Implementation in Geography – 'Rosenshine Principles in Action'

Daily Review in Geography:

Activity	Example
Diagrams and labels	Children are given a diagram/map and told to label it with previous taught vocabulary or a criteria of countries/places.
Flashcards	Recap prior taught vocab through flashcards and the use of lolly pop sticks (prev taught vocab on lolly sticks, pull out at random)
Odd one out	Show children 3 pictures- these could be of places. Maps, processes etc. Can children point out which picture they think is the odd one out and give reasoning (using previous taught vocabulary) to explain their opinion.
Match the definition to the vocab	Give children the definition, can they match the vocab. E.g. describe a type of extreme weather, can children deduce the type of weather it is describing?
Diamond 9/Pyramid of importance	Example: Children have been learning about flooding. They are given cards with the different causes of flooding on and asked to rank them from the biggest cause to the least. Children should be able to use their knowledge from previous learning to give reasons why, and explain confidently to their partner.

Questioning in Geography for a Weekly Review:

'Questioning should aim to stimulate learners to analyse, evaluate and link ideas together.'

A 'Bad' Question	A 'Good' Question
What is flooding?	Name **three** of the biggest causes that lead to flooding in the UK. GD- Rank the three causes you have given from biggest cause to smallest and give reasons for your choices.
What is a natural disaster?	Think of two different natural disasters. What is similar about them? What is different? GD- Which factors would lead you to believe that……..is a worse type of natural disaster than….?
How are the UK and Africa different?	Can you list three differences between the UK and Africa? Think about the landscape, the weather, the communities etc. Are there any similarities you can find? If so, what are they?

Curriculum Support Format

Geography at Towngate Academy Is taught alongside the objectives set out in the National Curriculum and the skills from the Progression Grid.

E.G.– Key Stage One

The N.C objective for locational knowledge- pupils should be taught to name and locate the world's seven continents and five oceans.

Key Objectives	Core Learning Activity	Core Questions	Deeper Learning Activity	Deeper Questions
To be able to name and locate the world's seven continents.	New skill to be taught: Naming and locating the continents. Applying new knowledge/skill: Set up globes and world maps/Atlas' up in the classroom. Children to recall the continents, write labels and match the continent names to where they are located on the globe/maps. Scaffolding: Give children pre-written labels of continents to help them focus on the location of them.	Can you name the largest and smallest continents? Can you tell me how a continent is different to a country?	Children are given a blank map to match the continents to where they are located. The children will be given clues (instead of continent names) to work out the continent and then to locate it on a world map.	Which continent do you think is the coldest to live in and why? Which continent do you think is the warmest to live in and why?
To be able to name and locate the world's five oceans.	Review/recap prior learning: Odd one out- 2 pictures of continents and 1 picture of a country. Can children identify the country as the	Which ocean surrounds _____(choose continent learnt last lesson)? Can children show where their answer is on the map?	Children label world map with the five oceans. Children research how big each ocean is and label on map.	

	odd one out and explain why? Continent name flash cards. <u>New skill/ knowledge to be taught:</u> Naming and locating five oceans. <u>Applying new skill/knowledge:</u> Use playground/hall area. Map out the continents (using knowledge learnt last lesson). Children then locate the 5 oceans, spoken about during teaching input, in relation to where they lie between continents. <u>Scaffolding:</u> Work together in small, mixed ability groups.	Which ocean lies between _____ and _____?		
To be able to compare and contrast Asia and Antarctica. (Focus on both human, and physical geography)	<u>Review/recap prior learning:</u> In pairs, can children label a world map with the continents and world oceans? Give children blank maps and labels with continents and oceans on. <u>New skill/knowledge to be taught:</u> Human and physical geography	What is a physical difference between Asia and Antarctica? What is a human difference between Asia and Antarctica? Are there any similarities between the two continents?	Children use pre-made fact files about each continents to compare and contrast in pairs. Children write 2 paragraphs to summarise their findings- similarities and differences.	What do you think are the biggest differences between Asia and Antarctica?

