

Geography Best Practice Grid

What should we see in Geography lessons as best practice?

- Fundamental Geography concepts being used and integrated into new content. These include physical processes, social, economic and environmental issues.
- Explicit teaching of Tier 3 vocabulary. NB. There is a vast amount of this in Geography.
- Effective response to questions. Demonstrating good subject knowledge.
- Teaching of misconceptions and non-examples, so that students know what to avoid.
- Sequencing of lessons in a unit might be either explicit or implicit.
- Teachers actively moving around the classroom during independent tasks, monitoring behaviour and work. If regular misconception, or wrong information seen then the class may be stopped.
- Teachers referencing where they have previously covered this, or similar information. E.g. In the tourism unit in Y9 they will reference the volcanoes unit in Y8 with regard to how the Galapagos have formed. In the Y9 unit on earthquakes they will reference mangrove swamps which are learned about in the coast unit earlier in Y9.
- Teachers stating how information will be used in future topics.
- Teachers referencing the types of careers and opportunities for study that this knowledge might help with.
- Students will work with a variety of Geographical sources (images, globes, texts, maps, graphs, data, models, GIS). They will be shown how to use them and be required to recall similar sources they have seen previously.
- Students may be required to copy images, sequenced diagrams and models into their books. This is a skill that requires development and supports GCSE.
- They may undertake cartographic tasks including shading information in order to identify patterns. **This is NOT 'colouring in'**. Wider concepts are being integrated into lessons here, including sense of place, and understanding of relative locations and scale.
- Oracy, turn and talk and choral response to increase think ratios.
- Use of dual-coding for a range of vocabulary.
- Teachers will talk explicitly about how pupils can improve their work (see modelling and exposition section)
- Use of High 5 reading routine embedded in slides.

What does effective questioning and scaffolding look like in Geography?

- Cold calling. With knowledge of students to select. However, other types of questioning can include opportunities for pupils to put hands up.
- Opportunities to Turn and talk to increase the think ratio.
- Variety of styles of questioning. Short and extended response. This will depend on the type of information to be elicited from the student. Which continent is this? Africa. What impact does tourism have socially? It creates jobs which allows people to have more disposable income, with which they can afford luxuries such as holidays, which improves their quality of life.
- Teacher probing to encourage extension of responses. In example above if students stalls at 'It creates jobs' then the teacher would prompt for more information. Possibly rephrasing the question, or passing the question on. The prompt may be as simple as 'this means that....'
- Use of mini whiteboards for short answers.
- Choral response when learning new vocabulary e.g. correct pronunciation of temperature or precipitation.
- Sentence starters are included on many PowerPoints to be used with LA groups as necessary. Individuals may be given a written sentence starter on whiteboards or on the table. Teacher may state the sentence starter orally.
- Students suggest sentence starters which are written on board.
- High ability pupils will be given opportunities for extension activities, for example an extra question on a slide or considering extra content.
- Paragraph structures are again sometimes included on PowerPoints for use when necessary.
- Individual support sheets are designed and produced for specific individuals.
- Teacher may provide hints and tips to the structure on the board, for example stating what should be included as a list or a reminder about referring to social, economic, environmental.
- Discussion about what makes a good answer.
- Worked examples.
- Support fading.

