

# Unit 3

## Developing objective led lessons in geography

Following the training in the generic unit *Objective led lessons*, it is important to consider how the key messages of the training apply to geography. As part of the whole-school focus on Assessment for learning, this subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

### Objectives

- To define what is meant by learning objectives and learning outcomes.
- To demonstrate the purpose and importance of sharing learning objectives with pupils.
- To provide strategies for sharing learning objectives with pupils.

### Key messages

- Effective learning takes place when learners understand what they are trying to achieve. Sharing objectives with pupils ensures they are aware of what they are learning and why. Sharing the learning objectives gives a clear focus for the teacher and the pupil to review progress in their learning within the lesson.
- What the teacher intends the pupils to learn is called the learning objective, and how achievement will be demonstrated by pupils is called the learning outcome.
- In stating the learning objective in a lesson, it is common practice to summarise the content of previous lessons and outline how it links to future lessons. A learning objective should be set in a learning context and help connect current learning with longer-term purposes, e.g. objectives of a unit of work, end of unit assessments or pupil targets.
- Learning objectives and intended learning outcomes should be the principal focus in planning, and appropriate activities should be chosen to support them.
- Using stems (*to know, to be able to, etc.*) helps to ensure that learning objectives focus on learning rather than on the supporting activities.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Objective led lessons* training unit and it is intended for all those who teach geography.

## Reviewing existing practice in objective led lessons

The table below provides a tool for a department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements below that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on the next page.

	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
Teachers	<p>The subject leader has identified where:</p> <ul style="list-style-type: none"> <li>planning is mainly task rather than learning objectives focused</li> <li>learning objectives and learning outcomes are not routinely shared with pupils before beginning tasks</li> <li>feedback does not relate directly to learning objectives and learning outcomes.</li> </ul> <p>There is no agreed whole-school or departmental approach to sharing objectives in lessons.</p>	<p>Some departmental planning focuses on learning objectives. There is limited exemplification of the learning outcomes. Sometimes there is a lack of distinction between the task and learning objective.</p> <p>Teachers are beginning to share learning objectives and learning outcomes with pupils prior to carrying out the task. Some teachers are explaining the longer-term purposes of the learning.</p> <p>Teacher feedback sometimes relates to learning objectives, though this is not consistent across the department or school.</p>	<p>Departmental planning usually focuses on learning objectives and intended learning outcomes linked to standards in each subject. This approach is becoming consistent across the school.</p> <p>The sharing of learning objectives, intended learning outcomes and the bigger picture with pupils is becoming routine practice within departments and across the school.</p> <p>Teachers' feedback typically relates directly to the learning objectives.</p>	<p>Learning objectives and outcomes are an integral feature of all departmental planning across the school. All teachers respond to the impact these are having on standards in each subject.</p> <p>Objectives and intended outcomes are routinely shared, discussed and understood by pupils in all lessons.</p> <p>Review of learning in relation to objectives is a routine part of lessons and its outcomes inform future planning.</p> <p>Teachers regularly involve pupils in establishing success criteria and actively involve them in determining their progress, through peer and self assessment.</p>
Pupils	<p>The subject leader has identified:</p> <ul style="list-style-type: none"> <li>the lessons in which pupils are not able to explain what they are trying to learn and the purpose of the task.</li> </ul>	<p>Most pupils, in most lessons, understand what they are trying to learn and can explain this with limited use of subject-specific language. Some pupils understand how they can show success, but others are unclear about what is expected of them.</p> <p>Some pupils understand the longer-term purpose (big picture) of what they are learning.</p>	<p>With some prompting, all pupils are able to explain clearly what they are trying to learn, how well they are doing and what they need to do to improve.</p> <p>Pupils are increasingly confident in discussing the progress they are making against the learning objectives with each other and with their teacher.</p> <p>Pupils, when supported, are able to recognise and improve their achievements against predetermined criteria and some are beginning to contribute to determining the criteria.</p>	<p>All pupils understand what they are trying to achieve and why, and routinely review their progress against the learning objectives for the lesson.</p> <p>Pupils are aware of a range of possible learning outcomes and are able to determine and improve their achievements in relation to success criteria.</p> <p>Pupils are able to identify independently their achievements against criteria they have collaboratively agreed.</p>
	Start with Task 3A	Start with Task 3A	Start with Task 3B	Start with Task 3C

