



At the beginning of a unit...

Memory Masters – We plan for 'Memory Masters' at the beginning of every unit of learning to **revisit**, **recall**, **revise**, **remember**, **reinforce**, **relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

We deliver and assess in a number of ways, including the use of Socrative using quizzes based on cumulative quizzes, the use of sentence starters to ensure we elicit key critical knowledge or practical tasks to show what key skills have been remembered. The Geography Lead has planned Memory Masters to ensure key substantive concepts are recapped in readiness to deepen knowledge and understanding in these concepts, which include location, physical features, human features, diversity, physical processes, human processes and techniques.



In every lesson...

Locational knowledge quizzes – We expect children in each year group to be able to locate specific countries on a map and describe where in the world they can be found using geographical vocabulary. Each year builds on the next so remember to revise countries from previous year group.

Feedback to feedforward – Following this, there is a feedback and feedforward element to review prior learning within the unit, in readiness to build connections.

New Learning and Guided Practice – Key knowledge and concepts are introduced, and it is explained that these will be learnt through key geographic skills. Fieldwork and map skills are an integral part of every unit and are carefully planned for and modelled. Children also use maps in the playground and on hall wall for sense of scale. Questioning techniques are considered e.g. Cold Calling, Show-Me Boards, Probing Questions etc.

Independent Practice – Following modelling, children have the opportunity to develop skills of being a geographer. This may include using and drawing maps, collecting and analysing data, working in a group or independently. Misconceptions and stereotypes are challenged during this time.

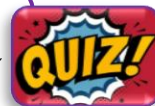
Think Deeper – An extra challenge enables children to apply knowledge and understanding is assessed.

Let's Reflect – Learning objectives are revisited to ensure children know what they have learnt. A key question is posed for children to answer. Sentence stems linked to oracy skills support this.



Throughout each unit...

During the reflection part of each lesson, one or two new questions are added, and these are all revisited during this part of the lesson. These form a cumulative quiz that is used at the end of a unit as an assessment or for a Memory Master.



At the end of the unit...

Assessment is carried out through a complete cumulative quiz and a 'Show what you know' activity. The enquiry question for each lesson is shared to support the answering of the overarching question. Sentence stems are used to support this along with key vocabulary.



Retrieval...

Concepts, knowledge and vocabulary identified on unit knowledge organisers are assessed at a distance through a range of retrieval techniques, including those from Kate Jone's Retrieval Practice books. These are mapped out throughout the year by the Geography Lead in a 'Four From Before' format. There is a discrete retrieval session in every year group for geography on Tuesday afternoon that includes one question from the previous year, one from the previous unit, one from the current unit and one from the last lesson.

