



What A Great Lesson Looks Like

Geography



Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.

- Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience.
- Entry Routines:**
- Teacher is at the entrance to the classroom – meet, greet and seat.
 - Pupils enter the classroom in silence and get their equipment out on the desk and complete the Do Now Retrieval Activity on entry. Pupils Instructed to BRS – Booklets Out, Read the Instructions, Silently Complete the Do Now.
- Behaviour and Expectations:**
- High expectations are set with regards to behaviour for learning; teachers expect students to be equipped and organised, engaging in all activities appropriately to the work that is set.
 - Teachers foster positive working relationships with students, awarding praise points and golden tickets.
 - The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on the white board and Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.



Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.

- Students are taught in mixed ability classes designed to encourage aspiration and achievement.
 - Teaching assistants are utilised to support all learning.
 - Homework is designed to support knowledge retrieval and develop and extend pupils' learning in lessons.
- Adaptive Teaching**
- Teachers use adaptive teaching strategies to support and challenge all students including the highest attainers through choice of texts, planned extension tasks, scaffolded tasks, questioning, introduction of new vocabulary, synthesis of knowledge and skills in extended writing tasks and encouraging critical thinking through debate.
 - Teachers provide a variety of modelled examples, with success criteria, for pupils to aspire to and to clarify the expectation of learning and outcomes.
 - Writing like a geographer is taught explicitly using acronyms. e.g. Describing location CLOCC –Continents, Latitude, Oceans, Countries, Compass Direction. Analysing trends in data – TEA – Trends, Examples, Anomalies.



Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.

- The Curriculum is the Progression Model. Pupils are assessed on how far they are knowing and remembering more about locations from a local to a global scale, physical, human, environmental geography and completing geographical enquiries and fieldwork.
- Hunting not Fishing**
- Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all.
 - Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps using cold calling, self-assessment white boards, diagnostic checks using RAG cards, live marking and at least one deep mark per half term in the form of mid-unit and end of unit assessments.



Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.

- All staff have access to local, trust-wide and national CPD in the form of Geographical Association Subject Association Membership and Internet Geography.
- Subject Specialist knowledge is used to inform teaching and learning.
- Teacher Instruction**
- Explicit teaching and revisiting of subject specific vocabulary using narrative forms to help pupils to make sense of new information.
- Linking lesson objectives to Geography in the News
- Deliberate Practice**
- Location – Pupils describe the location of case studies using CLOCC.
- Physical, Human and Environmental Geography – reading comprehensions, storyboarding processes, completing tables.
- Developing geographical skills by Interpreting GIS, photos, graphs maps and primary and secondary data.
- Writing like a geographer using a range of primary and secondary evidence.



Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

- Retrieval Practice**
- Do Now activities/Geog your Memory activities are visible on students' entry to the classroom - they either connect the lesson's learning and focus with prior knowledge, introduce small chunks of new knowledge, or provide a low stakes short task to engage pupils in the learning for the lesson.
- Curriculum Sequencing**
- Teachers share learning objectives and geographical enquiry questions to contextualise the learning and highlighting key concepts/factors/case studies.
 - Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and built on prior learning with effective spacing.
 - Success criteria is shared and used / referred to during the lesson and as AFL
 - PLCs and Knowledge Organisers indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work



Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.

- Teachers communicate, where relevant, the links between the learning and life beyond school.
 - Revision strategies are explicitly taught to support acquisition of knowledge.
 - Teachers frequently model learning strategies, annotation skill, analysis, planning and writing skills to develop metacognition and independence in students.
 - Key vocabulary is referenced within schemes of learning and teachers explicitly teach the meaning of the vocabulary, encouraging pupils to use it confidently in the context of their own work, both oral and written
- Reading to Succeed**
- Reading to Succeed is an expectation of all students and a culture of reading developed in each classroom. 5 minutes of each lesson is dedicated to reading.
- Homework**
- Reading to Succeed Knowledge Retrieval and Comprehension set fortnightly at KS3 and knowledge retrieval activity set weekly at KS4.