## **Making effective use of the subject development material**

The tasks you have been referred to are intended to support the development or extension of objective led lessons in geography and provide guidance on how to embed this into regular practice in geography lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

### **1 Read the task and the supporting exemplification.**

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

### **2 Identify what the department did and the impact it had on pupils.**

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

### **3 Agree and plan the actions that will develop your practice.**

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

### **4 Identify when and how you will evaluate its impact on pupils.**

The purpose of focusing on this is to improve pupils' achievement and attainment in geography. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

### **5 Having evaluated these strategies, consider what steps are required to embed this practice.**

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

## The subject development tasks

### Task 3A

Ensure there is a clear focus in your planning on what you intend pupils to learn (the learning objectives) and the evidence to demonstrate that pupils have achieved this (the learning outcomes).

Over the next four weeks introduce and focus lessons with learning objectives, e.g. by displaying them, discussing them, asking questions related to them and structuring plenaries around them.

Evaluate the strategies you have used in relation to learning objectives and assess their impact on pupils' motivation and learning.

Use the outcomes of your evaluation to further improve your use of learning objectives.

### Task 3B

Having established the practice of sharing objectives with pupils in lessons, question pupils during the lessons to check that:

- they understand the learning objectives
- they can explain how they will know when they have achieved them.

Plan the use of questions and plenaries to focus on learning objectives and recognising learning outcomes. Involve pupils actively in this.

### Task 3C

Having planned and shared the learning objectives with pupils, focus your feedback on these objectives.

Ensure that your feedback focuses on what pupils have done successfully, where they could improve and how they could improve.

(Further guidance is given in Unit 4, *Oral and written feedback* and in the related subject development materials.)

The following pages provide exemplification of each task.

## Task 3A

**Ensure there is a clear focus in your planning on what you intend pupils to learn (the learning objectives) and the evidence to demonstrate that pupils have achieved this (the learning outcomes).**

**Over the next four weeks, introduce and focus lessons with learning objectives, e.g. by displaying them, discussing them, asking questions related to them and structuring plenaries around them.**

**Evaluate the strategies you have used in relation to learning objectives and assess their impact on pupils' motivation and learning.**

**Use the outcomes of your evaluation to further improve your use of learning objectives.**

## Context

The geography department at School A identified that their pupils were often unclear about the expected outcomes of their work. From this they identified a need to develop a more rigorous approach to the way the department planned for pupils' learning. The main focus of this work was to produce much clearer objectives and outcomes for all lessons. They decided initially to focus on their Year 7 groups within a teaching sequence that considered the reasons for the siting of settlements.

## Process

The department began by considering the key questions and medium-term objectives for the *Settlement* unit in their scheme of work, then collaboratively agreed the learning objectives for a sequence of lessons that focused on the key question: 'What factors have influenced population change in Sheffield in the 19th and 20th centuries?'

They then worked in pairs to convert these objectives into 'pupil speak' and to identify the learning outcomes they would be looking for.

In order to be able to share practice across the department more effectively, the teachers decided to complete detailed lesson plans for the lessons in which they were to focus on improving their use of learning objectives and outcomes with the pupils. **Appendix 3A.1** shows the first lesson plan in the sequence. It focuses on enabling pupils to consider why Sheffield grew from a collection of villages to a large industrial city in the 19th century. Subsequent lessons addressed the reasons for the importance of Sheffield as a steel-producing city and then on how the city is being regenerated.

The sequence of lessons was designed to address the following aspects from the geography programme of study: 1a, 3c, 3d, 4a, 6fii, 6fiii and 6gi.

### **Sharing the learning objectives**

In the lesson shown in **appendix 3A.1**, the starter activity required the pupils to formulate a key question that began to identify the objectives for the lesson prior to the teacher sharing the planned objectives with the class.

