

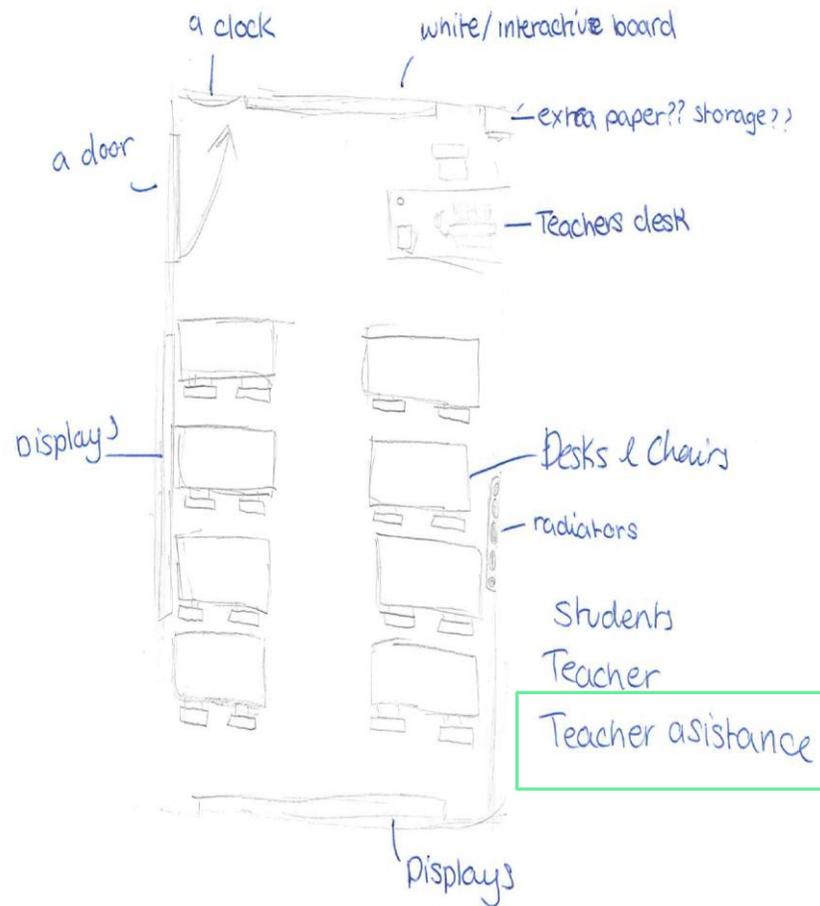
Support in the geography classroom: How can we use TAs effectively?

