Geography Policy

2026-27

Contents

1. **Curriculum Statement**
2. **Teaching and Learning**
3. **Assessment**
4. **Planning and Resources**
5. **Organisation**
6. **EYFS**
7. **KS1 and KS2**
8. **Equal Opportunities**
9. **Inclusion**
10. **Role of the Subject Leader**
11. **Parents**

1. Curriculum Statement - Geography

Intent

At William Patten we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum at William Patten enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation

Geography at William Patten is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as part of the KWL strategy (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. Tasks are selected and designed to provide appropriate challenges to all learners and to develop independent working and confidence, in line with the school's commitment to inclusion. At the end of each topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for geography (as worded on the TV Mat of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Topic Vocabulary mats underpin children's understanding of subject specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are laminated and available as a reference point as needed. In addition, they are made available to parents to support learning at home.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In geography, an example of this level of questioning might ask children to consider their own physical environment. Following map or globe work, they

might be asked to consider differences or similarities between their environment and that of a country near the Equator. The questions that teachers ask within the same lesson phase, then focus on how life might be different in those zones, leading the children to draw conclusions about physical and human geography.

Cross curricular outcomes in geography are specifically planned for and these are indicated on the whole school Geography Knowledge and Skills Progression Map. The Geography provision is also well resourced and specific resources are mapped to specific year groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified national curriculum strands, as appropriate to key stage; locational knowledge, place knowledge and human and physical geography. This is in addition to the development and application of key skills, supported by fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is further supported by the school's links with international partner schools and this is recognised by the school's achievement of the British Council's 'International School Award'. This aspect of the work of the school is also supported through specific drives. These include 'Language of the Month', where children consider the origins of the languages spoken across the school, and 'Tastes of the World', in which they learn the origins of dishes prepared and contributed by the school community in a celebration of the school community's cultural diversity. The children also capitalise on cross-curricular events, including Refugee Week lessons, which focusses on impact of migration to the UK.

2. Teaching and Learning

The geography curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; **Locational Knowledge, Place Knowledge, Human and Physical Geography** and **Geographical Skills and Fieldwork.**

As part of the introduction to each new geography topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests. A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.

In each lesson, children are guided towards the learning intention through the use of success criteria. The learning intention (LI) for each lesson is shared with the children, in the form of a 'Can I…?' question at the beginning of each lesson – this is stated at the beginning of lesson slides. Children's knowledge and skills are continually assessed and developed by the teacher within each lesson, in accordance with the lesson's success criteria. These are shared with the children before their independent task and are referred to again at the end of the lesson as children review their work according to the LI.

Lessons are planned to ensure that key knowledge is developed over time over the course of each geography block and in the correct sequence. Key knowledge is reviewed by the

children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of geography. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

Opportunities will be sought by the school to provide the children with field trips and learning outside the classroom that support units of work. The subject leader themselves will identify and map school trips that support each of the geography topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer. Learning Outside the Classroom is a key feature of geography lessons and specific activities are mapped and planned. These are progressive throughout the school and support the Geographical Skills and Fieldwork strand.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture and Heritage - Historic sites and contemporary buildings	Artistic - Theatres, galleries and creative settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional/ national Museums

Children from reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

3. Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, to which recognises successful aspects of the children's work, as well as informing subsequent dialogue to address errors and misconceptions.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable LIs for each lesson
- Child and teacher review of both the agreed success criteria at the end of each lesson and the key knowledge at the end each unit, to inform focused consolidation where this is necessary.

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects. The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for

example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.

The majority of marking takes the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate:

- evidence that the skills/knowledge for the lesson have been applied.
- use of key vocabulary or generally ambitious vocabulary.
- good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age-appropriate punctuation etc to promote literacy lessons beyond English lessons
- and/or any aspect of the child's work which is in line with the pedagogy of Geography

Although there will not always be a recorded outcome in children's books, task will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.

