

Geography Flow Chart

Resources: Access to Rising Stars for planning
Each classroom to have a world map on their cross curricular working wall.

Spark Wonder

Start the lesson with a hook that captures curiosity and allows the children to ask questions.

Children may draw on their own knowledge and start to make connections.

Share the knowledge organiser.

Discover & Investigate

Children start to investigate the topic through research and practical work.

New subject knowledge is taught and key vocabulary highlighted.

Opportunity for teaching new geographical skills.

Explain & Describe

Learning will be recorded in ways appropriate to the lesson content.

Children will be given the opportunity to reflect on what they have learnt.

Consolidate & Enquire

Opportunity should be given for children to share their knowledge.

Allow children the time to ask further questions to deepen their understanding.

You could also review key vocabulary used within the lesson.

Ideas:

Display an object/image/video/map location as a starter. You could also use a story.

Plan trips/visitors for the start of a topic.

Start with a 'Where in the World' activity.

What questions do the children have? What would they like to find out? - post it note activity.

What do they already know?

Ideas:

Use appropriate resources such as books/maps/artefacts/computers to research practically.

Children work in different pairs and groups.

Use of Kagan structures to support cooperative discovery.

If teacher led, how can the session be interactive for the children? Are you teaching a key geographical skill?

Ideas:

Record learning in a variety of ways including: posters, leaflets, videos, news reports, art work, presentations etc.

Seesaw can be used to capture children's discoveries and reflections.

A final piece of work for each unit shows enquiry skills and a culminating display of what learning has taken place.

Ideas:

Revisit questions asked at the beginning of the lesson. Can any of these be answered now?

Children may now have further questions. These should be considered when planning further lessons to allow broadening and deepening of their knowledge.

Can we add anything to our world map?

Antarctica

Geography Sentence Stems

Spark Wonder

- I can see _____
- I think _____ because _____
- I wonder _____
- Where / How / Why / What if _____

Discover & Investigate

- To find out _____, we could _____
- I have noticed _____
- I was feeling _____, so I helped myself / my friend out by _____

Explain & Describe

- I found out that _____
- I have learned that _____
- I think that _____ because _____
- The evidence shows that _____, for example _____

Consolidate & Enquire

- I used to think that _____ but now I think _____
- I can conclude that _____
- Now, I wonder _____
- I would like to find out more about _____ because _____

Geography Question Ideas

Spark Wonder

- What can you see / hear?
- What do you notice about _____?
- What do you already know?
- What would you like to find out?

Discover & Investigate

- How can you find out _____?
- What resources will you use?
- Can you use any geographical skills?
- How will you work together?

Explain & Describe

- What have you found out?
- How do you know?
- What evidence have you found?
- Can you explain how / what / why?
- Can you give a reason for _____?

Consolidate & Enquire

- What questions have we answered?
- Can you explain any of the key vocabulary?
- Would you like to find out anything else about _____?
- What would you do differently next time?

Refer to Bloom's Taxonomy for different levels of questioning