



Geography Teaching and Learning Guide

Intent

Geography means to write about Earth. We strive to ensure that Geography at Drybrook provides our students with a deep and rich understanding of the world in which they live.

Our Geography curriculum at Drybrook aims to equip students with the knowledge and skills to be successful global citizens. Our curriculum is not about students leaving with a long list of facts about the world; we want our students to appreciate the ever-evolving nature of Geography as an academic discipline.

Through our sequences of learning experiences, students will steadily work out how the world works and how it can and will change in the future. Students will learn about places that are outside of their own experience, they will develop their understanding of the world's diversity of environments, peoples, cultures and economies.

Students will develop a global 'open mindedness' so that they can challenge stereotypes and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience in the Forest of Dean.

Students will be encouraged to develop a deep and descriptive conceptual world knowledge that enables them to explain relationships in both the natural and human realms. Students will then utilise the knowledge and be equipped with the tools to think through alternative social, economic and environmental futures for a range of places.



DREAMING BIG ACHIEVING TOGETHER





Implementation

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. During lessons children are exposed to geography specific vocabulary and taught these through repetition and meaningful use. Previous vocabulary is recapped and reinforced. Key vocab is in all planning documents and shared and used with and by the children each lesson.

Children have access to a variety of resources in the classroom to deepen learning and to help them understand key knowledge, concepts and geographical skills. Quick fire questions are used to review learning and check that children know more and remember more. Geography assessment is ongoing throughout every geography lesson to inform teachers with their planning for lesson activities and differentiation. Summative assessment is completed at the end of each unit where geography objectives have been learned.

Teaching is designed to help children to remember in the long term the content they have been taught and to integrate new knowledge into larger geographical concepts.

These will be based on research into the best way to deliver learning of that specific subject. Use of EEF, Ofsted research and other research will be drawn on to provide a high-quality framework for lessons plan to be built around.

Timetabling

All subjects are taught discretely to ensure each subject has its own disciplinary structure to be respected and substantive knowledge to be learned and approach the clarity of the curriculum goals so they are clear to all.

Individual lesson structure

Recap prior learning both long term and short term – retrieval practice

- New learning begins from a previously comfortable starting point – link to prior lesson, country, event etc.

Evidence base

OFSTED Geography Research review series: geography Published 17 June 2021

- *The first principle, 'build on and expand [pupils'] personal experiences of geography' is recognised in research as highly influential when pupils are learning geography.*

Rosenshine's principles of instruction

- *Begin a lesson with a short review of previous learning.*
- *Present new material in small steps with student practice after each step*
- *Engage students in weekly and monthly review.*

Medium term plans structure

- Key foundational knowledge to be retrieved over time through retrieval practice
- Use of a knowledge organiser to refer back to key foundational knowledge.
- Map work or/and field should be included for each unit.
- Make connections with another context from prior geography learning and their own experiences.
- Think about alternative futures.
- Consider their influence on decisions that will be made.



DREAMING BIG ACHIEVING TOGETHER





Evidence base

OFSTED Geography Research review series: geography Published 17 June 2021

- The first principle, 'build on and expand [pupils'] personal experiences of geography' is recognised in research as highly influential when pupils are learning geography.

Depth of learning opportunities in Geography

Developed from a combination of Bloom's Taxonomy and Webb's Depth of Knowledge research

Explanations	Where children explain their thinking giving voice to their learning journey. Explain the journey of a rain droplet.
Conjectures	Opportunity to make conclusions or propositions based on incomplete information. Looking at population differences in cities within the UK – why do people live in London compared to Forest of dean?
Reasoning	The action of thinking about something in a logical, sensible way. Explaining why people might live in one place compared to another
Justifications	Activities with more than one possible answer where we see children showing what is right or reasonable. Comparison between favela and high rise areas within a city. Why have the Romans chosen to settle in the UK?
Arguments	Using evidence children take a stand on an issue seeking to persuade others of a point of view; this should include addressing an opposing point of view. Are the children in Uganda happy? Is it right the children should walk 3 hours a day to school?
Application	Once a purpose has been established children should decide how their skills should be used. Use a map to identify a route around the school, describe to get somewhere – different applications (maps vs instructions vs oral explanation vs video debate)
Complexity	Activities which offer higher level cognitive demand. This includes the children inventing, designing, prioritising, changing, rating, contrasting, comparing, constructing and imagining. Design their own village, town or city. Design a sustainable house in Africa.
Manipulation	The skill of adapting or changing something to suit the children's purpose. This could be manipulating light and temperature to have an effect on a plant. How does the weather affect housing and food produce? What would happen if a mud hut was built in this country?
Connections	Opportunities for the children to make the link between experiences they have and the associated learning need and the link between their learning and its application. Would you live in the mansion if...it was on a volcano, soil was extremely fertile etc. Should we have any animal in the zoo? Could make it animal specific? Should sea world exist?



DREAMING BIG ACHIEVING TOGETHER



Assessment process – what works best for your subject?



Monitoring process

Planning scrutiny

Book scrutiny

Lesson observation

Data analysis



DREAMING BIG ACHIEVING TOGETHER