Kate Stockings

stockings.geography@gmail.com

www.katestockings.com

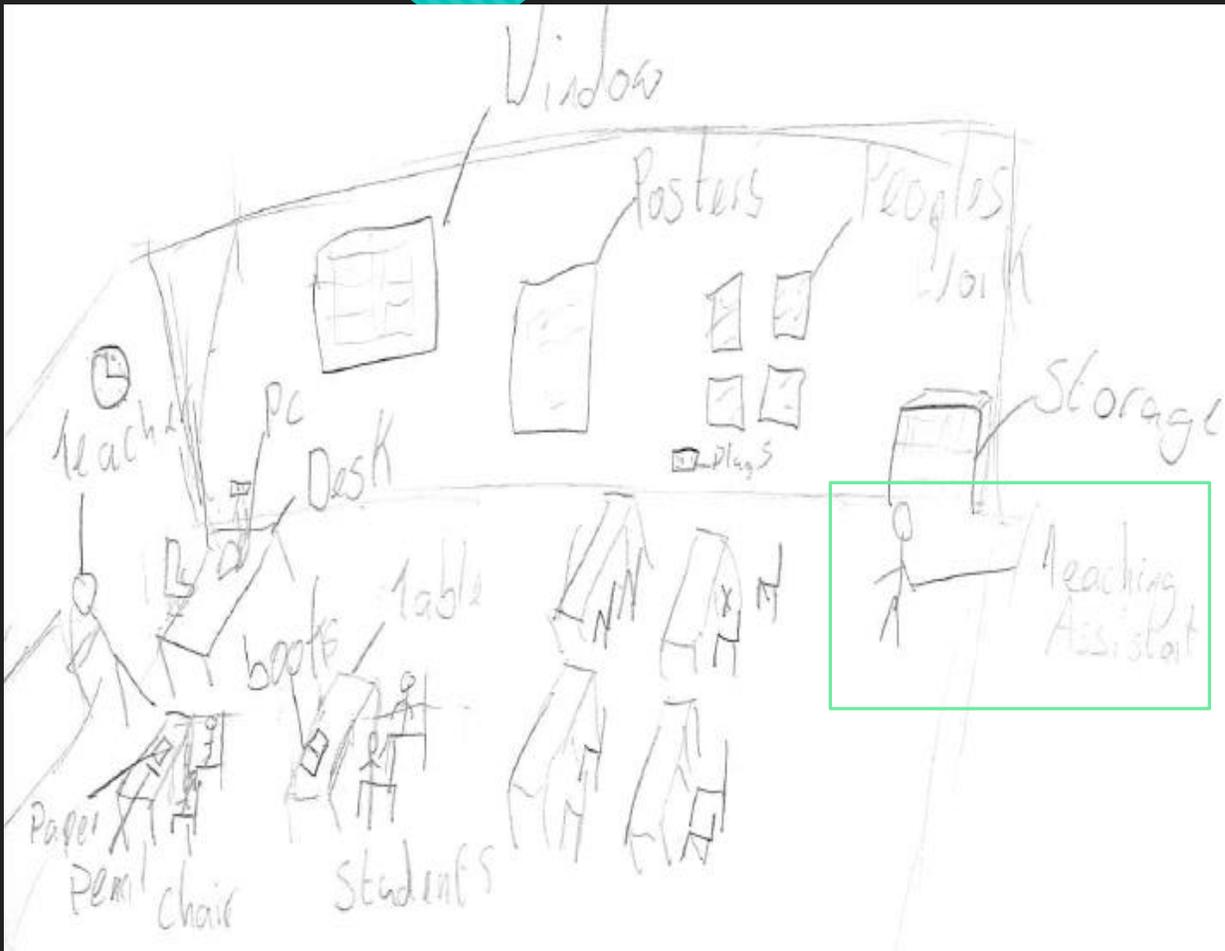
What is the place of the TA in the classroom?



This drawing:

- Pre intervention
- Middle ability student
- No SEN

What is the place of the TA in the classroom?



This drawing:

- Pre intervention
- High ability student
- No SEN

What does the research say?

1

TAs should not be used as an informal teaching resource for low attaining pupils



2

Use TAs to add value to what teachers do, not replace them



3

Use TAs to help pupils develop independent learning skills and manage their own learning



4

Ensure TAs are fully prepared for their role in the classroom



5

Use TAs to deliver high quality one-to-one and small group support using structured interventions



6

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction



7

Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions



Idea 1: Share and discuss your mapping of the curriculum with all support staff

- Which of your mapping tools is most appropriate for sharing with a TA?
- Which will make the most difference in the classroom?

The language of Year 7 Geography: Which keywords should I know?

What skills do I need as a geographer?
Features
Landscape
Relief
Contour Lines
Climate
Weather
Precipitation
Temperature
Factual evidence
Subjective evidence
Latitude
Longitude
Sustainability
Biodiversity
Pollution
Recycling
Environmental Degradation
Local
Regional
National
Global

Should we preserve Antarctica?
Antarctica
Arctic
Climate
Conditions
Arid
Trends
Anomalies
Extremes
Glaciation
Systems
Accumulation
Ablation
Inputs & Outputs
Adaptation
Organisms
Habitats
Food web
Food chain
Primary Consumer
Secondary Consumer
Tertiary Consumer
Sustainability
Over-fishing & trawling
Exploitation
Conservation
Resources
Treaty
Co-operation
Preservation