Pairs of pupils were each given a set of cards containing information about the growth of Sheffield (see **appendix 3A.2**). They were asked to suggest questions that could be answered with the information on the cards. The teacher used this as an opportunity to distinguish between 'big' and 'small' questions, so that the pupils could ultimately provide a 'big question' that the cards could collectively contribute to answering. Once this key question was identified, 'Why did Sheffield's population grow so much during the 19th century?', the teacher could reveal the learning objectives for the lesson.

The learning objectives (see **appendix 3A.1**) were displayed on a dedicated noticeboard. Then, to ensure that pupils had understood the objectives and could link them to prior learning, the teacher used a series of planned questions with the whole class.

### **Sharing the learning outcomes**

The learning outcomes were projected onto the whiteboard using an overhead projector. As the teacher progressively developed the pupils' understanding of the learning objectives through a sequence of planned questions, she annotated these outcomes, teasing out the progression to help pupils recognise the standards they were aiming for.

### **Evaluation**

After having taught the *Settlement* unit, the department undertook a scrutiny of pupils' work. This approach was used to observe whether the original intention to help the pupils to know the purpose of the lesson and the expected outcomes showed in the written outcomes. They noted that many pupils, particularly those of higher- and middle-ability, wrote much more extended and structured answers.

They noted that although there were noticeable improvements, there was still a need to make sure pupils really understood the objectives and outcomes and that they could relate their own work to the expected outcomes for the lesson in order to improve it independently.

## Task 3B

Having established the practice of sharing objectives with pupils in lessons, question pupils during the lessons to check that:

- they understand the learning objectives
- they can explain how they will know when they have achieved them.

Plan the use of questions and plenaries to focus on learning objectives and recognising learning outcomes. Involve pupils actively in this.

## Context

Having consolidated their practice in setting and sharing learning objectives and outcomes with their pupils through carrying out Task 3A, the geography department from School A agreed that their next area for development should be their use of questions to check pupils' understanding of what was to be learned and how they would know when they had achieved the expected learning outcomes. In particular, the teachers wanted to develop their use of the final plenary in the lesson to refocus on learning objectives and to help pupils recognise the quality of their learning outcomes.

## Process

The teachers in the geography department collaboratively planned a sequence of questions that might be used during the introduction to the lesson shown in **appendix 3A.1** to check and build pupils' understanding of the objectives and outcomes (see **appendix 3B.1**). These questions were posed either as interventions to individuals or pairs of pupils during the card-sorting exercise or in the whole-class interactive session. This followed the starter task, which was intended to bring them to a collective understanding of the learning objectives and expected outcomes.

The department then designed several plenary activities to reinforce the objectives and outcomes for the same lesson. This would enable them to select a plenary activity appropriate to the expected outcomes for different classes (although classes were mixed ability, some were more able than others) and allow them to cater for the predominant learning styles in those groups (see **appendix 3B.2**).

## Evaluation

The teachers trialled the planned questions and the different plenaries in their lessons. They evaluated the impact of them on pupil learning in their next department meeting. They were particularly pleased that the card-sorting task both equipped pupils with the language and content necessary to discuss the objectives and provided a pacy and engaging start to the lesson. It was felt that the use of planned questions really focused pupils on the expected outcomes for the lesson and enabled the teachers to identify any 'learning gaps' displayed by individuals in the group.

The targeting of plenary activities to specific learning outcomes was judged by the whole department to have made a significant difference to the pupils' awareness of what they had achieved. It was decided that they would repeat this planning activity, as a department, for a series of Year 9 lessons for which the learning outcomes would inform the end-of-key stage teacher judgement about pupil levels.

## Task 3C

**Having planned and shared the learning objectives with pupils, focus your feedback on these objectives.**

**Ensure that your feedback focuses on what pupils have done successfully, where they could improve and how they could improve.**

**(Further guidance is given in Unit 4, *Oral and written feedback* and in the related subject development materials.)**

## Context

The context for Task 3C is the same as those for Tasks 3A and 3B. In the lesson described in Task 3A, pupils were asked to carry out a task in which they would write a short explanation summarising their understanding of the factors that influenced the growth of Sheffield into an industrial city.