	<ul style="list-style-type: none"> • No opt-out. Scholars must always provide an answer in a full sentence where appropriate. IF a scholar doesn't know an answer, they will be revisited to repeat the answer of another. • Use of discussion matrix to provide structured talk and promote high quality oracy. • Use of High 5 reading routine embedded in slides.
<p>What does great modelling and exposition look like in Geography?</p> <ul style="list-style-type: none"> • Clear and detailed exposition of new component information, linked together to form composite knowledge. • Specific teaching of Tier 2 and 3 vocabulary and modelling of how these words, and their word families can be used and the etymology of words. • Examples given to support theoretical content. • Development of place knowledge including referencing of wall mounted maps or globes. • Use of the visualiser to model and to show examples. • Involvement of students and student ideas. • Decoding of questions / modelling of process. 	<p>What does retrieval practice look like in Geography?</p> <ul style="list-style-type: none"> • Retrieval practice in every lesson. • Quick retrieval quiz on Satchel: One to support retrieval of lesson content. • Teacher Q and A encouraging students to use previously learned content and apply to current content. • Written answers which incorporate concepts and knowledge taught in previous units. • Regular low stakes quizzing.
<p>What will you see in pupils' workbooks?</p> <ul style="list-style-type: none"> • Neat work. Underlined headings. Pencil drawn diagrams. • Self marked and corrected retrieval quizzes. • Notes made as the teacher explains content. • Annotated diagrams / sketches. • Tier 3 vocabulary. • Short answers to questions / tasks. • Extended answers to questions / tasks. These will often be evaluative in their content and include developed ideas. • EBIs or corrections written by students. • Additions and improvements made. • Marked assessments, with whole class feedback. • Dual coding. • Feedback and improved work in response to summative assessments. • Annotations of work. 	<p>What formative assessment and feedback will you see in Geography?</p> <ul style="list-style-type: none"> • Low stake quizzes as starter and on S:1 encouraging retrieval. • Oral Q and A checking recall and application. • Variety of answers, verbal and written. • Peer assessment. • Self assessment. • Comparison to modelled answers. • WWW and EBI. • Whole class feedback. • Individual feedback as teacher moves around the classroom. • Classroom stopped if teacher notices a common misconception / misunderstanding. • Use of whiteboards.
<p>What questions are useful to ask the children about their learning to elicit understanding?</p> <ul style="list-style-type: none"> • Can you define..... (key vocab). • Can you explain what this diagram / map shows? • Which unit in Geography have you enjoyed most this year? • What has helped you make progress this year? • How does what you are learning link to previous lessons? 	<p>How do teachers in Geography engage with the subject community?</p> <ul style="list-style-type: none"> • X and Threads. Used to find articles and blogs that provide insights into current educational thinking. • Teacher Tapp. Provides articles, although often generic rather than subject specific. • AQA forum. Sharing of good practice, resources, ideas, moderation. The 'hive mind' offers rapid suggestions, information.

<ul style="list-style-type: none"> • How does what you are learning link to previous units / years? • Can you explain what you have learned this lesson? Follow up. How is this linked to social, economic and environmental factors? 	<ul style="list-style-type: none"> • Informal links with other schools within and beyond the trust through personal relationships with past colleagues etc. Again this offers opportunities for sharing ideas, resources and moderation. • Membership of GA. • Subject improvement forums. • WhatsApp – article sharing. • AQA Training.
<p>How is literacy taught in Geography?</p> <ul style="list-style-type: none"> • A range of sources are used. These include, but are not limited to infographics, news articles, blogs, graphical sources, maps, headlines, command words, promotional materials, poetry, songs, modelled answers. • High 5 reading routine. • Explicit teaching of the identification of unfamiliar vocabulary. • Highlight geography specific words and why they are used. • Through encouraging student understanding of the etymology of words, they develop a greater resilience in managing unfamiliar text and attempting to decode vocabulary. • Termly reads encourage wider reading, and model reading for pleasure. • RMGoingOut encourage reading in an adventurous place. • World Book Day encourages students to see the joy of reading. 	<p>How is oracy taught in Geography?</p> <ul style="list-style-type: none"> • Discussion grid (instigate / build / challenge / summarise) is used to support debate often in conjunction with think, pair share. • Think, pair, share regularly used in review, consider development etc. • Students are taught to be articulate through clear expectations made around the use of tier three language. • Students are taught to respond in full sentences and to add development where required. • Development of ideas is encouraged as staff use prompts such as “which means” and “this causes...” or “this happens because...”. • Follow up questions are regularly used to build on ideas other students have given. • Pose, pause, pounce, bounce used across the department. • Cold call is used across the department. • Development of Tier 3 vocabulary. • Use of ‘say it better’. • Use of the 3Ps. Purpose, posture, project.
<p>How is writing taught in Geography?</p> <ul style="list-style-type: none"> • Range of structures to answer short, medium and (geographically) long answers, maximum of 9 marks + SPaG, are specifically taught. • Sequence of teaching supports students in answering extended answers. Questions are analysed to establish required content, modelled answers are used and practice, enables students to organise responses in a logical and coherent way. • Specific teaching of command words. • Specific teaching of signposting to demonstrate structure and improve clarity. • Appositives are integrated into lessons (spoken and written), which helps students to 	<p>What does meeting the needs of SEND students look like in Geography?</p> <ul style="list-style-type: none"> • Visual aids used, including images and physical objects e.g. rock box, anemometers. • Support sheets available. Including for VI students and adaptive resources for colour blind students. • Dual coding used where appropriate. In particular diagram building to support process understanding. • Clear instructions given about timings. Tasks may be broken down depending on student need. • Modelling of extended answers. Including the break down of component parts e.g. command word, key words • Rule of three is used to support students in understanding.

