

Guidance for Observation and Target Setting in Primary Geography

National Curriculum Purpose of study: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

6 Key Questions to ask when observing Geography lessons:

	Question	Additional Information
1	Is the learning intention written as an enquiry question? Is this linked to a disciplinary concept?	<i>Geographical enquiry questions should structure pupil learning over a sequence of lessons and be rooted in a disciplinary concept ie: Is climate change a natural process? What is the best season for tourists to visit our city/country? Why are penguins and monkeys not friends?</i>
2.	How are children working like geographers? Is there evidence of collecting /analysing /communicating information to support pupils to frame questions and develop opinions.	<i>Disciplinary concepts: An understanding of how geographers study the planet and make decisions concerning it. Identify, assimilate, analyse and communicate data of various kinds, to learn and engage mentally with questions about people, society, environment and the planet</i>
3	What key substantive knowledge and concepts will the pupils know and remember?	<i>Substantive Knowledge: Factual concrete and abstract content about place, space, Earth systems, physical and human environments, time, scale, diversity, interconnection, and representation.</i>
4	How is a sense of place / environment / scale / diversity / interconnection / representation being developed or secured?	<i>Are meaningful contexts used to support locational knowledge; developing 'place, space and scale'?</i>
5.	Are powerful geography questions being used? How?	<i>High-quality questions enable students to develop both substantive and disciplinary knowledge simultaneously.</i>
6.	Does the content selection support understanding... such as how different locations/ places have different human and physical characteristics which impact upon their development?	<i>For instance: when investigating a particular biome, are pupils using a wide variety of reliable sources of geographical information to understand the authentic physical and human environment accurately and realistically from multiple geographical perspectives.</i>

Potential **Geography Specific** Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Identify the key substantive knowledge you want the children to know and remember from this lesson/sequence.
Refer to the / include an enquiry question for this sequence of learning; how does this lesson support the children in being able to answer it?
Use the sequence of collect, analyse and communicate information concerning geographical concepts to help deepen children's understanding of processes.
Include fieldwork wherever possible in your geography lesson to support children's understanding of the human and physical features of their environment through first-hand experience.
Ensure that children are engaging in regular purposeful practice to develop their geographical disciplinary knowledge, using maps / GIS / compasses / geographical charts / data collection / communication / fieldwork / questioning / discussions.
Plan opportunities for children to 'think like a geographer', communicating geographical concepts through the disciplinary and substantive knowledge the children have been engaging with during the unit of work.
Look at the 'doing' words from the geography national curriculum programme of study, as these will support your planning of the geographical tasks the children need to be doing in geography lessons to develop disciplinary knowledge.
Plan lessons and use geographical materials which challenge stereotypes and assumptions of countries and cultures.
Speak to the subject leader about where this lesson fits within the whole school geography curriculum so that you can build upon prior learning.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Identify the key geographical vocabulary you want to develop with the children, such as weather, climate, settlements, migration, interconnectedness, etc and build in opportunities for the children to explore and use it.
Use the enquiry question to support your assessment of the children; how has this lesson developed their ability to respond to it at the end of the sequence?
Assess disciplinary knowledge through children's engagement with geographical tasks from the national curriculum and their ability to 'think like a geographer'.
Make sure that you refer to the substantive concept [place, space, Earth systems, physical and human environments, time, scale, diversity, interconnection] and give children a specific example of it and ask them to use it.
Use a variety of formative assessment strategies to assess the development of pupils' substantive knowledge / human and physical processes / vocabulary use / locational knowledge / fieldwork skills / mapping skills.

Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Develop your understanding and knowledge of [human/physical process, location, fieldwork, biomes etc] so that you can identify misconceptions and adapt teaching; relate this to local geography.

Develop your understanding of promoting diversity through human processes to ensure your content selection enables pupils to understand the diversity of societies locally/nationally/globally.

Improve your understanding of the interconnectedness of physical and human processes, not only through place, space and climate change.

Learn and talk regularly about climate change as part of the geography and wider curriculum. Develop your understanding of the pedagogy of hope when teaching children about climate change.

Geography is not just about remembering substantive knowledge, develop your understanding of how children make progress in disciplinary concepts.

<https://www.gov.uk/government/publications/research-review-series-geography>