4. Planning and Resources

Geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. The library contains an extensive supply of geography topic books to support children's individual research. The school's subscription to specialist platforms, such as The Hamilton Trust and Geography Society, ensure that teachers have access to lesson resources which they can select and adapt in alignment with the school's knowledge and skills progression map. Planning takes place collaboratively, with parallel-class teachers. It is saved electronically for ease of access and is informed by the knowledge and skills progression maps, as well as the topic overview.

Each lesson in topic block is planned according to a specific knowledge statement, according to each subject's knowledge and skills progression map. Skills that are relevant to that lesson are also planned for and evident in the slides for that lesson.

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.

Teachers devise lesson slides according to what is stated on the progression map for geography according to the term and year group. The school has a format for lesson slides to support planning processes and to ensure consistency. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping.

The teacher's role is not to facilitate the information on the slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.

Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

5. Organisation

Within the academic year, children study geography in blocks, as outlined in the overall curriculum framework overview. This allows children to enhance their geographical knowledge and develop their geographical skills through focused daily learning, throughout the duration of each block. This model also promotes the achievement of a greater depth of understanding by the end of a unit.

6. EYFS

Early years explore geographical themes in line with the EYFS framework as follows –

Understanding the World

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment. The key knowledge and skills in reception provide the foundation to those identified in phase 1 and specifically Y1. Children are assessed according to the Development Matters Attainment targets.

7. KS1 and KS2

<table>
<tr><th colspan="4">National Curriculum Requirements</th></tr>
<tr><td colspan="2">KS1

Pupils should develop knowledge about –

• the world
• the United Kingdom
• their locality

They should –

• understand basic subject-specific vocabulary relating to human and physical geography
• begin to use geographical skills, including first-hand observation, to enhance their local awareness</td><td colspan="2">KS2

Pupils should –

• extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America
• this will include the location of a range of the world's most significant human and physical features

They should –

• Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</td></tr>
<tr><th colspan="4">Geography National Curriculum Strands</th></tr>
<tr><td>Locational Knowledge</td><td>Place Knowledge</td><td>Human and Physical Geography</td><td>Skills and Fieldwork</td></tr>
<tr><td colspan="4">Each aspect (key knowledge and skill) of the William Patten geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.</td></tr>
</table>

During Key Stage 1 pupils will investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live

there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 1 pupils should develop knowledge about the world, the United Kingdom and their local area. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children will develop their **locational knowledge**; they will develop their directional and locational information so they can locate features and navigate their way. They will learn to name and locate the world's seven continents and five oceans. In addition, they will learn to name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

They will also develop a greater **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Stoke Newington, Hackney), and of a small area in a contrasting non-European country (children learn about Jinja in Uganda, with a focus on Kyomya and Walukuba, utilising existing links with Ugandan Schools and the expertise and experiences of school community members). The specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In addition to developing children's locational and place knowledge, they will have the opportunity to learn about **human and physical geography**. During this study, they will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will also begin to use geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shops.)

Children will develop **geographical skills and fieldwork skills,** through these three areas of study, where they learn to use world maps, atlases and globes; simple compass directions; aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and to use simple fieldwork and observational skills to study the geography of their local area.

During Key Stage 2 Pupils extend and develop their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America; studying the location and characteristics of a range of the world's most significant human and physical features. They continue to develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They extend their **locational knowledge** when they learn to locate and name European countries as well as North and South America countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. In addition to this, they extend their locational knowledge to be able to name and locate counties and cities of the United Kingdom, describing key geographical regions, human and physical characteristics, key topographical features and land-use patterns. This is further extended to consolidate their spatial learning to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle and the Greenwich Meridian and time zones.

They will build on their **understanding of place** by comparing the geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region of a European country (Madrid in Spain, utilising links with our partner school) and a region within North or South America.

As in Key Stage 1, the specific geographical locations selected for these comparisons will be selected to link to other areas of the curriculum to allow for cross-curricular work and development.