<p>demonstrate accurate and appropriate use of geographical terminology.</p> <ul style="list-style-type: none"> • Specific teaching of note-making, summarising, and stating conclusions. • Writing of letters, with editing and revision. • Writing of scripts. • A variety of types of writing may be used: <ul style="list-style-type: none"> • Explanatory writing. • Descriptive writing. Including the use of case studies. • Analytical writing. Using data provided through a range of sources. • Evaluative writing. • Fieldwork reports. Writing descriptions, describing methods, presenting data and evaluating to draw conclusions. • Writing practice takes place over timed conditions, ensuring students can formulate coherent answers within time limits set in exams. 	<ul style="list-style-type: none"> • Gradual introduction of new vocabulary, and subsequent practice of use. • Appropriate seating plans give access to students and ensure suitable conditions for VI and HI students. • TAs are suitably deployed. • Choral response helps students to use correct pronunciation and get correct spelling. • Students set in Year 8 and 9 (to allow extension of HA students and more focussed curriculum for LA. Where possible LA groups created at KS4. • High 5 reading strategy helps students to focus and look for words that are unfamiliar. • A variety of text types used across the curriculum. • Use of whiteboards and no opt out ensure student involvement. • Positive reinforcement through praise and Rushey Rewards builds confidence. • Access arrangements for KS4.
<p>What does meeting the needs of NTE and emerging readers look like in Geography?</p> <ul style="list-style-type: none"> • Visual aids used including images and physical objects e.g. rock box, anemometers. • Support sheets available. Many modified to include dual coding (from The Noun Project), gap fills and scaffolding for sentences. Some including translations. • Dual coding used where appropriate. In particular diagram building to support process understanding. Tasks may be broken down depending on student need. • Modelling of extended answers. Including the break down of component parts e.g. command word, key words • Rule of three is used to support students in understanding. • Gradual introduction of new vocabulary, and subsequent practice of use. • Appropriate seating plans give access to students, allowing for frequent check-ins. • Turn and talk / think, pair, share used regularly to promote confidence. • LDT work with specific students that need support.. • Choral response helps students to use correct pronunciation and get correct spelling. • Students set in quarter bands in Year 8 and half bands in Year 9 allows students to be in suitable groups where they are best able to make progress. 	<p>What does meeting the needs of PP students look like in Geography?</p> <ul style="list-style-type: none"> • Students greeted, by name, on entry, with positive greeting after absence. • Targeted questions during Q and A. • Development of hinterland knowledge. • Exposure to hinterland knowledge through visual aids. • Suitable seating plans allows student access. • Provision of equipment as needed with reduced consequences. • Reduction in cost of trips. • Knowledge organisers and revision guides provided for free to KS4 PP. • Check reasons for poor homework completion. • Positive reinforcement through praise and Rushey Rewards builds confidence. • Building relationships. • Misconceptions identified and addressed quickly. • Think, pair, share used to build confidence. • Gradual introduction of new vocabulary, and subsequent practice of use. • High expectations of presentation, modelled using visualiser / whiteboard.

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| <ul style="list-style-type: none">• High 5 reading strategy helps students to focus and look for words that are unfamiliar.• A variety of text types used across the curriculum.• Use of whiteboards and no opt out ensure student involvement.• Non-compulsory developing literacy quizzes set weekly on Satchel:One. Positive reinforcement used to encourage attempts.• Positive reinforcement through praise and Rushey Rewards builds confidence.• Reading challenges encourage students to access a range of books at differing levels. | |
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