Geography Subject Pedagogy: How do we ensure pupils retain knowledge?



Key Knowledge	Flashback Challenge	Observe and Identify	Memory Mole	End of unit Quiz	Review and Re-teach
The key knowledge slide is used consistently to outline the key knowledge areas that the lesson will cover.	In Geography, we use the flashback challenge questioning model to help knowledge become 'stuck.' The pupils are given activities that will encourage them to consider previous knowledge such as questions from the previous lesson or labelling. The flashback challenge allows an opportunity for feedback and address misconceptions.	Check, reflect, respond! In the moment assessments (including whole class mid-session marking from Year 2 upwards). Identify who needs support (individual or group) Extra teaching/further scaffolding within lesson Instant intervention	The Memory Mole slide will be used consistently at the end of each lesson to check that key knowledge has been retained by the pupils. Specific Kagan questioning used so that all pupils share their learning.	This will help to check knowledge retention at the end of the last teaching session (prior to the review and reteach lesson). The quiz will help the teacher to complete the knowledge checker and will give immediate feedback regarding pupil outcomes.	Teacher completes knowledge checker and identifies any common areas of 'knowledge' weakness to reteach. The teacher will reteach a key area of 'knowledge' weakness to those who are identified as weaker in this area/areas. Those who are secure prior to this lesson, will complete an application activity to showcase their learning. **Application Activity** Pupils that have fully understood the key knowledge will complete an application task This may include: A poster, a video report/ presentation, a written task, a factfile etc

Questioning, modelling and instruction approaches	**Adaptive Teaching**
• Kagan questioning used throughout the lesson. • Open-ended questioning used to encourage deeper thinking and discussion. • Mainly class teacher instruction, however, in group tasks, a pupil leader may be appointed to encourage more child-led learning. • Peers will feedback on each other's Kagan discussion answers in all lessons and their written work (where appropriate). • Where new skills are demonstrated e.g. the use of OS maps, the class teacher will initially model this to the whole class to encourage independence during the task and then pupils will replicate this skill under the teacher's supervision to check understanding.	Adaptive teaching in Geography will include: • Pre-teaching of key lesson vocabulary for specific pupils (where needed) • Scaffolds such as word banks, sentence starters and other additional resources • Adapted worksheets • Further adult support (where possible) • Engagement model for complex needs in place for pupils with an EHCP • Personalised planning where appropriate for SEND pupils