

CRITICAL THINKING FOR ACHIEVEMENT

The Geographical Association and the Association for Science Education are collaborating to provide FREE* CPD develop the critical use of evidence in primary and secondary schools.

Based on a plan-do-review structure, all teachers will have the opportunity to apply their learning to tackle issues in their own schools and classrooms on this fully funded CPD with expert trainers and local network leaders.

Choose from a package of quality-assured GA and ASE teaching resources to save planning time and help apply new techniques to the classroom.



IMPROVE TEACHER CAPABILITY BY

- building confidence in curriculum planning and critical approaches
- increasing subject knowledge around data, scientific and geographical concepts and language
- supporting effective teaching of reformed geography and science qualifications and curricula
- assisting efficient planning through use of practical tools and quality-assured curriculum plans and resources.

RAISE ATTAINMENT SO PUPILS

- gain the geographical and scientific knowledge and skills needed for success in exams and further study
- tackle complex issues more independently and construct evidenced arguments through social and natural scientific investigation
- make adept use of data, use evidence critically
- have appropriate challenge to increase engagement with geography and science and generate interest in further study.

“It was clear the strategy had a particularly positive impact on disadvantaged students: they made the greatest improvement in marks, with increased engagement due to better access to and understanding of the question.”

– Rachel Akenhurst and Frankie Morgan, Dorothy Stringer High School, Brighton

PROJECT CASE STUDY

Alison Pryce,
Guilsborough CEVA Primary School, Northamptonshire

Aims

We wanted to improve the quality of questions that Year 1 children were using.

Prior learning

Year 1 had already worked on the question words, but I thought adding the ‘were..., did..., could... might...’ extensions would generate more thoughtful and interesting questions to consider.

	Were	Could	Might
What			
When			
How			
Why			

Technique

Using the activities from the GA critical thinking course, I devised a simplified grid. I used the question stems across the curriculum – particularly in English and RE as well as in Geography.

Impacts

- Children became adept at thinking of higher level questions when the stems were available as a prompt.
- They were able to ask interesting questions of a volcanologist who came in to talk to them about their topic.
- The questions asked by lower ability pupils were much improved and they were beginning to think about how they would go about finding answers to these questions.
- Higher achieving children enjoyed challenging themselves as to how many different stems they could think of a question for.



FOR MORE INFORMATION:

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