

Teaching Sequence – GEOGRAPHY



Prior knowledge

At the start of a unit, activate the prior knowledge using the prior knowledge section on the progression documents as a guide. What do the children remember?
Any prior knowledge needed must be revisited here if necessary.

The Big Question

All units have an enquiry question. Introduce this at the start of the unit and ask the children to discuss what they already know about this question. Explain that by the end of the unit, they should be able to answer this question in depth. Display this question in your classroom and refer to it throughout the unit, explaining how the knowledge taught helps us to answer the question. Pictorial knowledge organisers can be introduced here.

Flashback questions

These should be used at the start of each session. These are flashback questions in the year group progression documents to guide the questions you may ask the children. These should be used as a quick way to ensure that knowledge taught in the previous sessions has been retained. There are no flashback questions needed for your first teaching session.



Introduce vocabulary

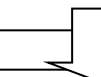
Introduce new vocabulary for the session – examples of this can be found on the year group progression documents. Add vocabulary to classroom displays.



Teach the knowledge

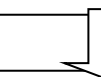
What do the children need to know? Teach the children the geographical knowledge highlighted for the focus – See year group progression document for this.

You can combine more than one of the objectives from the key knowledge section when teaching – these are not individual learning goals for separate lessons. How you teach the knowledge is up to you!



Apply

What activity do the children need to do to make sure that they know, understand and remember the key knowledge? Think carefully about the activity – make sure the learning is priority and the activity supports this. There is suggested pedagogy at the end of the progression document under 'How to be a geographer.'



Revisit

Revisit the big question at the end of each session, discussing how the knowledge we now have from the session, relates to the big question.

Answer the BIG QUESTION

Children are given the big question and must answer this in whatever way is appropriate to the year group. Pictorial knowledge organisers may assist in this.