

THE HAT FEATURES IN DEPARTMENTS: Geography



1	<p>We review learning: The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests</p>	<p>All lessons begin with a review of previous work; GCSE and A' level – questions from previous units, exam style questions. Most lessons start with verbal Q/A review of previous lesson. KS3 – GEOG your Memory (being embedded).</p>
2	<p>We make the learning clear: Students are told what they will be learning (e.g. learning intentions) and are shown how they can make progress (e.g. success criteria)</p>	<p>Learning objectives are made clear at the start of every lesson. Occasionally students are asked to work out the Learning Objectives during the lesson. We sometimes use IDEAL to help students develop their skills and writing. Every student has a tracking sheet to monitor progress towards their target.</p>
3	<p>We present new learning in small steps: Students are given the opportunity to practise each step thoroughly, to obtain a high success rate</p>	<p>Differentiated tasks are clear, challenging and supporting students of all abilities.</p>
4	<p>We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson</p>	<p>Instructions are on the board and are given verbally.</p>
5	<p>We ask questions of everyone: For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think</p>	<p>We are moving towards 'no-hands up'. We are making more use of mini whiteboards to check on all students participate. We 'circulate' around the classroom to talk to as many students as we can, focusing on the 'non-verbal' participants.</p>
6	<p>We provide models: Evidence of modelling by thinking aloud, by using WAGOLs, worked examples and partially worked examples, and by demonstrating (in practical work)</p>	<p>A range of modelling techniques are used: model exam answers (at different grades), students (GCSE A' level) are shown how to move through the different levels for answers (basic-developed-detailed), 'on one hand – on the other hand' template.</p>
7	<p>We guide students' practice: Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback</p>	<p>Model answers are sometimes used for GCSE and A' level. Weaker students (mainly in KS3) will get support with extended writing, using sentence starters. Feedback in all years give WWW/EBI statements, which students copy down relevant ones and then do feedforward relating to the EBI.</p>
8	<p>We require students to practise independently: Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed unscaffolded tasks in silence, and we monitor their progress.</p>	<p>Students work independently for assessments.</p>
9	<p>We check for understanding (CFU): Evidence of questioning to check ALL students' understanding. Evidence of adaptive teaching in response to CFU, with students retaught if they have not got it</p>	<p>Understanding is checked through; Q/A, mini whiteboards, assessments, 1-1 discussions (teachers will work with individuals who don't understand). If whole classes do not understand a key concept/content, it will be re-taught in a different way.</p>
10	<p>We use retrieval practice systematically: Evidence of retrieval practice that makes the learning stick</p>	<p>Knowledge Organisers are used (every second lesson Yr 7-10, once a week Yr 11). Yr 7-11 have Knowledge Organisers for homework. In addition, GCSE students are set review work from previous units and then assessed at the end of each half term.</p>