

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.

“Within three sessions the impact on engagement and achievement was incredible ... children’s participation increased and they used higher order thinking.”

– Leigh Primary School

PROJECT CASE STUDY

Bethany Byers – Brackenhale School, Bracknell

I wanted to encourage our Year 11 students in thinking independently and critically about their fieldwork as the students find it difficult to come up with their own ideas and suggestions without teacher support.

With the help of the trainers, I designed a learning journey

1

Thinking critically alone

The students were given a table containing a variety of statements about their fieldwork and were asked to tick or cross the box dependant on whether they agreed or disagreed.

2

Silent debate

Students now had to justify why they thought what they did. The statements were written out on A3 around the room and they had to silently write down what they thought about each statement and why.

3

Consolidation

As a group or in pairs they had to summarise the arguments given on the A3 pieces of paper and feedback whilst the rest of the class filled in a table related to the specific exam question the points fed into.

4

Structure grids

I then used a simple exam answer structure grid to allow the students to write their own independent answer, based on the critical thought developed throughout the lesson

THE BENEFITS OF TEACHING THIS WAY WERE:

- It increased students’ willingness to participate
- It developed confidence in students expressing their own opinions
- It supported students in accessing higher level skills such as justification and evaluation
- It helped create a culture where students independently attempted to solve problems in their fieldwork
- It increased Paper 3 GCSE fieldwork scores.



FOR MORE INFORMATION:

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