



SOLO TAXONOMY IN GEOGRAPHY

PROGRESSION IN THINKING. DEPTH IN LEARNING. EXCELLENCE FOR ALL. ♥

Developing deeper thinking through geographical enquiry. ♥



THINK

We think deeply about the world.



QUESTION

We ask questions and seek answers.



EXPLORE

We explore places, people and patterns.



ANALYSE

We analyse and make connections.



EVALUATE

We evaluate ideas and make decisions.



OUR CARES VALUES ♥



COMPASSION
We care for ourselves and others.



AMBITION
We aim high and never give up.



REJOICE
We celebrate the gifts in everyone.



EXCELLENCE
We strive to be the best we can be.



SERVICE
We use our gifts to make a positive difference.



Every **child**,
every **chance**,
every **day**! ♥



WHAT IS SOLO TAXONOMY?

SOLO stands for Structure of Observed Learning Outcomes.

It is a way of thinking about how children learn and show their understanding. It helps us to see the different levels of thinking that children move through as they learn more about the world.

THINKING GROWS OVER TIME.

SOLO shows us the journey from simple understanding to deep, connected and independent thinking.



THE KEY IDEA

Learning is not just about knowing more. It is about **thinking more deeply**.

SOLO helps us plan, teach, question and assess so every child can progress their thinking.



PRESTRUCTURAL

I need help to understand.



I am just beginning. I may be confused or unsure. I need support to make sense of ideas.

UNISTRUCTURAL

I know one thing.



I can identify or name one idea, fact or feature.

MULTISTRUCTURAL

I know several things.



I can describe several ideas, facts or features but may not see how they are connected.

RELATIONAL

I can connect ideas.



I can explain how ideas are linked and make sense of the relationship between them.

EXTENDED ABSTRACT

I can apply and evaluate.



I can use my learning in new ways, make judgements and consider different possibilities.

IN GEOGRAPHY...



We explore places and patterns.



We ask questions and seek answers.



We analyse and make connections.



We explain and communicate ideas.



We evaluate and make informed decisions.

EXAMPLE: UNDERSTANDING RIVERS

SOLO LEVEL

GEOGRAPHY EXAMPLE

PRESTRUCTURAL



I don't yet understand rivers.

UNISTRUCTURAL



A river is water.

MULTISTRUCTURAL



Rivers have a source, a course and a mouth.

RELATIONAL



Rivers shape landscapes and settlements.

EXTENDED ABSTRACT



Rivers impact human life in different ways around the world.

SOLO HELPS CHILDREN TO...



THINK DEEPLY
Develop deeper understanding over time.



ASK QUESTIONS
Be curious and investigate the world around them.



ANALYSE INFORMATION
Break down information and look for patterns and meaning.



EXPLAIN IDEAS
Use clear language to explain and communicate thinking.



MAKE CONNECTIONS
See links between places, people and environments.



BECOME INDEPENDENT LEARNERS
Apply learning in new situations with confidence.



3. WHY WE USE SOLO IN GEOGRAPHY

SOLO helps us develop the thinking skills that geographers use every day to understand our world.



SOLO HELPS CHILDREN TO...



THINK DEEPLY

Go beyond facts to develop understanding.



MAKE CONNECTIONS

Link ideas, places, people and processes.



EXPLAIN REASONING

Use evidence and geographical language to justify thinking.



ANALYSE PATTERNS

Interpret maps, data and trends.



INVESTIGATE QUESTIONS

Ask questions and seek answers.

