

SCHOOL OF EDUCATION AND SOCIAL WORK

# ITE Geography Subject Handbook 2023/24

**US**  
UNIVERSITY  
OF SUSSEX





Cover image: Akpatok Island, Baffin, Canada. Akpatok Island lies in Ungava Bay in northern Quebec, Canada. Accessible only by air, Akpatok Island rises out of the water as sheer cliffs that soar 500 to 800 feet (150 to 243m) above the sea surface. The island is an important sanctuary for cliff-nesting seabirds. Numerous ice floes around the island attract walrus and whales, making Akpatok a traditional hunting ground for native Inuit people.

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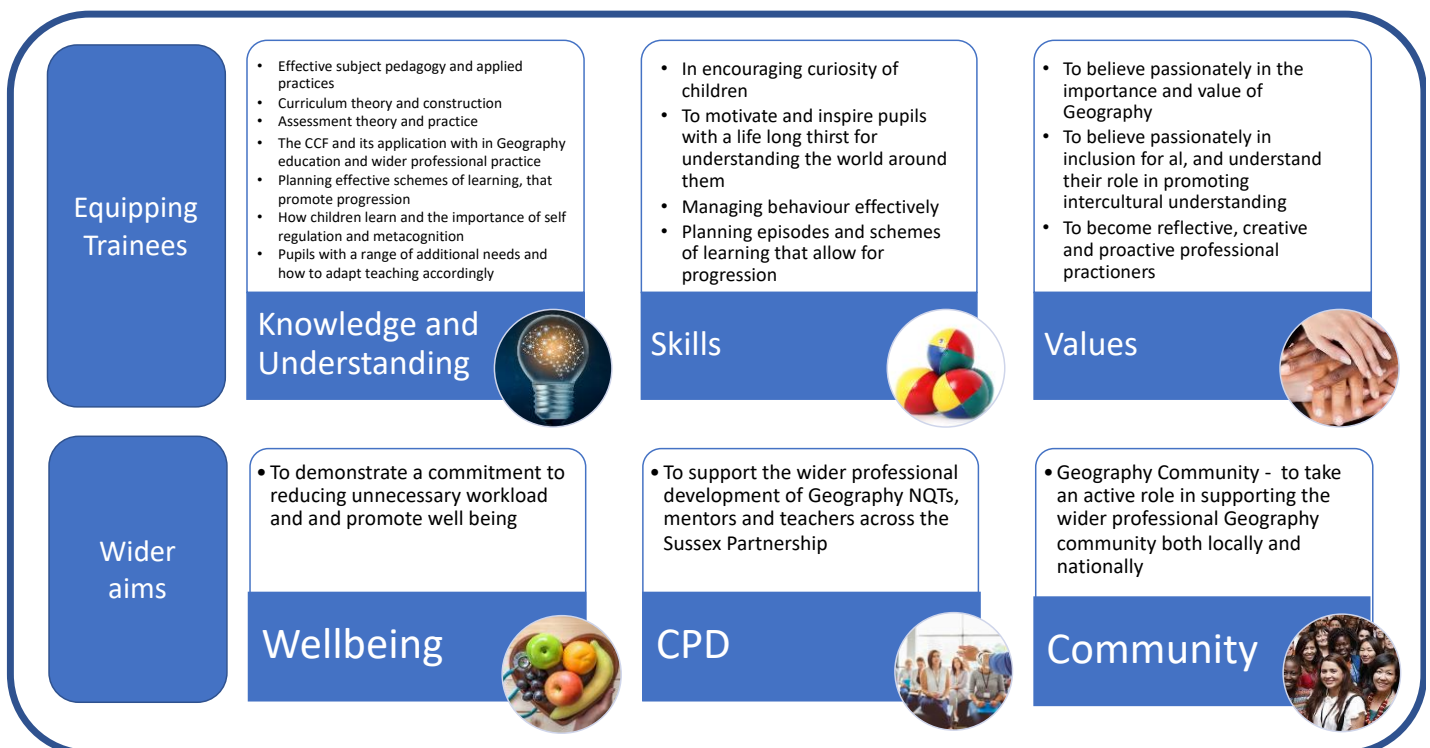
# Introduction

## Welcome

Welcome to the Secondary Geography course for 2023-24. Our aim is to prepare Geography teachers who believe passionately in the importance and value of the subject, and are skilled at encouraging the curiosity of young people. We hope that you will try to inspire your pupils with a lifelong thirst for understanding the world around them.

Your Geography Initial Teacher Education (ITE) is designed to prepare you to be an excellent classroom practitioner, validated through award of Qualified Teacher Status and achievement of the Teachers' Standards (DfE 2012). Just as important, it will require you to develop your rationale: for pedagogy so that can explain and justify your classroom practices, in geographical understanding so that you can justify why the Geography you are teaching matters, and for professionalism through which you can continually be informed by your own moral purpose for becoming a teacher.

## The aims of the course:



## Your Tutor

**Andy Lowe** has mentored geography PGCE students for many years and worked as a University Curriculum tutor since 2018. He has taught in Schools in the West Midlands, and Sussex, having trained in London at the Institute of Education. He has academic interests in Learning and Technology, having completed his MA in Research and Evaluation in Education at Sussex University, and also holds an MSc in Coastal Zone Management, from Bournemouth University. He has had a range of experience as a Senior Leader in both Secondary and Primary Schools, leading on Teaching and Learning, Achievement, and

Pastoral, and also holds his National Professional Qualification for Head Teachers (NPQH). Outside the classroom he leads expeditions for schools and for a national charity.  
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## Equality and Diversity

The University of Sussex is committed to promoting equality and appreciating diversity in our society. Diversity has many different dimensions, including academic and physical ability, socio- economic and religious background, sexual orientation, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all including pupils and trainees in an environment free of harassment and bullying on any grounds. Our equal opportunities policy can be found in Appendix IV of the main ITE Handbook on the RPK Canvas site.

By challenging stereotypes and educating pupils about cultural heritage we can assist as teachers in creating an equal and diverse school community. At Sussex we are committed to producing teachers who understand and respect diversity and have a goal of promoting cohesion alongside delivering their subject teaching. We seek to recruit trainees from a variety of backgrounds. Preference is given to those who are prepared to take responsibility for their own professional development, are punctual and reliable, work hard, and bring a sense of humour to see them through the difficult patches. We also expect trainee teachers to have a commitment to meeting the needs of all pupils. As such students are expected to develop an awareness of the particular features associated with pupils' social and ethnic origins, their gender and sexuality, and their levels of physical, emotional and intellectual ability.

All our ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of inclusion and equality underpins all that we do. In addition, we run specific sessions in the Professional Studies programme, as well as subject specific seminars. We have also recently establishing subject links with schools in London and elsewhere where our trainees can experience a more diverse environment and learn from experienced professionals.

## Glossary of terms

- ACE – Alternative Centre for Education/Also known as PRU (pupil referral unit)
- AFL – Assessment for learning
- AHT – Assistant Head Teacher
- AOL – Assessment of learning
- APK – Applying Professional Knowledge (First big written assignment)
- ASD – Autistic Spectrum Disorder
- ATL – Association of teachers and lecturers (now NEU with NUT)
- BSD – Behavioural and Social difficulties BLM – Black Lives Matter
- BME – Black Minority Ethnic
- C4C – Cause for Concern
- CCF – Core Content Framework
- CAMHS – Child and Adolescent Mental Health Services
- CATS – Cognitive Ability Tests
- CPD – Continuing Professional Development
- CS – Curriculum Studies
- CT – Curriculum Tutor
- DHT – Deputy Head Teacher
- DIRT – Directed Independent Reflection Time

- DST – Directed Study time
- EAL – English as an Additional Language
- ECT – Early Career Teacher
- EBD – Emotional and behavioural difficulties
- EEF – Education Endowment Foundation
- EHCP - Educational and Health Care plans
- EMAS –Ethnic Minority Achievement Service
- EWO – Education Welfare Officer
- FFT – Fischer Family Trust
- FSM – Free School Meals
- GA – The Geographical Association
- GIS – Geographical Information Systems
- G and T – Gifted and Talented
- HLTA – Higher Level Teaching Assistant
- HOY – Head of Year
- NASUWT - National Association of Schoolmasters Union of Women Teachers
- HOD – Head of Department (SL – Subject Leader)
- NUT – National Union of Teachers (now NEU with ATL)
- NEU – New Education Union
- LAC -Looked after child (in care)
- PP – Pupil Premium
- PP - Pebble Pad!
- PPR – Professional Practice Record (developmental professional practice assessments written by schools)
- PT – Professional Tutor
- PS – Professional Studies
- REV – Review time
- RPK – Reflecting on Professional Knowledge (Final assignment)
- RGS – Royal Geographical Society
- SATS – Standard attainment tests
- SEN – Special Educational Needs
- SENCO – Special Educational Needs Co-ordinator
- SIMS – Schools information management system
- SK – Subject knowledge
- SKA – Subject Knowledge Audit
- SKE – Subject Knowledge Enhancement
- SLD – Specific Learning Difficulty
- SMT (SLT) – School Management/Leadership Team
- SP – Support Plan
- TA – Teaching assistant (LSA – learning support assistant)
- TT – Timetable
- VLE – Virtual learning environment

# Part 1 Getting Ready to Teach

## File Organisation

Your final evidence portfolio will be selective and you therefore do not need to print hard copy for every document through the course. But you do need to ensure you know where everything is and that all electronic copy is saved and backed up in a clearly structured system. Having said this you will gather numerous paper documents which will also need structured organisation. Therefore, we suggest the following system for electronic and paper files.

1. *Teaching Experience File*—containing everything related to your teaching and mentoring. Separate sections for each class taught, to include your:

- Notes from observing the class,
- Pupil information and reports,
- Lesson plans and evaluations,
- All learning resources used (and photocopies of relevant textbook pages),
- Lesson Observation Records of your teaching,
- For the above, organise in bundles around specific lessons
- As you start setting and marking work, also keep samples of marked student work for each class, your assessment records and copies of reports that you help to write, - you may want this in a separate mark book or folder
- Correspondence you may have with particular families or colleagues,

2. *Professional Studies Files*- containing notes and hand-outs from University and School-Based Professional Studies sessions and generic pedagogic readings. Code your notes so you can remember whether they came from school or University, but it is best to then draw them together by topic (e.g. child development, child protection, learning theories etc.)

3. *Geography Curriculum Files* – containing the most recently updated subject knowledge audit and associated topic notes gathered during the Enhancement course as well as subsequent reading; University session notes, readings and hand-outs, Geography Tasks. Where you include downloads these should be highlighted or annotated to illustrate your engagement with them. Always enhance to at least n+1.

4. *Standards folder* (created later in the year) – evidence folder based on the standards. You can start this at the beginning of the course, but it is most likely to be started towards the end of the first placement. You do have a responsibility to monitor your own progress towards the teaching standards. More guidance will be given on this folder as the year unfolds.

### As a digital record

Some trainees like to keep all their evidence in electronic folders. This has advantages in that you are not moving large folders around from place to place but it also has some disadvantages. Much of what you will get as evidence is in a written paper form. This means that you will need to scan all this evidence in as you get it to store it digitally. This is time consuming and will be difficult to upkeep once you are teaching a full timetable.

### As a paper only folder

An advantage of this type of portfolio is that you can immediately file anything that you get into sections in your folders. You can annotate it after filing as well with more thoughts and evaluations. It is easy to bring pupils work into this type of portfolio as again, you can put a full-sized poster into this type of portfolio. However, it is bulky and if you are taking public transport to your professional practice school you may not want to solely use paper versions

of your evidence. It also means that you may need to print all your evidence out that you may have in electronic form.

### A mixed method approach

So, how about a mix and match approach to the portfolios. Many of the areas that we need to access lend themselves well to being stored electronically. Please be aware that if you choose electronic methods of storage that you will need to back all files up and ensure that you arrive to review tutorials and the RPK with a lap top so that you can show your CT your evidence.

### Email and Notifications

Please ensure that you check your University email regularly as we will use it as a regular point of contact. Please set up to receive notifications on your CANVAS site, so that messages will get to you.

### Calendar

The course structure for the year can be found in the main ITE handbook and a full outline for the year is on your calendar (this is on Canvas for you). In addition to this, we have our key dates for the year listed in the calendar that we have made for you. Please do read these thoroughly and note the key dates for assignments and assessments onto your own calendar/diary. It is not our responsibility, as tutors, to remind you of deadlines and what needs to be handed in when. We have created a detailed outline of the year that is for you to use and monitor and manage your own time on the course.

Many teachers use a planner document like this:

These are really useful as they have a day per page for you to map out what you are doing in your lessons and help you plan ahead.

