

Observing primary geography lessons

National Curriculum purpose of study: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how Earth's features at different scales are shaped, interconnected and change over time.

Key question for mentors	Possible prompts for mentors
Does the lesson have a clear geographical focus?	- Is the lesson framed as a geographical question that pupils can explore and respond to? - Is the learning context clearly linked to a 'big idea' or disciplinary concept (e.g. place, scale, environment)? - Does the lesson provide opportunities for pupils to build on their personal knowledge and experiences?
Does the lesson enable pupils to develop geographical knowledge?	Are pupils provided with opportunities to: - Develop their knowledge and understanding about a range of diverse people and places at different scales where appropriate (local, national and global)? - Learn about how the world is changing in a way that offers them hope for the future? - Know more about the ways in which the physical and human world is interconnected?
Does the lesson enable pupils to explore relevant and real-world geographical issues?	- Are pupils curious about the world around them and the people who live in the places they explore? - Do pupils ask and respond to geographical questions? - Do pupils show an interest in learning about different people and places?
Are pupils provided with opportunities to 'think in a geographical way'?	- Does the lesson enable pupils to make sense of the world and their place within it? - Are pupils provided with opportunities to better understand how they themselves and their community are connected to other people and places? - Do pupils use geographical vocabulary with increasing levels of accuracy and independence, demonstrating geographical knowledge and thought?
Are pupils provided with opportunities to find out how geographers work?	Are pupils provided with opportunities to: - Use an appropriate range of geographical skills, e.g. interpret different types of maps and images? - Consider other people's views and develop their own opinions and values? - Use a range of topical resources including maps and images to help ask and answer questions?
Are pupils provided with opportunities to make use of geographical knowledge?	Are pupils given opportunities to: - Discuss and debate geographical issues at a local, national and global scale? - Make decisions and consider how such decisions can influence the lives of people at different scales (local to global)? - Think about how different people in different places have similar and different views?