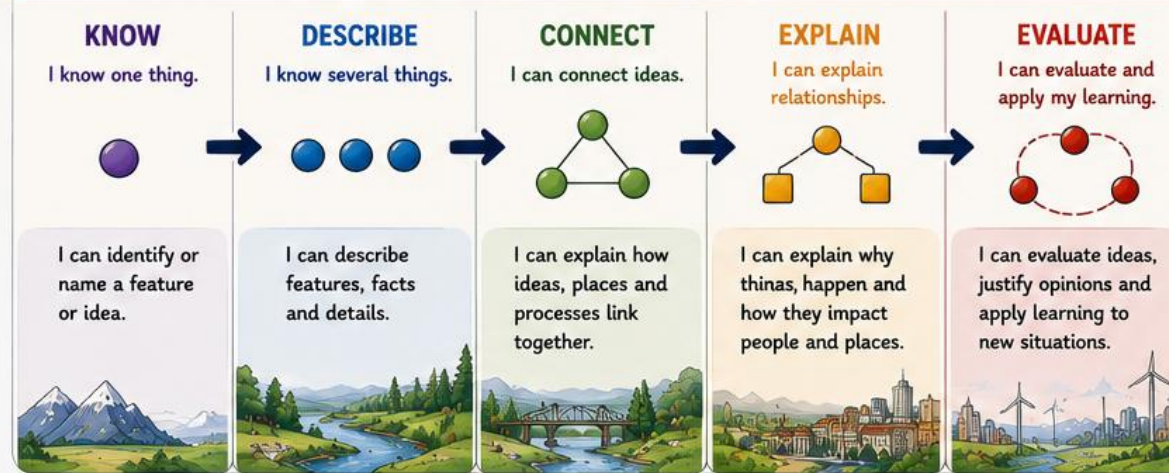


BECOME INDEPENDENT LEARNERS

Take ownership of thinking and learning.



THE GEOGRAPHICAL THINKING JOURNEY



SOLO BUILDS GEOGRAPHICAL ENQUIRY



ENQUIRY: Children ask and answer geographical questions.



ANALYSIS: Children interpret maps, graphs, images and patterns.



CONNECTION: Children connect physical and human geography.



EVALUATION: Children justify opinions using evidence.



REFLECTION: Children think critically about the world and their role in it.

THE DIFFERENCE SOLO MAKES IN OUR CLASSROOMS



WITHOUT SOLO...

Learning stays at surface level. Children may:

- copy facts
- give one-word answers
- find it hard to explain thinking
- rely on the teacher for answers



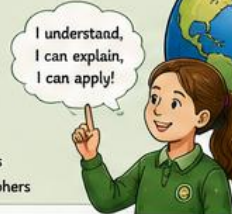
VS



WITH SOLO...

Thinking grows deeper. Children can:

- explain ideas clearly
- make connections
- solve problems
- apply learning in new ways
- become confident geographers



"When children think deeply about geography, they understand the world – and their place in it."



SOLO SUPPORTS...



CHALLENGE FOR ALL
Every child is stretched at the right level.



ADAPTIVE TEACHING
We meet children where they are.



VOCABULARY DEVELOPMENT
Strong language supports strong thinking.



ORACY
Children talk, listen and build ideas together.



RETRIEVAL
Regular retrieval strengthens understanding.



ASSESSMENT FOR LEARNING
We check understanding and adapt next steps.



DEEPER THINKING
Children become reflective, curious and independent.





SOLO PROGRESSION IN GEOGRAPHY

Developing deeper thinking through geographical enquiry. ♥



**THINKING GROWS
OVER TIME.**

Children build their understanding step by step, making connections and applying their thinking to the world around them.



