



## Teaching Geography at KJA

The teaching of Geography at Kensington Junior Academy encourages our pupils to be Geographical thinkers, relating the near and far, the physical and the human, people and environments and the economic and social.

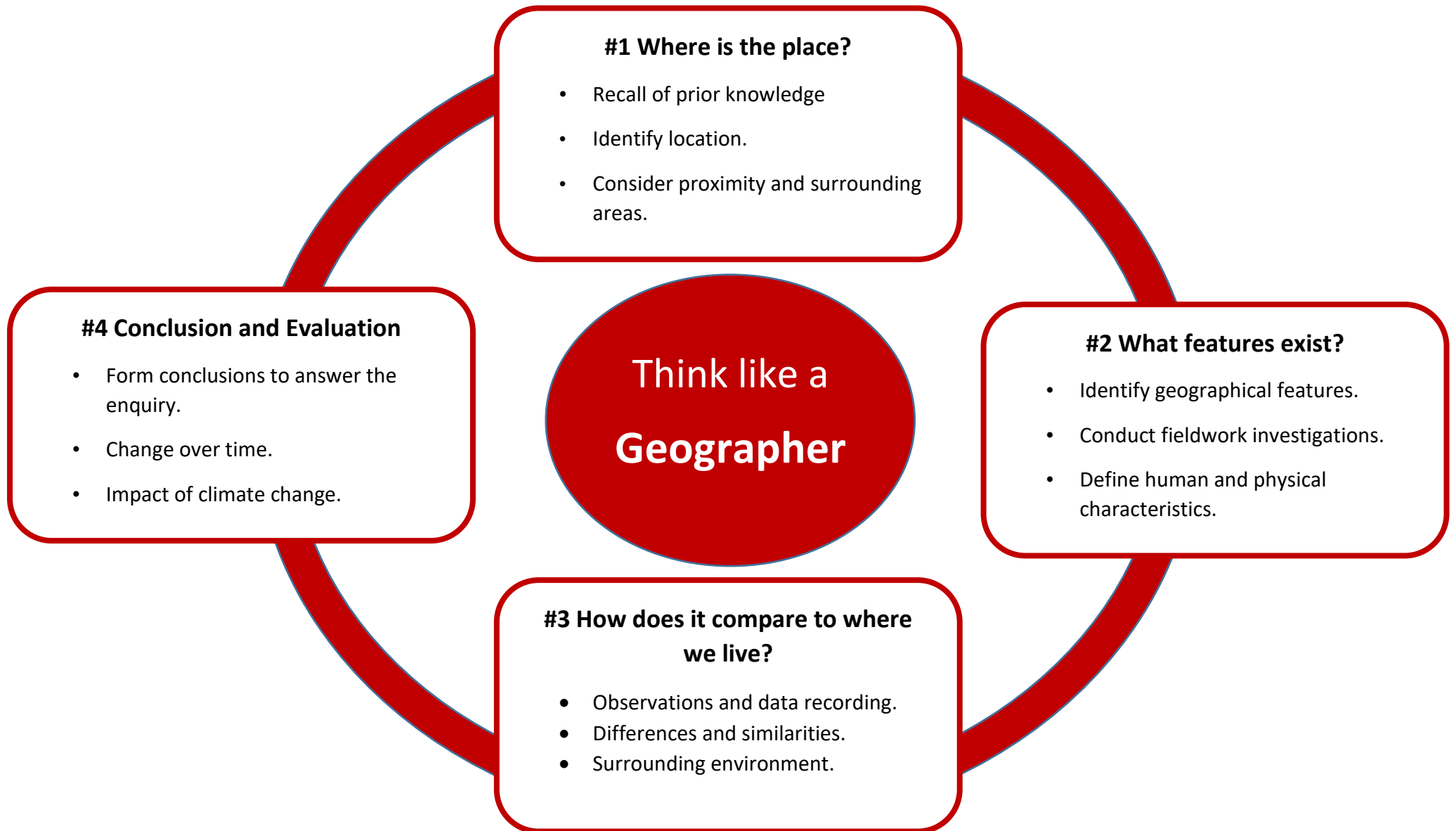
The learning at KJA is rooted in the five Learning Behaviours and combines practical skills with greater knowledge, which will prepare pupils for life in a world where understanding, adaptability and transferable skills are critical.

