

Planning 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 the Earth's features at different scales are shaped, interconnected and change over time.

Key question for mentors	Possible prompts for mentors
Does the purpose of the lesson have a clear geographical focus?	- Does planning provide (a rationale for) a geographical hook or stimulus to connect pupil's everyday geographical knowledge to the identified learning context? - Identify a relevant and real-world context for geographical learning? - Is a relevant and purposeful enquiry question used to frame the lesson?
Does the lesson enable children to develop geographical knowledge?	- Has core geographical knowledge been identified for teaching? - Is planning carefully sequenced to help connect the lesson to prior and future learning? - Does the planning identify specific geographical vocabulary that will be taught or revisited in the lesson?
Does the lesson enable children to explore relevant and real-world geographical issues?	Does the planning provide: - Examples from current local, national or world events which are linked to the topic being studied? - Opportunities for pupils to enquire, explore and explain geographical ideas and concepts in an age-appropriate way? - Indications that a range of geographical resources will be used to ensure single stories are not presented or re-enforced during the lesson?
Are pupils provided with opportunities to 'think in a geographical way'?	- Will this lesson develop pupil's disciplinary knowledge and conceptual understanding of 'big ideas' such as place, scale, environment? - Does planning indicate that modelling, scaffolding and / or explanation has been planned for and will be used where appropriate? - Does the planning identify age-specific models or diagrams to illustrate processes and concepts?
Are children provided with opportunities to find out how geographers work?	- Does planning provide opportunities for pupils to actively make sense of new ideas so that schema can be developed effectively? - Does the planning identify high quality geography resources that will be used by the teacher and / or pupils? - Does the lesson provide sufficient opportunities for pupils to be taught, practise and use and apply with increasing independence a range of appropriate geographical skills?
Are children provided with opportunities to make use of geographical knowledge?	Does planning: - Indicate sufficient time will be provided for high quality classroom talk to help pupils develop and secure geographical knowledge and understanding? - Identify opportunities to provide pupils with feedback on spoken or written geographical contributions to lessons?

	▪ Identify possible misconceptions / barriers to learning, including stereotypes pupils might hold about places, people and environments.
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