SOLO LEVEL

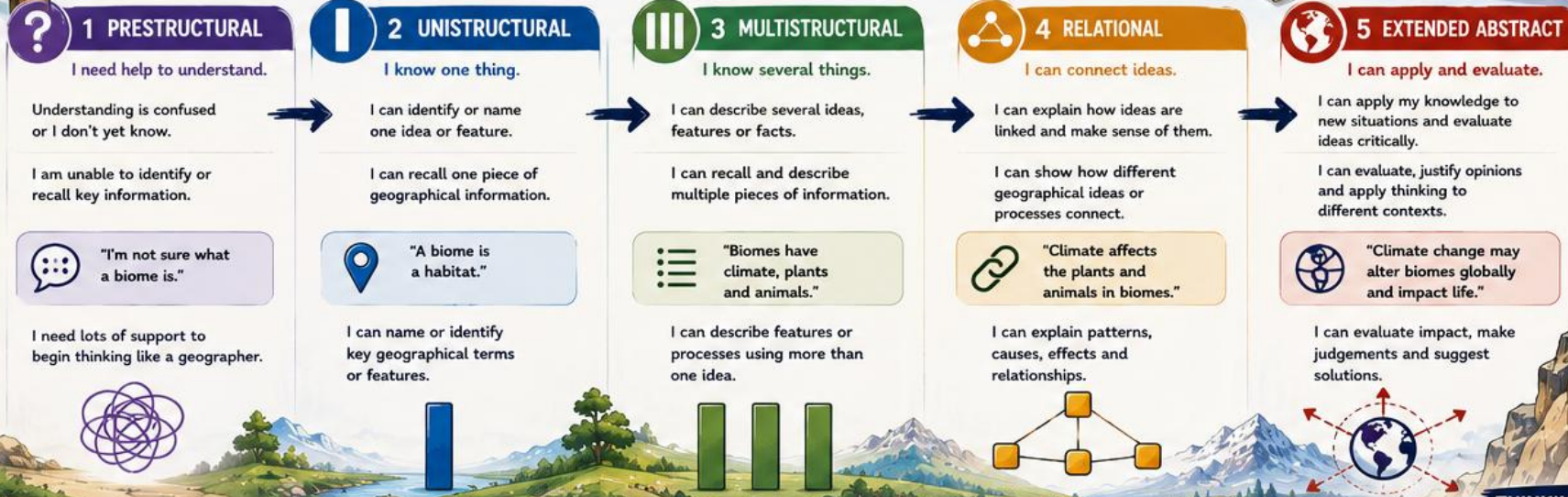
WHAT IT MEANS

GEOGRAPHY THINKING

EXAMPLE

THINKING LIKE A GEOGRAPHER

VISUAL REPRESENTATION



SOLO IN GEOGRAPHY TOPIC EXAMPLES

TOPIC EXAMPLES	1 PRESTRUCTURAL	2 UNISTRUTURAL	3 MULTISTRUTURAL	4 RELATIONAL	5 EXTENDED ABSTRACT
VOLCANOES	I don't know what a volcano is.	A volcano is a mountain.	Volcanoes have magma, ash and lava.	Tectonic movement causes volcanoes.	Volcanoes impact people in different ways and require management.
RIVERS	I'm not sure what a river is.	A river is water flowing.	Rivers have a source, channel and mouth.	Rivers shape the land and support life.	Rivers affect human activity and need sustainable management.
SETTLEMENTS	I don't understand settlements.	A settlement is a place people live.	Settlements have buildings, services and jobs.	People settle near resources, transport and opportunities.	Settlement patterns change over time and impact environments.
RAINFORESTS	I don't know what a rainforest is.	A rainforest has lots of trees.	Rainforests have layers, animals and high rainfall.	Rainforests support biodiversity and climate regulation.	Deforestation affects global ecosystems and people's futures.
CLIMATE CHANGE	I don't know what climate change is.	Climate change is the world getting warmer.	Climate change causes melting ice, sea level rise and extreme weather.	Human activity increases greenhouse gases causing climate change.	Global action is needed to reduce impact and protect the planet.

THINKING LIKE A GEOGRAPHER

- 1 PRESTRUCTURAL**
Needs support.
- 2 UNISTRUTURAL**
Names features.
- 3 MULTISTRUTURAL**
Describes features.
- 4 RELATIONAL**
Explains patterns and connections.
- 5 EXTENDED ABSTRACT**
Evaluates impact and considers solutions.

**SOLO HELPS GEOGRAPHY
LESSONS BECOME...**



DEEPER
Encourages deeper understanding and thinking.



MORE ANALYTICAL
Helps children analyse information, patterns and processes.