Our core intent is to enable all pupils to:

- Enhance locational and place knowledge through the characteristics of the world's most significant human and physical features.
- Understand and describe key aspects of human and physical geography.
- Develop Geographical skills through fieldwork.
- Understand, appreciate and respect difference in the world and its people, celebrating the things we have in common.
- Develop as responsible, respectful and active citizens.

Geography is taught, where possible, as part of a cross-curricula model with staff following a process model to ensure pupils become adept at *'Thinking like a Geographer'*.

# A Process Model for Geography

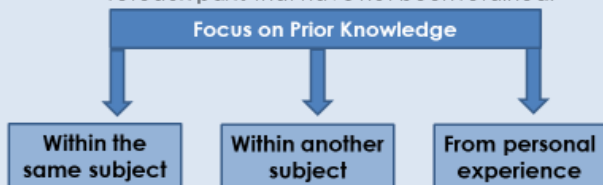


In order to *'Think like a Geographer'* pupils will work through four distinct areas:

### Link It

#### Focus on Prior Knowledge

- Be proactive in helping pupils to **recall prior learning** from previous units of learning within the subject or from other subjects.
  - Give time to, and respect, any **personal experiences** pupils may bring to the learning.
- Ensure **pupils are secure in their prior knowledge** within the subject before starting new unit of learning.
- Where appropriate, use a diagnostic assessment to check on retention and then reteach parts that have not been retained.



### Learn It

- **Present new learning to pupils in small chunks** to prevent cognitive overload.
  - Effectively the **composite and component** examples work for this.
- **Provide effective modelling** and plan time for guided and independent practice.
- Ensure there are opportunities for pupils to **develop their substantive knowledge** alongside **disciplinary knowledge**.
- Start with an activity to focus on **being a scientist, historian or a geographer (artist, technologist)**
  - Ensure you have **rehearsed any new concepts** and checked understanding.
    - **Use talk for learning** to comprehend new concepts and vocabulary.
  - **New Vocabulary**
- Ensure that there are opportunities for pupils to learn new vocabulary (speaking frames, etc).

### Check It

- **Create checkpoints** throughout the lesson to ensure that pupils have understood the current learning.
- **Mark in the moment** and provide instant feedback to pupils. Ensure you **pick up on pupils who are falling behind**.
- When possible, **provide rapid intervention** for those pupils that need it.
- Use retention assessments to help you **gain a picture of any gaps** that may be occurring.

Use the information from above to target intervention through peer support and teacher and TA support.  
Identify individuals who need additional challenge.

### Show It

- Ensure that there are opportunities for pupils to **showcase** their learning.
- Ensure that this **links the disciplinary with the substantive knowledge**. For example, in history ensure that you link in the impact the period studied had on our lives today. Give pupils time to challenge the quality of the evidence.
- Maximise opportunities to **develop cross curricular activities**, independent writing, knowledge displays, group activities that could be filmed and shared as well as through debate and drama.
- Provide ample opportunity to showcase their new skills and new knowledge in a **variety of ways**.
- In addition, provide **opportunities to use the new vocabulary** they have acquired in other areas of the curriculum.

# Outcomes of Learning



Monday 1<sup>st</sup> November 2022

My learning today	Success criteria
To locate and be able to identify features of the seven continents.	<ul style="list-style-type: none"> <li>- I can locate the seven continents on a World map.</li> <li>- I can show which pictures were taken in which continent and explain how I know this.</li> </ul>

Asia - blue  
 Africa - yellow  
 North America - dark orange  
 South America - purple  
 Antarctica - white  
 Europe - green  
 Australasia - light orange ✓

My learning today	Success criteria
To identify the position of the Northern and Southern hemispheres	<ul style="list-style-type: none"> <li>- I can show where the Northern and Southern hemispheres are located.</li> <li>- I can use subject specific vocabulary.</li> <li>- I can match definitions to explain geographical terms.</li> </ul>

## The Earth

The Earth is a sphere shape and has a line called the 'equator' across that halves the Northern Hemisphere and the Southern Hemisphere.

### around the equator

Countries around the equator are boiling and extremely hot. They only have one season.

### Southern Hemisphere

The Southern hemisphere is the south of the equator and has more water than people.