	Applying new skill/knowledge: Children to create a fact sheet, with key questions, about each continent to make it easier to compare. Brainstorm what key facts they could research.	What are they? Are they physical or human?		
	Scaffolding: Provide children with key questions to research for their fact file.			

E.G.: Lower Key Stage Two

The N.C objectives for human and physical geography- pupils should be able to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Key Objectives	Core Learning Activity	Core Questions	Deeper Learning Activity	Deeper Questions
I am learning to understand and describe what an earthquake is.	New skill/knowledge to be taught: Understand what an earthquake is and how it is caused. Applying new skill/knowledge: Using pictures of the different stages of an earthquake, explain how	In 30 words or less, describe what an earthquake is. What is the biggest cause of an earthquake? Are there any other causes?	Using a diagram of the magnitude scale, describe what an earthquake might look like at different points on the scale.	Can you list 3 kinds of damage that an earthquake of a scale 5 magnitude would have on a place? List 2 reasons why a scale 8 earthquake is worse than a scale 3 earthquake.

	each stage leads to the earthquake occurring. <u>Scaffolding:</u> Provide children with pictures of each stage.			
I am learning to understand where earthquakes happen and the features of those places.	<u>Recap prior learning:</u> Flashcards of previously taught vocabulary- choose one and children give a definition/explanation to match. <u>New skill/knowledge to be taught:</u> Using maps, focus on South East Asia (China, Japan, Indonesia etc) concentrating on key physical features that contribute to a larger volume of earthquakes. <u>Applying new skill/knowledge:</u> Children to use research methods (iPad/internet/newspaper articles) to find out about a country that has a large volume of earthquakes. Children research the	What is the key feature of your country that leads to earthquakes happening more frequently? More earthquakes happen in South East Asia than in Europe. Convince me.	Using knowledge and research gained, compare and contrast the physical and human features of two locations (one with a high volume of earthquakes and one with a low volume). Children can choose their own medium to present their findings- presentation, table, fact file etc.	Can you list 3 differences between ……and …… that leads to …… having a higher volume of earthquakes than……? Are human or physical geographical features to blame for earthquakes? Convince me.

	features of the country that make it susceptible to an increasing number of earthquakes.			
	<u>Scaffolding:</u> Children to work in mixed ability research partners. Provide children with key questions to research and key human/physical features to look out for and describe.			

Stretch and Challenge in Geography (GDS):

Learners:

Locational Knowledge and Place Knowledge NC Aims:

Pupils should develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

At Greater Depth children should:

1. Ask and answer a good range of pertinent geographical questions.
2. Be able to recognise the type of place it is based on its characteristics.
3. Have a fluent knowledge of the countries within the UK and the world's continents and oceans
4. (At KS2) They should know a range of European countries.
5. Their use and application of direction is accurate and precisely used based on the compass rose.

Human and Physical Geography NC Aims:

Pupils should understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

At Greater Depth children may:

1. Use key language for human and physical features consistently and accurately within their written and verbal work.
2. Compare places using the careful and correct terminology to offer reason and explanation, when looking at similarities and differences.
3. Patterns of human and/or physical features are investigated and described in detail.

Geographical skills and Fieldwork NC Aims:

Pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

At Greater Depth children may:

1. Be confident to lead their own fieldwork activity that they choose to investigate.

2. Investigate their local area/grounds to answer a pertinent question and record their findings in a geographical way that is an appropriate medium.

3. Complete maps, drawings and grid references with detail for a wide amount of purposes. Choices for the symbols/key are reasoned.

4. Pull together a range of mapping images to be able to investigate and answer pertinent questions.

<u>Teachers:</u>

As teachers, we will provide opportunities for GDS learners to be challenged in all or one of the Geography strands they are showing secure knowledge and a secure demonstration of skills. This will be achieved through thought provoking questions, which will allow the learners to delve into more detail and understanding. Provide opportunities for GDS learners to make links between the knowledge and skills they acquire and how this impacts newly taught knowledge and skills. Teachers will consistently encourage through effective modelling the consistent and accurate use of relevant vocabulary and field work skills. Teachers, during lessons, will provide continuous challenge and opportunity for GDS learners to demonstrate their ability and further develop it.