ENQUIRY DRIVEN
Supports children to ask, investigate and answer geographical questions.



DISCUSSION RICH
Promotes talk, reasoning and explaining ideas clearly.



INCLUSIVE
All learners can access, engage and progress at their level.



AMBITIOUS
Builds confidence, challenge and independence for every geographer.

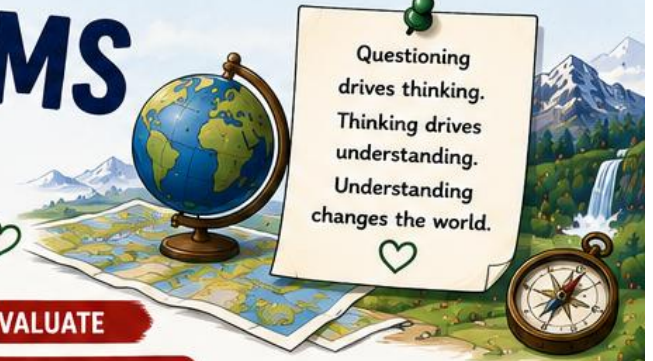


**EVERY CHILD,
EVERY CHANCE,
EVERY DAY!** ♥



SOLO QUESTION STEMS IN GEOGRAPHY

The right questions deepen thinking and drive geographical enquiry.



NOTICE	NAME	DESCRIBE	EXPLAIN	EVALUATE
1 PRESTRUCTURAL I need help to understand. - What do you notice? - Can you spot...? - What do you already know? - What is this about? - Can you show me? I am just beginning. I need support.	2 UNISTRUCTURAL I know one thing. - What is...? - Where is...? - Can you name...? - Who is...? - Can you find...? I can identify or name one idea, place or feature.	3 MULTISTRUCTURAL I know several things. - Can you describe...? - What features can you identify? - Can you list the key information? - What are the main ideas? - How is this similar/different? I can describe several ideas, features or facts about a place or process.	4 RELATIONAL I can connect ideas. - Why does this happen? - How are these connected? - What patterns can you see? - What impact does this have? - Why is this important? - What factors influence...? I can explain how ideas are linked and why they matter.	5 EXTENDED ABSTRACT I can apply and evaluate. - What would happen if...? - Which is most effective and why? - How could this change in the future? - Can you justify your opinion? - Can you apply this to another place or situation? I can evaluate, justify and apply my thinking in new ways.

POWERFUL QUESTIONS, POWERFUL THINKING.

ORACY IN GEOGRAPHY

PARTNER TALK
Share ideas, listen and build together.

SENTENCE STEMS
Use stems to explain your thinking clearly.

ACTIVE LISTENING
Listen carefully and respond thoughtfully.

REASONING
Give reasons, challenge ideas and build deeper understanding.

RESPECTFUL DISCUSSION
Value every voice and every idea.

EXAMPLE QUESTION PROGRESSION – RIVERS

PRESTRUCTURAL	UNISTRUCTURAL	MULTISTRUCTURAL	RELATIONAL	EXTENDED ABSTRACT
What do you notice about this river? I'm not sure what a river is.	What is a river? A river is water flowing.	What are the key features of a river? Rivers have a source, channel, banks and a mouth.	How do rivers shape landscapes and support human life? Rivers shape the land and provide water for people and nature.	How might climate change affect rivers in the future and what could we do? 'Climate change could cause floods or droughts. We can protect rivers and use water wisely.

GREAT GEOGRAPHY QUESTIONS HELP CHILDREN TO...



THINK DEEPLY
Go beyond the surface to understand more about the world.



EXPLAIN CLEARLY
Use geographical vocabulary and explain ideas with confidence.



MAKE CONNECTIONS
Link places, patterns and themes across the world.



INVESTIGATE
Ask questions, find evidence and explore different viewpoints.



EVALUATE EVIDENCE
Weigh up information, justify opinions and make informed decisions.



BECOME INDEPENDENT THINKERS
Take ownership of learning and think like geographers.

