PROJECT CASE STUDY

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I wanted to encourage our Year 11 pupils in thinking independently and critically about their fieldwork as the pupils find it difficult to come up with their own ideas and suggestions without teacher support.

With the help of the trainers, I designed a learning journey

1 – Thinking critically alone

The pupils were given a table conaining a variety of statements about their fieldwork and were asked to tick or cross the box dependant on whether they agreed or disagreed.

2 – Silent debate

Pupils now had to justify why they thought what they did. The statements were written out on A3 around the room and they had to silently write down what they thought about each statement and why.

3 – Consolidation

As a group or in pairs, they had to summarise the arguments given on the A3 pieces of paper and feedback while the rest of the class filled in a table related to the specific exam question the points fed into.

4 – Structure grids

I then used a simple exam answer structure grid to allow the pupils to write their own independent answer, based on the critical thought developed throughout the lesson.

Statements	Agree or Disagree
Results of pedestrian counts are not helpful for my conclusions at all.	
Land use map categories are always good at showing exactly what is there. (They are representative).	
Counting people in a pedestrian count could be made less reliable by the people doing the counting. (This is called human error).	
Having a very large number of categories on a land use map is always a good thing.	
The time of year we did the fieldwork impacted our results reliability.	
Doing the pedestrian counts at different times did not impact our results.	
The EQA was helpful in proving my hypothesis.	
The EQA categories included everything I needed to fully assess the environments quality.	
Everyone in my group agreed on the EQA scores.	
I was fully able to prove or disprove my hypothesis using me methods.	
My results from the EQA can be 100% trusted.	

1

Question title: For one of your geography enquires, to what extent were the results and methods of this enquiry helpful in reaching a reliable conclusion? (9 marks)

Intro sentence: ''My conclusions, which were based on the results from my chosen methods, were ……''

If conclusions are reliable that means…	EQA was helpful to reach reliable conclusions because….	Land use map was helpful to reach reliable because….	Pedestrian count was helpful to reach reliable because….
	But it was also not reliable because….	But it was also not reliable because….	But it was also not reliable because….
	Therefore my results did/didn't help me in drawing a reliable conclusion because of…	Therefore my results did/didn't help me in drawing a reliable conclusion because of…	Therefore my results did/didn't help me in drawing a reliable conclusion because of…

Very unreliable — Both — Totally reliable

To conclude: My conclusions were …… because of ….

4

What would be the benefits of using this 4-step approach to develop students' evaluation skills?

Discuss how you would adapt the statements (1) to suit your own fieldwork?

Beyond familiar fieldwork, where else could you utilise this approach?

This is an example project from the Critical Thinking for Achievement programme.

www.geography.org.uk/Critical-thinking-for-achievement

CRITICAL THINKING FOR ACHIEVEMENT