

Geography Non-negotiables

To be a Geographer, I...

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| I can use a range of maps, follow directional language, compass points and locate places using 6 figure grid references. | I can develop a sense of place, compare where I live in relation to the rest of the world. | I can describe physical and human features and explain how places have changed and why. | I am curious about the world around me and respect the different people who live there | I can use fieldwork skills to follow an enquiry question, explore my surroundings and collect data in the form of drawings, pictograms, tally cart, venn diagrams and present information. | I can describe how humans are affecting our planet and the steps we can take to look after it. |
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Teaching Non-negotiables

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| History and Geography taught in three-week cycle. Week 1 = Geography and History Week 2 = History and Geography retrieval Week 3 = Geography and History retrieval | 'Can you Still?' slide used at the start of every lesson. This needs to be on pacer and boards. This is a verbal discussion based on content already taught from last lesson, last term, last year. | Time for discussion in every lesson with the expectation that pupils will explain their thinking using the correct tier 3 vocabulary and stem sentences when necessary. | Support for lower ability and challenge in all lessons with an SEND adapted task if needed. | Children should learn through a variety of lessons and be exposed to real-life experiences. | Teachers to use assessments provided by subject lead for main topics. There are no assessments for social responsibility units and fieldwork. Teachers to complete DNA ticks on Pupil Asset at the end of each unit. | 30 minute retrieval lesson | Fieldwork lessons to follow enquiry process and data to be presented in a meaningful way – see separate sheet provided by subject lead. | Knowledge Organiser used as a working document for all place units. | At the end of each lesson refer back to aspiration cartoon and discuss how they have been a geographer. |
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Recording Non-negotiables

| ELEMENT | Can you still...? | Main lesson | Assessment | Can you still retrieval lesson | Fieldwork lesson | Floorbooks | Knowledge Organiser |
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| RECORDING | Can you still at the start of the lesson is a verbal discussion. This could also include whiteboards but does not need to be recorded in books. | Record in a variety of ways – the focus needs to be on the geography element of the task not the writing. There should be an element of challenge and an SEND adapted task if needed. | When work is completed in floorbooks teachers to use assessment grids with initials to indicate if a child has achieved the objective or has needed support to achieve. If a child has shown they are working above on the assessment grid there must be evidence they have accessed the challenge. Teachers will assess pupils on main topics using assessments provided by subject lead. Fieldwork is assessed using assessments provided by subject lead linked to oracy. These assessments need to be recorded in books / floorbooks if it is a written task or on Seesaw if it is verbal. At the end of each unit DNA ticks must be completed in Pupil Asset. | Planning board must be saved in folder. Sticker to go with can you still logo, date and title to be stuck into books. Over the four retrieval sessions it is expected that there will be one class discussion, one quiz and two written retrieval tasks. | Fieldwork lessons to be recorded in floorbook. KS1 to use fieldwork sticker in floorbook. | At the start of each unit teachers must use a page in the floorbook to indicate the title of the unit. | For each place unit children to complete a knowledge organiser. This is a working document that the children will add to throughout the topic. This will be a class knowledge organiser in KS1. |