QUESTIONING DRIVES GEOGRAPHICAL THINKING EVERY DAY!



SOLO IN ACTION

Great geography teaching. Deep thinking. Real understanding.



In every geography lesson, SOLO helps children move from simple understanding to deep, connected and independent thinking.



1 SOLO LEARNING JOURNEYS

Thinking grows step by step.



2 GEOGRAPHY TASKS BY SOLO LEVEL – VOLCANOES EXAMPLE

PRESTRUCTURAL	UNISTRUTURAL	MULTISTRUTURAL	RELATIONAL	EXTENDED ABSTRACT
I need help to understand.	I know one thing.	I know several things.	I can connect ideas.	I can apply and evaluate.
Task Identify a volcano picture.	Task Name parts of a volcano.	Task Describe features of volcanoes.	Task Explain how volcanoes affect people and environments.	Task Debate whether people should live near volcanoes.
Outcome I can recognise a volcano.	Outcome I can name a key feature.	Outcome I can describe several features.	Outcome I can explain causes, impacts and links.	Outcome I can evaluate and justify with evidence.

3 SOLO CLASSROOM STRATEGIES

- CLEAR SUCCESS CRITERIA**
Children know what great thinking looks like.
- SELF-ASSESSMENT**
Children reflect on their own learning.
- PEER DISCUSSION**
Children share ideas and challenge thinking.
- RETRIEVAL PRACTICE**
Children revisit learning to remember more.
- SCAFFOLDING**
Support is given and removed over time.
- VOCABULARY SUPPORT**
Geography language is modelled and used.
- ENQUIRY TASKS**
Children investigate real geographical questions.

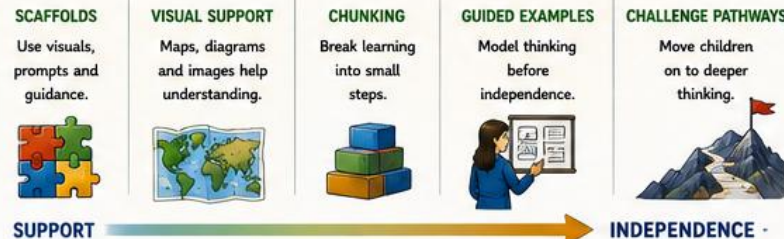
4 SOLO & ORACY – TALKING GEOGRAPHY

- SENTENCE STEMS**
Help children explain their thinking.
- PARTNER TALK**
Share ideas, listen and build.
- ACTIVE LISTENING**
Listen carefully and respond.
- REASONING**
Give reasons and justify ideas.

EXAMPLE STEMS

- I think this because...
- This links to...
- I agree because...
- I disagree because...
- The evidence shows...
- This makes me wonder...
- If..., then...

5 SOLO & ADAPTIVE TEACHING – CHALLENGE FOR ALL



SOLO USES ORACY TO:

- ✓ Develop confident speakers.
- ✓ Build strong vocabulary.
- ✓ Explain ideas clearly.
- ✓ Challenge thinking kindly.
- ✓ Listen and learn from others.



A GEOGRAPHY LESSON JOURNEY



THINK
Activate knowledge and wonder.



DISCUSS
Share ideas and ask questions.



INVESTIGATE
Explore maps, data and resources.



RECORD
Note key ideas, evidence and findings.



EXPLAIN
Connect ideas and explain clearly.



EVALUATE
Make judgements and think about the wider impact.

SOLO HELPS CHILDREN BECOME...



CURIOUS



REFLECTIVE



ARTICULATE



ANALYTICAL



INDEPENDENT



CONFIDENT

Geographers who understand, care and make a difference.

"Geography is more than learning about the world. It is about understanding it, caring for it and shaping our future."



ADAPTIVE TEACHING THROUGH SOLO

We adapt the teaching, not the thinking.