In Key stage 2 **human and physical geography** knowledge is extended to allow children to develop an understanding of aspects of physical geography (investigating climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle) and human geography (learning about types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.)

Children will continue to develop **geographical skills and fieldwork skills,** through these three areas of study, where they learn to use maps, atlases and globes and digital/computer mapping; eight-point compass directions; four and six-figure grid references, symbols and keys and the Ordnance Survey maps. They will also use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI and short date will be provided on a sticker to children who are not yet able to write this independently in KS1 and to identified individual children with SEND and children who are working below the age expectation. Generally, children will write the short date themselves and this will be underlined with a ruler.

Children' s work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary.
In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
In geography, it might be appropriate for children to use a printed diagram. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.
During geography lessons, a 'Features of a Geography Lesson' poster is clearly displayed on the wall. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of a Geography Lesson

1. LEARNING INTENTION

My teacher shares the LI with the class as a question – 'Can I...?'



2. RECAP & INTRODUCTION TO NEW LEARNING

We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic.



We find out what we are going to be doing, learn new vocabulary and check our understanding.



3. TEACHING

This will focus on at least one of the following -



Locational Knowledge
'Being able to know and remember where places are'.



Place Knowledge
'Finding out about what a place is like.'



Human and Physical Geography
'The things that are all around you in a place – some have been built by people and others would be there on their own'



Preparation for Fieldwork

'When you go outside and find things out about a place.'

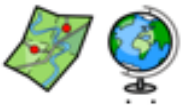
4. SUCCESS CRITERIA

The success criteria will then tell me how I can complete the task today!



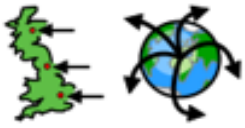
5. INDEPENDENT WORK

Independent work will usually require me to -

Locate	Explore	Conclude	Compare
			

It will help me to -

- Make comparisons between parts of the world.



- Make inferences about how people live in different parts of the world.



6. REVIEW

We can use the success criteria to help us decide if we have achieved the learning intention.



8. Equal Opportunities

At William Patten Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, to ensure that tasks provide learners with an appropriate level of challenge. Accessible resources providing sensory learning, such as interactive maps and globes, have been purchased by the school.

9. Inclusion

All pupils are entitled to access the geography curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure an appropriate level of challenge and encourage confidence and development of independence. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Through the use of KWL, teaching takes account of children's own interests to ensure topic relevance to all individual learners. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging geography curriculum. This is supported through a number of links with places of geographical interest in the immediate and wider locality which engage the children further through contextual and practical learning activities.

Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children top refer to throughout the study, on children's tables. Further use of assistive technology is also available for individual learners; this might include the use of widget to support instructions for construction, the use of an electronic device to support research or interactive maps and globes for locational knowledge.

10. Role of the Subject Leader

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum.

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of geography
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.

- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SMT
- To monitor planning and oversee the teaching of geography
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the geography curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the geography curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the geography curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy; to attend regular opportunities for CPD, including borough forums.
- To establish and maintain existing links with external agencies and individuals with specialist expertise to enrich teaching and learning in geography.
- To apply and manage the application for QM framework, collating and submitting evidence base to support the application.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in geography, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities. Wherever possible, models and that the children have created will be seen as part of this process.

In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

11. Parents

The involvement of families and the wider community, to help support the teaching of geography, is widely encouraged. Enquiries from Parents and members of the school community with specialist expertise and knowledge in relation to supporting the geography curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of geography at William Patten.

The support that Parents and carers provide in supporting their children at home with topic-based homework is also recognised and valued. When these are set, Geography homework tasks will be well communicated and have a clear purpose, often providing children with the means to consolidate or extend their classroom work.

This policy will be reviewed annually by the Governing body.

Policy Agreed: **November 2026**
Policy Review Date: **September 2027**

LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit