



# Geography

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## Preface

Quite a few people consider Geography to be nothing more than an academic subject that could be divorced from the real world. On the contrary, Geography as a discipline enables us to understand the Earth we are living in from a spatial perspective. It offers a systematic framework for enquiry into questions about the world that surrounds us. Human beings may find it interesting to know contents such as the building of mountains, the layout of rivers, the changing weather, the never-ending cycles of plant and animal lives, and the form and operation of human settlements. We thus develop a sound knowledge of the ever-increasing challenges for our nation and the world posed by natural hazards, environmental pollution, regional disparity, and resource depletion. In doing so, we try our best to strike a sustainable balance in the interactions between human and nature.

## Objectives

1. To cultivate a stronger geography learning atmosphere
2. To enable students to learn how to inquire in a geographical manner and understand the concepts which facilitate enquiry
3. To help students apply geographical knowledge and skills acquired for the betterment of individuals, the society, the nation and the world
4. To enhance subject learning and teaching effectiveness

## Geography Learning & Teaching Strategies in LKKC

Our learning and teaching is focused on disciplinary knowledge and skills for students going into further study or the workforce. Besides, we aim at helping students develop generic skills and the general intellectual capacity for lifelong learning.

We encourage self-directed learning through curriculum planning and teaching strategies. The following are our common and intertwining approaches that are employed to facilitate the delivery of the curriculums.

### ➤ Teaching as direct instruction, co-construction and enquiry –

- transmitting knowledge from teacher to student and the modelling of a skill, including the teaching of map skills and the formation processes of physical features;
- providing opportunities for students to discuss, to act and thus to learn together in a group;
- engaging our students in finding answers for themselves through higher-order thinking.

### ➤ Learning through enquiry – students are provided with opportunities to discuss and collaborate with one another in carrying out investigation and solving problems.

- **Learning in the field** – it has a long tradition as an established component of our geographical education. Strategies for identifying causes, processes and consequences are established by negotiation between our students and teachers, leading to appropriate data collection, data analysis and presentation, and identification of possible management strategies / solutions



- **Learning through maps** – students need to be able to read and use maps for presenting, describing and explaining spatial information, patterns and processes they observe.



- **Using information technology in learning** – using virtual fieldwork (by capturing the field environment on video, digitising relevant materials and uploading them onto a website, and employing Geographic Information System (GIS) for modelling and mapping.



- **Providing assistance to our junior form students** – higher form students also share what they have learned with the junior form students through peer learning.





## (A) Our Resource Management

Quality learning and teaching of Geography requires considerable resources and equipment which are unique to the subject, such as globes, meteorological instruments, field study instruments, paper maps, digital maps and aerial photographs. Our Geography Room provides a spacious environment for their storage and effective use.

One special practice done by our Department is to give our students the chance to 'make their own teaching resources'! They made some 3-D annotated models after learning some specific topics and issues and demonstrated them in front of the class. Such practice has two major significance: first of all, it can stimulate students' learning progress, and secondly, it is regarded as a measure of resource-saving as the Department does not need to purchase so many expensive models from outside. Our students did make many powerful models and they can be further used in the future!



## (B) Paving Way to Success: Enhancing Our Learning & Teaching Strategies at the Junior Level

To facilitate the implementation of a flexible, coherent and diversified curriculum, the Geography Department aims at enhancing our learning and teaching strategies and activities at the junior level by offering an appropriate challenge to students to stretch their potential in learning Geography, and encourage them to learn actively. This aims at building up students' and parents' understanding of the value of geographical education.

## The Road Ahead

We will keep our learning and teaching strategies under constant review and evaluation in the light of classroom experiences, students' performance in the public assessment, and the changing needs of students and society. It is hoped that after studying Geography, our students can build up further skills for lifelong learning in Geography, develop a global outlook, and facilitate our collective attempt to live and develop in the sustainable mode.