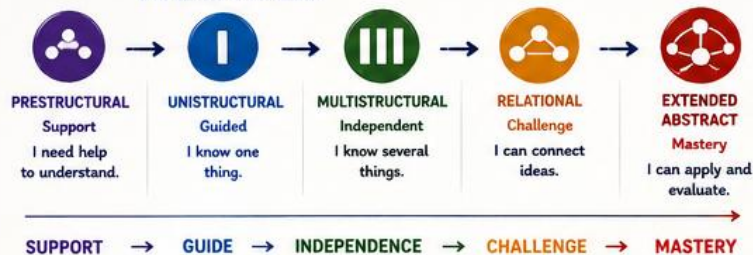
Every child can access geography learning at the right level of challenge and progress towards deeper, independent thinking.

AMBITION FOR ALL.

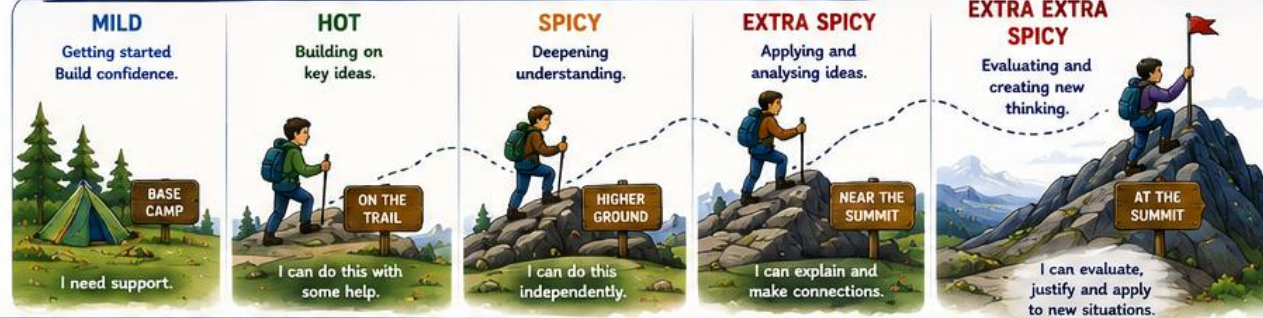
SOLO ensures every child is supported to think deeply, make connections and achieve success.

SOLO MAKES LEARNING ACCESSIBLE

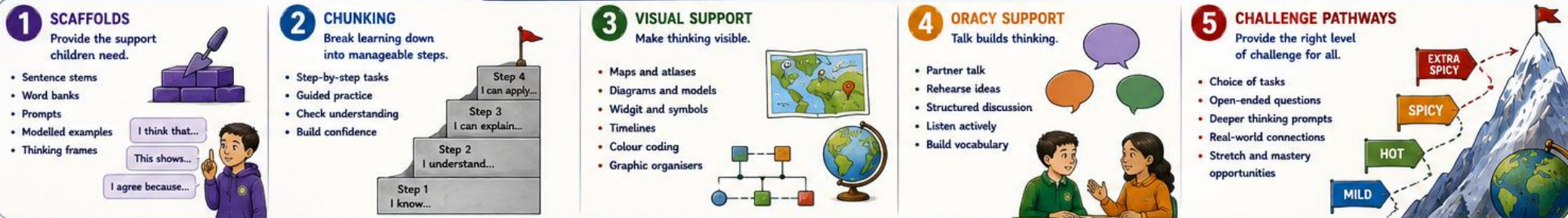
Children can enter learning at different points and all move forward.



CHALLENGE PATHWAYS: FROM SUPPORT TO MASTERY



KEY STRATEGIES THAT SUPPORT ADAPTIVE TEACHING THROUGH SOLO

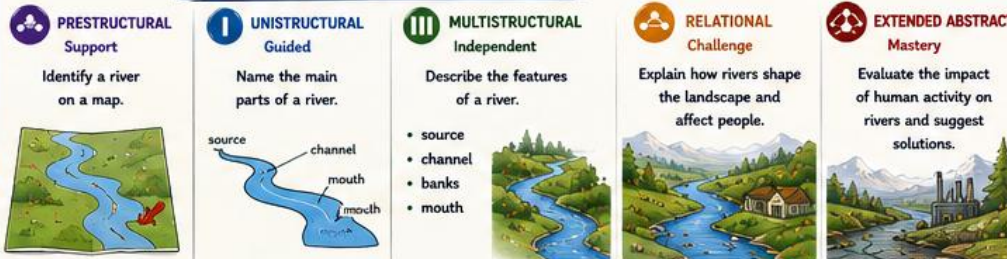


WE REMOVE BARRIERS. WE BUILD THINKERS.

- ✓ High expectations remove limits
- ✓ Flexibility in teaching creates access
- ✓ Belief in every child drives success



EXAMPLE: RIVERS – HOW WE ADAPT



SOLO SUPPORTS EVERY LEARNER TO...

- ACCESS LEARNING**
Enter at the right point and move forward.
- BUILD CONFIDENCE**
Feel safe, supported and successful.
- THINK DEEPLY**
Develop understanding and connections.
- COMMUNICATE CLEARLY**
Share ideas using rich vocabulary.
- PROGRESS INDEPENDENTLY**
Take ownership of learning.
- ACHIEVE SUCCESS**
Reach their potential and be proud.

EVERY CHILD. EVERY CHANCE. EVERY DAY!

SOLO ADAPTIVE TEACHING ENSURES ALL CHILDREN CAN THINK LIKE GEOGRAPHERS AND SHAPE A BETTER WORLD.





SOLO ASSESSMENT & FEEDBACK IN GEOGRAPHY

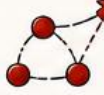
Meaningful assessment. Timely feedback. Forward progress. ♥



Assessment informs teaching.
Feedback moves learning forward.
Children know where they are, where they're going and how to get there.

1 ASSESSING GEOGRAPHICAL THINKING THROUGH SOLO

We assess the depth of understanding, not just getting the answer right.

PRESTRUCTURAL	UNISTRUTURAL	MULTISTRUTURAL	RELATIONAL	EXTENDED ABSTRACT
 I am just starting. I need help to understand.	 I can identify one idea or piece of information.	 I can describe several ideas or pieces of information.	 I can connect ideas and explain relationships.	 I can evaluate, theorise and apply ideas in new contexts.
I can...	I can...	I can...	I can...	I can...
- make links with support - talk about simple ideas	- name or locate something - describe one feature	- describe features in detail - make simple comparisons	- explain why things happen - analyse patterns and impacts	- evaluate alternatives - justify decisions - using evidence and apply to new situations

SURFACE LEVEL THINKING

DEEP LEVEL THINKING

2 EVIDENCE OF LEARNING IN GEOGRAPHY

We gather evidence in a range of ways.



Geographical enquiry and investigations



Class discussions, oracy and presentations



Written work, explanations and reports



Fieldwork, observations and data



Maps, diagrams, models and digital work

3 SUCCESS CRITERIA – I CAN...

Children know what success looks like at each level.



- Shared before learning
- Revisited during learning
- Used to assess and reflect
- Helps children see their next steps

EXAMPLE: RIVERS



PRESTRUCTURAL
I can identify a river with support.



UNISTRUTURAL
I can name and locate a river.



MULTISTRUTURAL
I can describe features of a river.



RELATIONAL
I can explain how rivers shape landscapes and affect people.



EXTENDED ABSTRACT
I can evaluate ways to manage rivers sustainably and justify my ideas.

4 FEEDBACK THAT MOVES LEARNING FORWARD.

Timely, specific and purposeful feedback helps children progress.

AFFIRM	REASON	REFLECT	NEXT STEP	ACT
 Celebrate what the child has done well. "You have clearly described the features."	 Explain why it is good learning. "This shows you understand the key ideas."	 Ask the child to think about their learning. "What do you think could make your answer even stronger?"	 Give a clear, manageable next step. "Try explaining why this happens, using evidence from the map."	 Children act on feedback and improve. "I will add another reason and use data to explain my answer."

