



Retrieval



Lessons must have a retrieval element, ideally but not explicitly, at the start of a lesson. This allows children to consider previously learnt knowledge which creates stronger links to other knowledge allowing it to transfer to their long-term memory.

Activities must engage the long-term memory. Agarwal et al (2021) You need to balance challenge with opportunities for success. Coe (2019) Retrieval should not be a single, separate learning activity. Teachers must provide some form of feedback – prevent misconceptions.

Enquiry Approach



Each lesson sits within a geographical enquiry.

The enquiry question is ideally shared at the beginning and end of each session. Discussions will focus on how learning has contributed towards the answering of it.

Once the necessary sticky knowledge has been taught through a sequence of steps, there should be an enquiry task (often a 'What if') given so children can apply their knowledge in order to respond to the question.

High Quality Maps and Globes



Every geography unit features map work so children can become confident in a range of different maps – both physical and digital. The progression of these maps is clearly defined through the mapping strand in our disciplinary progression document.

Use of maps compliments and enhances both substantive learning and fieldwork.

Dialogue Teaching



Opportunities are given to allow the children to be more active participants in a lesson.

There is time given for discussion of geographical concepts and ideas, both between peers, as groups and whole class.

A variety of questioning methods should be used to guide discussion, balanced with making links, solidifying understanding and teaching of new knowledge. According to Alexander (2011), it is about the 'quality, content and dynamics of talk' and it has been described by the EEF as 'cognitively challenging talk'.

Explicit Teaching of Tier 3 Vocabulary



To understand a word is to understand a concept.

New geographical vocabulary, both substantive and disciplinary is outlined in key learning documents and taught explicitly. It must be modelled by teaching staff, and it's use supported so that the children become confident and natural in its use.

Sticky Knowledge



Knowing more and remembering more.

"Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned." (Kirschner, Sweller and Clarke, 2006)

Generative or sticky knowledge stays with you forever. Therefore, a lesson should focus on a key objective or concept as outlined in each unit of the geography curriculum. Each unit has 5 or 6 key pieces of knowledge which will be covered in that unit.

Assessment hopes to catch sticky knowledge but this is not wholly accurate if only carried out straight after learning has taken place.

Marking and Feedback



Whenever possible, live marking should occur to provide children with timely and effective feedback. Therefore, misconceptions can be addressed and corrected when they occur.

Where self and peer-assessment are used, clear and specific criteria will scaffold it.

Marking, feedback and next steps will focus on the discipline of geography.