Pupils were asked to complete the first paragraph as a shared writing task and then to continue independently with the support of a word mat (see **appendix 3A.3**), which provides starters and connectives. This activity gives the teacher an opportunity to provide written feedback to individual pupils about how well they have demonstrated their understanding of the learning objectives set for the lesson, whether they have met the learning outcomes ('all', 'most' or 'some') and how they might improve their work.

## Process

The teachers used department meeting time to evaluate the quality of their written feedback on pupils' work in relation to the learning objectives and outcomes planned for the lesson. They each selected three samples of pupil work containing written feedback covering a range of abilities and annotated them as shown in the example in **appendix 3C.1**. This allowed them to determine how far their feedback was enabling pupils to improve.

They noted that their increased focus on, and planning for, learning objectives and outcomes had enabled them to write far more specific and targeted feedback about how well pupils had done and what they might do to improve further.

Two issues were also identified.

- Their written feedback was not of a consistently high standard and formative nature across the department, and feedback to lower achieving pupils was less constructive than to the more able.
- They realised that if pupils were really to benefit from the feedback they would need to both provide them with opportunities to redraft their work and ensure that, where redrafting was not an option, their comments were sufficiently generic to inform future pieces of work in other topics.

## **Evaluation**

The department agreed that the process of analysing their written feedback to pupils had been extremely productive. They decided to carry out a similar mark-sampling task over the following month but that next time they would sample both early drafts that had been marked and re-drafted responses to initial teacher feedback. This would enable them to judge whether or not pupils had been able to use the feedback to improve their work.

## Lesson plan

<p><b>Objectives</b></p> <p>To be able to:</p> <ul style="list-style-type: none"> <li>• identify the physical and human factors that affect growth of a settlement</li> <li>• explain the links between population, location and resources in Sheffield</li> <li>• use the features of explanation text.</li> </ul>	<p><b>Outcomes</b></p> <p>To have:</p> <ul style="list-style-type: none"> <li>• produced a piece of writing that identifies and describes the physical and human factors affecting the growth of Sheffield (all)</li> <li>• included in their writing explanations of the links between physical and human factors affecting the growth of Sheffield (most)</li> <li>• prioritised and justified the relative importance of the human and physical factors that led to the growth of Sheffield (some).</li> </ul>					
<p><b>Resources</b></p> <p>Sets of cards of factors influencing growth of Sheffield.</p> <p>Sentence starter and connective word mats, writing frame for less able.</p>	<p><b>Key words</b></p> <table border="0"> <tr> <td>industrial</td> <td>site</td> </tr> <tr> <td>entrepreneur</td> <td>relief</td> </tr> </table>		industrial	site	entrepreneur	relief
industrial	site					
entrepreneur	relief					
<p><b>Introduction</b></p> <p>Sets of cards are distributed and pupils work in pairs to discuss the questions that the cards answer. Through teacher questioning, distinguish between small and big questions and look for one big question that all the cards contribute to answering: ‘Why did Sheffield’s population grow so much during the 19th century?’ This then leads to introduction of objectives for the lesson.</p> <p><b>Development activities</b></p> <p>Pupils work in groups to try to categorise the cards in ways to answer the question: ‘Why did Sheffield’s population grow so much during the 19th century?’ Feedback taken on the ways they have used them, and prompts given if necessary in terms of, e.g. physical/human, chronological.</p> <p>Further group work to try to decide on the factors they think are the most important. Feedback taken that builds an opportunity for pupils to question each other and challenge their opinions.</p> <p>Shared writing activity to produce introductory paragraph for piece of writing to answer key question.</p> <p>Pupils continue to write a fourth paragraph of discursive text using a sentence starter and connective word mat (see <b>Appendix 3A.3</b>) for support.</p> <p><b>Plenary</b></p> <p>Pupils phrase their own questions coming out of the cards and challenge each other and/or teacher to answer them. Teacher links these back to learning objective: ‘Which learning objective will that question help us meet?’</p>						
<p><b>Additional support</b></p> <p>Writing frame with sentence starters available for less able.</p>	<p><b>Extension activities/strategies</b></p> <p>More-able pupils directed to reflect understanding of relative importance of factors in their writing.</p>					
<p><b>Homework</b></p> <p>Opportunity to reassess written piece and redraft if necessary. Check for use of connectives and geographical vocabulary.</p>						

