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| Teaching strategies to implement Rosenshine’s principles in Georgraphy | | |
| Daily Review/ Weekly Review/ Termly Review | Flashcards | Recap prior words and definitions on flashcards |
| Quiz | Using knowledge organiser to devise a quiz around the vocabulary and definitions children have been exposed to – this could be built up over a project/series of lessons |
| Word generator | Add all taught vocabulary into a generator when it lands on a word children have to give the definition |
| Talk Partners | In pairs, give one child the vocabulary list, the other child has to give the meaning of these words. Swap over and have a go |
| Matching Activity | Give children word sort cards – can they match the definition to the vocabulary |
| True or False | Give children a key piece of vocabulary and three definitions. Can children identify the one true definition and two false definitions (Extension – can they explain their understanding and how they knew e.g. drawing upon language choices) |
| Bingo | Bingo cards with 4/6/8 different words from the vocab list – teacher to read out the definition and children to use counters to cover up words until they have ‘house’ |
| 1 2 3 | Place pre-taught information around the room children take it in turns to find and recall information from the facts around the room and then remember the fact and write it down on their group whiteboards |
| Picture evaluation | Give children a picture of a historical event or person – recall as many pieces of knowledge as possible using appropriate technical vocabulary |
| Missing information | Withdraw some pieces of information from the knowledge organiser/display – children to fill in the blanks |
| Domino Game | Children have the first part of a sentence and then match this to the end of the sentence so the sentence makes sense (give more than one option) |
| Rocking Robin | Children work in teams to generate vocabulary/facts on large sheets of paper and then move around each table to add any more words to the work of other teams |
| End of half term presentation | Work in teams to present what they have found out about the geographical unit they have been studying over the half term |
| Providing Models | Verbalise | Teacher to verbalise their thought process as they model/work through examples |
| Practical demonstration of skill | Practical demonstration in small chunks of the skill being taught for example using chronology to build a timeline or the skill of historical enquiry using different sources |
| Steps to success | Steps to success displayed in smart art on IWB for children to refer back to. This can be in the form of visual instructions |
| Information being withdrawn | At each stage of the practical process children may have some steps of the process omitted in the visual steps to success |
| Scaffolding | Vocabulary and definitions | Children to be provided with a list of vocabulary and their definitions – children have to choose the appropriate ones to use (this can be lessened over time) |
| Knowledge organiser | Over a series of lessons/project information can be withdrawn from the knowledge organiser in order to develop recall of key facts and definitions |
| Sentence stems | Provide children with the sentence stems they need to talk like a historian |
| Peer support | Children work with partners/in groups to discuss their ideas and produce work |
| Visual images of the past | Support children with lots of visual images around the room/at tables to immerse them in geographical symbols and pictures. |