The Almighty Dollar: Where does money go when it's spent?
Economy
TNCs
Labour costs
Exports
Workshop of the world
Manufacturing
Profit
Primary Sector
Secondary Sector
Tertiary Sector
Quaternary Sector
Clark Fisher Model
Infrastructure
Unemployment
Income
Exploiting
Colonies
Cycle of Poverty
Agriculture
Imports
Subsistence Farming
Informal economy
Formal economy
Tax
Sustainability
Fossil fuels
Non-renewable

Will the people of the Maldives be the first climate refugees?
Refugees
Vulnerable
Developed world
Gross Domestic Product
Government
Greenhouse gases
Solar energy
Radiation
Methane
Carbon Dioxide
Nitrous Oxide
Emissions
Sea Level Rise
Ecstatic
Thermal
Expansion
Ice Ages
Local
Global
Submerged
Contaminated drinking water
Adaptation
Resilience
Wetlands
Income
GDP
Sustainability
Mitigation
Afforestation
Renewable energy
Responsibility

Idea 1: Share and discuss your mapping of the curriculum with all support staff

- Which of your mapping tools is most appropriate for sharing with a TA?
- Which will make the most difference in the classroom?

Fertile Question: What should we do with Antarctica?		
Lesson	Core Knowledge	Links forward / back
L1 Intro to Antarctica	<ul style="list-style-type: none"> • Antarctica is in the southern hemisphere- and not the Arctic. • There is no indigenous population in Antarctica. 	
L2 Climate Graph	<ul style="list-style-type: none"> • Antarctica has a cold, arid climate. • On a climate graph, the red line shows the temperature and the blue bars show the rainfall. • Precipitation is any form of moisture that falls from the sky. 	<ul style="list-style-type: none"> • BACK: Revisiting climate graph drawing for the UK.
L3 Glaciers	<ul style="list-style-type: none"> • A glacier is a frozen body of ice moving under the force of gravity. • There are many glaciers in Antarctica. • Accumulation adds to glaciers; ablation is the melting of glaciers. • Climate change is causing Antarctica's glaciers to retreat. 	<ul style="list-style-type: none"> • FORWARD: Climate change is studied in a separate scheme of work in Year 7.
L4 Animal Adaptations	<ul style="list-style-type: none"> • Antarctica's harsh climate means there is low biodiversity. • Only a few specially adapted animals survive in the habitat. • Low biodiversity means that food webs are simple and any change in the population has a big knock-on effect. 	

Idea 2: Share an example of excellent classwork

- What are you aiming for the class to do with the knowledge you're sharing?
- Which activities are coming up that require greater support?

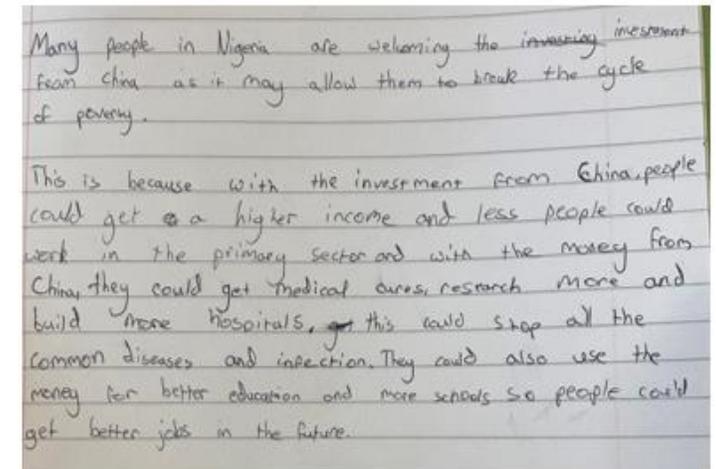
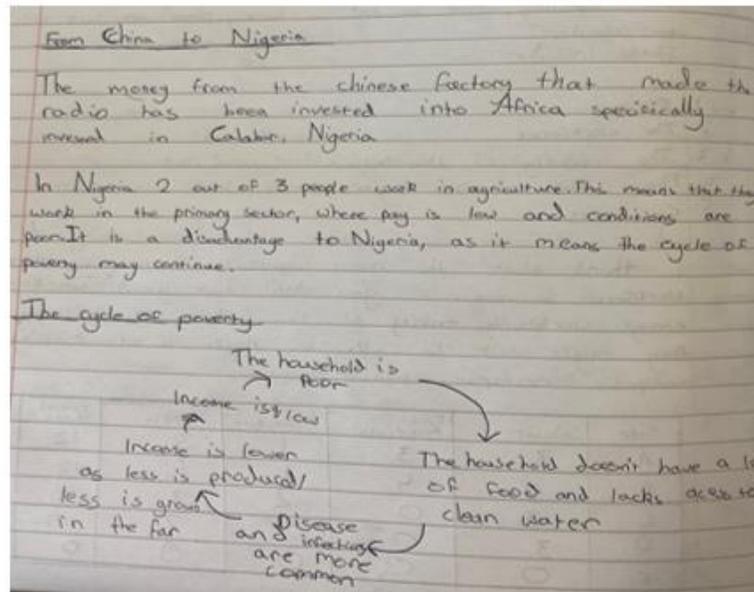
Teacher's Notes