**Card sort task**

1 Sheffield had natural coal, iron and limestone nearby.	2 The Lower Don Valley is to the East of Sheffield.
3 There are several streams around Sheffield that flow into the River Don.	4 World demand for steel increased massively in the 19th century.
5 The hills that surround Sheffield mean that the streams are fast flowing.	6 There were fewer jobs available on farms.
7 The Lower Don Valley is flat.	8 Entrepreneurs invested lots of money in the latest steel-making technology.
9 Railways and canals have been developed through the Don Valley.	10 Cutlery has been made in Sheffield since the Middle Ages.
11 Workers' houses were built by factory owners.	12 Sheffield is near several other large industrial cities.
13 The first steel works were in the valleys around Sheffield.	14 The big steel factories required many workers.
15 Bigger factories were built in the lower Don Valley.	

## Starters and connectives mat

Examples	Changing topic	Contrasting	Emphasising	Cause and effect
For example	Turning to ...	However	Mainly	... so ...
For instance	As regards ...	On the other hand ...	Mostly	As a result of ...
Such as	With regard to ...	... although ...	Usually	... because ...
... as can be seen	Concerning ...	Despite this ...	Unfortunately	This means that ...
... as is shown by	As far as ... is concerned	On the contrary ...	Most often	Due to the fact that ...
Take the case of ...	Moving on to ...	Instead ...		... due to ...
This can be proven	Now to consider ...	As for ...	<b>Re-phrasing</b>	... therefore ...
by ...	By contrast ...	... whereas ...	In other words	... caused ...
		... while	That is ...	This caused ...
			To put it more simply ...	

### Listing points

Firstly, secondly, finally  
 In the first place  
 To begin with  
 On top of this  
 In addition to this  
 More importantly  
 Addition  
 ... and ...  
 ... also ...  
 ... as well  
 Furthermore  
 Another  
 Not only ... but also

### Comparison

Compared with ...  
 Similarly ...  
 In the same way ...  
 Likewise ...  
 Equally ...  
 As with ...  
 ... are similar in that ...

Use these words to improve the quality of your extended writing.

Write an introduction to set the scene of what you will write about.

Start each paragraph with a topic sentence.

Vary the length of your sentences.

Use a variety of verbs and adjectives.

Try to develop the points you make: make a point and then say 'so what ...'

Round it all off with a thoughtful conclusion.

### Concession

Although ...  
 While it is true that ...  
 Despite the fact that ...  
 In spite of ...  
 Despite this ...  
 However ... yet ...  
 Still ...  
 Nevertheless ...

### Summing up

In conclusion ...  
 In summary ...  
 To sum up ...  
 Overall ...  
 On the whole ...  
 In short ...  
 In brief ...  
 To conclude ...  
 So, to round off ...

## Questions to develop pupils' understanding of the learning objectives and outcomes, with the teacher's annotations

How can we classify these factors into groups?	Checking for understanding of information processing skills. Some may need further support here depending on whether they have been made aware of classification previously.
Is that a physical (or a human) factor? How do you know?	Knowledge-based question extended for justification.
Who can tell me a factor that influences settlement location in general?	Encouraging pupils to generalise from case study information.
Why did some factors become less important over time?	Promoting thought that will link to next lesson about decline of Sheffield as steel-making city.
Which factors do you think are the most important? Why?	Encourages prioritising and justification.
Here's what I'm looking for this lesson (teacher points to learning outcomes). Listening to Dave's answer, which outcome would that meet?	Linking objectives to outcomes. Ensure pupils are aware of the highest level of expected outcome.
What reasons can you find for people moving to Sheffield?	Trying to elicit ideas of push/pull factors from more-able pupils.
Which learning objectives does this link to?	Explicit link with the second learning objective.
So what do you need to do then to achieve the highest level ('some') outcome?	Ensuring more-able pupils aim for higher level of understanding.
What do we call text where we provide the <i>reasons for why</i> something, like population growth, happens?	Checking for prior knowledge necessary for the third objective.
Where/when have you written explanation text before? In geography? In other subjects?	Connecting with prior learning and encouraging transfer.
Who can remember some features of explanations?	Connecting with prior learning and beginning to scaffold the writing activity.