5 SELF & PEER ASSESSMENT

Children take ownership of their learning.

SELF ASSESSMENT



I know where I am in my learning.

PEER ASSESSMENT



I can give kind, helpful feedback.

LEARNING PARTNERS



We learn together.

Use SOLO ladders, success criteria and question stems to help children assess like geographers. ♥

6 TRACKING PROGRESS

We look for progress in thinking, not just quantity of work.



Every step forward is a step forward.

Children progress at different rates – all progress is celebrated.



7 REFLECTION – WHERE AM I NOW?

Regular reflection helps children become independent learners.

What am I good at?

What can I improve?

What is my next step?

How will I achieve it?



GREAT FEEDBACK IS...

- ✓ Kind and encouraging
- ✓ Specific and useful
- ✓ Focused on the learning
- ✓ Helps the child improve
- ✓ Given time to act on it



THROUGH SOLO ASSESSMENT WE... ♥



Understand how children think.



Adapt teaching to meet needs.



Recognise progress in all learners.



Build confidence and independence.



Celebrate achievements and effort.

ASSESS. FEEDBACK. PROGRESS.
TOGETHER, WE HELP EVERY CHILD
BECOME A CONFIDENT GEOGRAPHER. ♥



THROUGH SOLO, OUR CHILDREN...

Deep thinkers. Confident communicators. Inspired geographers.



We believe every child can think deeply and achieve their potential.

SOLO helps us build the knowledge, skills and attitudes to understand our world and shape a better future.

THINK DEEPLY



We ask questions, make sense of information and build our understanding step by step.

- We notice.
- We describe.
- We explain.
- We connect ideas.
- We evaluate and think critically.



FROM SIMPLE TO COMPLEX THINKING

UNDERSTAND THE WORLD



We explore places, people, environments and challenges to understand how the world works.

- We investigate environments.
- We identify patterns.
- We understand causes and impacts.
- We make connections between places.



CURIOUS ABOUT OUR WORLD

INVESTIGATE AND ENQUIRE



We ask questions, gather evidence and use a range of sources to find out more.

- We ask geographical questions.
- We collect and use evidence.
- We test ideas.
- We reach conclusions.



REAL ENQUIRERS AND INVESTIGATORS

COMMUNICATE CLEARLY



We share our ideas with confidence using words, maps, diagrams, data and digital tools.

- We talk and listen to others.
- We explain our thinking.
- We use geographic vocabulary.
- We present our ideas clearly.



CONFIDENT COMMUNICATORS

MAKE A DIFFERENCE



We care about people and places and use our learning to make a positive impact.

- We respect our world and each other.
- We think about fairness and sustainability.
- We make informed choices.
- We want to create a better future.



RESPONSIBLE, CARING CITIZENS

OUR GEOGRAPHY JOURNEY

Through SOLO, we grow as geographers. We build knowledge, develop skills and strengthen our character.

Every lesson is a step forward. Every question opens a door. Every child can succeed.



WE NOTICE

We see the world around us.

Prestructural
Getting started



WE NAME

We identify and understand key information.

Unistructural
One idea



WE DESCRIBE

We explore features and compare information.

Multistructural
Many ideas



WE EXPLAIN

We make connections and explain informships.

Relational
Connected ideas



WE EVALUATE

We think critically, make judgements and look to the future.

Extended Abstract
New ideas

THROUGH SOLO, OUR CHILDREN BECOME...

- Curious explorers of the world
- Deep, reflective thinkers
- Confident and articulate speakers
- Analytical and critical geographers
- Independent, resilient learners
- Compassionate, responsible citizens



THROUGH SOLO, WE INSPIRE A LOVE OF GEOGRAPHY
AND A PASSION FOR OUR WORLD.



Understand
our world.



Respect
our planet.



Care for
others.



Hope for
the future.

Great geographers.
Bright futures.
Stronger together.