Aims of the lesson:

- Consider the 'cycle of poverty' and difficult it can be to break out of poverty.
- Think about how investment from China might help to deal with some of the problems that Nigeria faces.

Keywords

- Investment
- Cycle of poverty
- Infrastructure
- Agriculture
- Life expectancy



Idea 3: Equip to provide live feedback

- What can a non-specialist look out for during assessments / independent work?
- How they assist whilst circulating?

Each section should be given a score out of 5- so the total marks are 25.			
	0-2 Marks	3-4 Marks	4-5 Marks
Effort	Little to no evidence of planning. No evidence of structure: poorly thought out and rushed.	Good evidence of planning, structure and hard work throughout the topic.	An outstanding effort shown. Lots of evidence of planning at home. Excellent structure.
SPAG	Lots of spelling and grammar mistakes made throughout the piece.	An attempt to spell some complex vocabulary with lots spelled correctly. A range of punctuation used well.	Very few mistakes made in regards to spelling. Punctuation used effectively throughout the essay. Sign posting and connectives, for example "firstly" or "additionally" used throughout.
Use of geographical vocabulary and data	Little to no use of key vocabulary or data. Expect generalised statements like "lots of people died because Haiti is poor". No evidence used to back up points.	Some use of key vocabulary and data. Expect points like "the focus was near the capital city" or "the earthquake had a magnitude of 7.0". However, this will be inconsistent.	Use of key vocabulary and data throughout for example: "The epicentre was 10 miles from the capital, Port-au-Prince". "Japans GDP of \$4.971 trillion meant that..."
Application of case studies	Little to no reference to the Haiti or Japan earthquake. If used at all, generalised statements will be made showing a lack of understanding.	Reference to Haiti and Japan throughout with some successful attempts to make connections between geographical concepts (focus, epicentre, GDP, plate boundary type etc).	Constant reference to Haiti and Japan with successful application of geographical concepts. Reference of own research like the recent La Palma quake for the highest marks.
Evaluation and synthesis	Little to no attempt to evaluate the importance of factors affecting death toll. No attempt to make connections between concepts.	A factor has been identified as the most important, for example "development", but with little evaluation relative to other factors. A few connections have been made, for example, linking plate boundary type to magnitude.	The importance of factors affecting death toll have been evaluated throughout. Connections have been made between a range of geographical concepts.

Support in the geography classroom: How can we use TAs effectively?

Useful reading:

EEF Report Findings: Making the most of Teaching Assistant

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

OUP Education Blog: Supporting Non Specialists

<https://educationblog.oup.com/secondary/geography/supporting-non-specialists>

Kate Stockings

stockings.geography@gmail.com

www.katestockings.com