## Plenary activities

- 1 Pupils are asked to generate their own questions about the growth of Sheffield linked to the information from the cards or learning objectives. They are then asked to challenge each other and/or the teacher to answer the questions. Each response should be linked to one of the learning objectives.
 

Will allow teacher to assess whether the pupils are able to make links between the factors.
  
- 2 Groups of pupils are each given a card with a geographical term on it, e.g. 'relief', 'coal', 'limestone', 'entrepreneur', 'skilled workers'. Each group has to explain how their factor influenced the growth of Sheffield. The teacher focuses on good explanations and promotes discussion about what makes them 'good'. The group should put the case for their factor being the most important, then a class vote can take place using 'traffic light' cards.
 

Possibility for peer assessment comments and developing understanding of what makes a good explanation.
  
- 3 Ask groups of pupils to imagine creating a fictional industrial city. They should collaboratively agree on the five factors that would be most important in locating a site. Ask some groups to present their opinions to the class. Other pupils should then comment on how convinced they are by the justifications offered.
 

Will enable the teacher to judge the quality of pupils' thinking in relation to the highest level outcome. Also allows constructive peer feedback.
  
- 4 Create a group mind-map to help cement understanding and classification of the location factors considered.
 

An appropriate plenary to consolidate learning in a class where the majority of pupils reached the 'all' outcome.
  
- 5 Create a group concept map on the board or interactive whiteboard using similar words to plenary 2 to form the basis of the concept map that will demonstrate links between each factor influencing population growth.
 

A more appropriate plenary in a class where the majority of the class reached the 'all' outcome but have potential to achieve the 'most' outcome.
  
- 6 Summarise the list of physical and human factors influencing population growth using the cards, then ask pupils to prioritise them in a diamond-ranking activity.
 

An appropriate plenary in a class where the majority of the class has only reached the 'most' outcome but have potential to reach the 'some' outcome.

## Samples of teacher written feedback

Direct link to objectives 1 and 3. Feedback suggests ways the pupil can improve independently.

*Well done. You have identified both human and physical factors. In your next piece of writing try to make clear the order in which the events took place. Choose your connectives carefully to help with this. Look at the 'listing points' and 'cause and effect' connectives on the mat.*

This pupil has reached the 'all' learning outcome. The feedback provides 'next steps' for the 'most' outcome, which requires an understanding of causation.

Picks up on all three objectives and points out that the 'physical factors' have not been as clearly explained as the human.

*Good. You have explained why the population increased as different events happened in Sheffield, and you have linked the human factors well using connectives. Have a think about the effects these changes would have had on the physical environment of Sheffield and add your ideas as a concluding paragraph.*

This pupil's work has some of the features of the 'most' learning outcome but does not focus sufficiently on links between human and physical factors. The feedback suggests how this might be remedied.

Focuses clearly on objective 2, making links between the talk and quality of written work.

*Well done. You have explained the links between some factors and the growth of Sheffield really clearly. You listened well during discussion. Have another think about why the factories in the Don Valley could be so much bigger than the early workshops on the streams. Think about the relief (shape of the land) near Meadowhall.*

This is very focused feedback suggesting how place specific information can improve geographical explanations.

Focuses particularly on objectives 2 and 3 as this feedback clearly relates to a higher level response.

*I like the adjectives you have added to bring the information from the cards alive. You have clearly explained the links between the local advantages and the rise in population, making good use of 'cause and effect' connectives. Next time, try to show your own opinion about which advantage is the most important. You made some good points about this in discussion, so this should be easy for you.*

This pupil has clearly met the 'most' learning outcome, so the feedback focuses on how the written work can be developed to match the highest level outcome ('some') as observed in the class discussion.

Feedback relates to all three learning objectives.

*Well done. You have shown a clear understanding of the different factors. I like the way you have explained which factors you think were most and least important in your concluding paragraph. We will talk about whether your ideas change after we have looked at what happened next in Sheffield.*

This feedback relates to work that has met the 'some' outcome. It aims to stimulate further thought and make the developmental nature of learning clear.