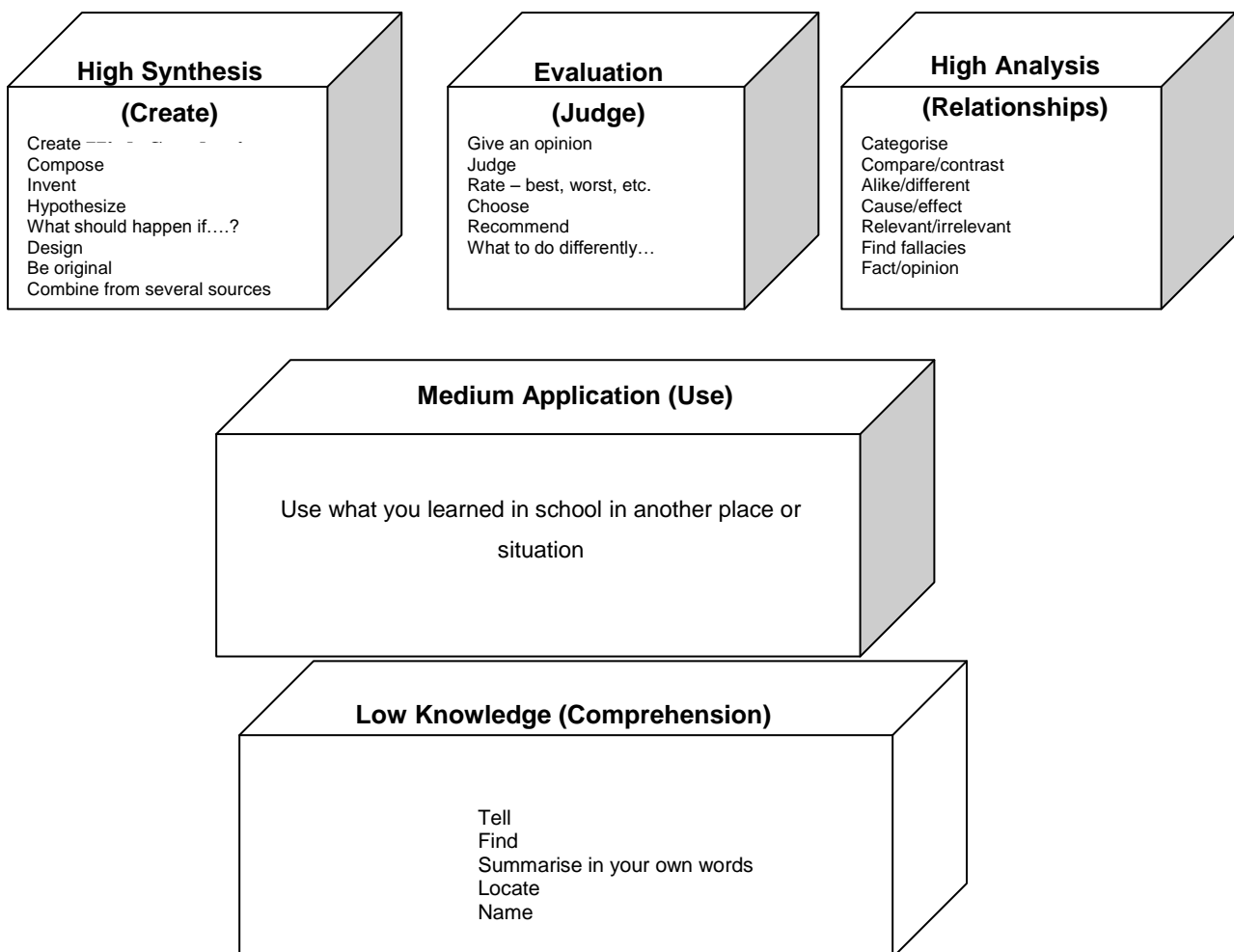# Bloom's taxonomy

In 1956, Bloom researched thousands of questions asked by teachers, categorised them, and arranged the categories into a hierarchy or taxonomy. He related the taxonomy to a ladder – the higher the rung, the deeper the learning.

Research has consistently shown that the large majority of questions asked by teachers come from the first two categories, which require factual recall and comprehension. Few questions come from the other categories which require higher order thinking skills.

Broadly speaking, within national curriculum levels of attainment, the demand for higher order thinking skills appears at Level 5.

High Synthesis

(Create)

Create
Compose
Invent
Hypothesize
What should happen if….?
Design
Be original
Combine from several sources

Evaluation

(Judge)

Give an opinion
Judge
Rate – best, worst, etc.
Choose
Recommend
What to do differently…

High Analysis

(Relationships)

Categorise
Compare/contrast
Alike/different
Cause/effect
Relevant/irrelevant
Find fallacies
Fact/opinion

Medium Application (Use)

Use what you learned in school in another place or situation

Low Knowledge (Comprehension)

Tell
Find
Summarise in your own words
Locate
Name