

Geography Non-negotiables

To be a Geographer, I...

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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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	The retrieval lesson (30 mins) should be used to revisit previous learning linked to an upcoming lesson to aid future learning. Alternatively, a retrieval lesson can be used to look a previous learning within the same theme of an upcoming lesson.	'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 2 and 3 vocabulary and stem sentences when necessary. Teachers to use vocabulary progression document to identify what vocabulary to explicitly teach.	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.	Fieldwork lessons to follow enquiry process and data to be presented in a meaningful way.	Geography key theme icons to be present in the classroom and shown/discussed in every lesson.
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ELEMENT	Can you still...? Starter	Main lesson	Assessment	Can you still retrieval lesson	Fieldwork lesson	Intervention
RECORDING	No requirement for this to be in books. Recording is up to the discretion of the teacher. Must be detailed on planning board and pacer.	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. If evidence is on seesaw, it should state this in books.	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. Teachers to use the assessment framework and spreadsheet to assess children.	Planning board must be saved in folder. Sticker to go with can you still logo, date and title to be stuck into books. Children must complete a range of tasks either written, quiz or discussion. When a quiz has been completed the sticker must state this and the name/topic of the quiz. When a discussion has taken place it must say this on the sticker and detail what the discussion was about. Work in books should be marked in line with whole school marking policy	Fieldwork lessons to be recorded in floorbook. KS1 to use fieldwork sticker in floorbook.	Immediate Intervention is carried out in the child's book and marked II. It immediately follows the lesson and occurs before the next lesson is taught.