

## Guidance for Observation and Target Setting in Secondary 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	Does the student make the locational aspect of the lesson clear. Have they built on the pupil's place knowledge	<i>The teacher clearly describes and explains the place being studied and uses maps to help the pupils understand its geographical location</i>
2.	The lesson develops the pupil's knowledge of physical and or Human geography processes	<i>It is clear from the lesson which aspect of geographical knowledge are being developed and this is clearly linked to the National Curriculum/ exam specification?</i>
3	The pupils use geographical skills in the lesson to develop their understanding	<i>Geographical skills could include – mapwork, enquiry based learning, GIS, Graphacy, Numeracy, Use of images.</i>
4	Pupils are encouraged to think like a geographer – using the 5 w's framework	<i>Are pupils challenged to consider key geographical questions of what, where, when, why, who.</i>
5.	Case studies are used (where applicable) with confidence to extend pupils knowledge and understanding of the key geographical knowledge being explored.	<i>Most but not all geography lessons will use a case study to support the pupils understanding. Is the case study a suitable one. Is it recent i.e from the last 10 years? Does it help the pupils to gain a deeper understanding of the concepts being explored in the lesson?</i>
6.	Is the learning experience considering decision making and or critical thinking	<i>The Royal Geographical Society see this as an absolute baseline of successful pedagogy in the subject as it encourages the pupils to reflect upon different opinions and ideas. Is there the opportunity in the lesson for pupils to explore their own opinions, consider different viewpoints and think critically?</i>

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

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
Use a greater range of teaching strategies in the lesson. Avoid always using worksheets
Integrate the use of graphacy, mapwork, images and GIS into the lesson
Identify and make explicit the key substantive knowledge you want the children to know and remember from this lesson/sequence.
Model confident use of appropriate specialist vocabulary.
Consider where the lesson sits within the sequence of lessons, how are you building knowledge and understanding over the topic?

<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
Use Big (hinge) Questions to help pupils explore the big issues of a topic
Develop peer and self assessment activities into the lesson
Use marking criteria and modelled answers to help the pupils reach the higher assessment bands at GCSE and beyond.
Develop your use of cold calling and targeted questioning to extend pupils understanding.

<b>Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps</b>
Develop an awareness of how technology supports the teaching of geography and use the technology with confidence in the lessons
Explore how the numeracy element of geography is taught both in the subject and in Maths
Develop an understanding and knowledge of the key physical and human processes taught in key stage 3 and 4
Develop an understanding and confidence in the use of case studies to explore key geographical concepts and to develop a sense of place.
Consider how to incorporate enquiry based learning and fieldwork both actual and virtual into the taught lessons.

### References

Ofsted geography research review - <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography>

Royal Geographical Society <https://www.rgs.org/schools/>