You can buy them online from: <http://www.edplanbooks.com/>  
We are not saying that you have to buy them, but other trainees have found them indispensable in the past. However, you do have to have a diary of some description, you cannot go through the year without one.



### Using the Calendar

- **Note the key dates for assignments** (proposals, drafts and deadlines)
- **Note the key dates for assessments** (progress updates, Phase Reports and support plans)
- **Note the days that we may be off campus** (Fieldwork, Residential, etc..)
- **Note the days that we may be finishing late** or attending possible social events
- Make sure that you do not plan family/friend events at times that seem very busy on the calendar
- **Build in time that is 'holiday'** to ensure that you are not too tired throughout the year



## Weekly Reflections

The purpose of the online weekly reflections are to:

- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections
- Provide a dialogue between you and your university tutor when you are in school

The Weekly Reflections will be collated through Pebble Pad and monitored on a regular basis by your university tutor and at specific points of the year by your mentor. The weekly reflections will support your Phase reports, so it is vital that you keep it up-to-date.

More specific training on how to complete the weekly reflections in Pebble Pad will be provided in the early part of the course.

## PebblePad

PebblePad is a personalised electronic portfolio system designed to support trainees in their personal and professional development as teachers. It is completely web-based and works by providing trainees with a flexible way to plan, record and reflect on their learning over the teacher training year.

Trainees use PebblePad to create records of their learning, experiences and achievements in order to evidence the growth of knowledge and skills as a teacher through a number of different workbooks. Trainees can easily share their learning 'assets' with Mentors, Professional Tutors, University Tutors, employers and peers, internal and external to the university, and invite comment and collaboration. Mentors and Professional Tutors or any other school-based colleague who is involved in the training and assessment of teacher trainees has access to PebblePad where they can review and comment on trainees' development over the course of the training year and scrutinise/quality assure evidence of meeting the Teachers' Standards at the end.

Integrating with the University VLE (Canvas), trainees collate weekly reflections against the ITTCF, record weekly Mentor meetings, collate lesson observation feedback, review subject knowledge, upload recordings of teaching practice and collect evidence towards meeting the Teachers' Standards at the end of the training programme on PebblePad. In this way, PebblePad ensures that we can enhance sharing of our assessment processes effectively with school partners and also streamline trainee workload.

## ITAP Weeks

In 2023 - 2024, we will be piloting the introduction of two Intensive Training and Practice (ITAP) weeks in preparation for the new Quality Requirements in 2024.

These two weeks have been designed to allow trainees to focus on specific skills in specific areas grounded in an element of the Core Content Framework (e.g., an aspect of behaviour management, assessment, subject/phase specific pedagogy) to support their developing practice. More information about the ITAP weeks will be disseminated at appropriate times of the academic year and will make clear the role of schools in supporting trainees during these periods. ITAP weeks will also be addressed in Mentor training and in meetings with Professional Tutors.



## ITT Core Content Framework (DfE, 2019)

The Core Content framework is mandatory for all providers of Initial Teacher Education. This framework defines in detail the minimum entitlement for all trainees and places a duty on ITT providers and partner schools to work to embed this in course programmes from September 2020.. According to the DfE (2019) it draws on the best available evidence and sets out the content that ITT providers and their partnerships must draw upon when designing and delivering their ITT curriculum and programmes.

The ITT CCF has been designed to support student teacher development in five core areas – **behaviour management, pedagogy, curriculum, assessment and professional behaviours.**

It is designed in the knowledge that the quality of teaching is the most important factor in improving outcomes for pupils. The ITT Core Content Framework and the Early Career Framework together establish a three-year structured package of support for future teachers.

The CCF entitlement will be reflected across your whole programme's provision, both school and university based. The Learn How to and Learn That statements of the CCF have been carefully considered and sequenced in your course programme to ensure that you receive this minimum entitlement. Your university tutors, your mentors, your Professional Tutors and you as trainees will be auditing your journey through the CCF in order that you can successfully meet the Teacher Standards (DfE, 2012) by the end of the course.

More information on the ITTCCF can be found on the RPK Canvas site.

## Weekly Admin tasks

**These are the main admin tasks for you each week, but you must also make sure that you are doing the following:**

1. File all lesson plans and lesson evaluations
2. File all the resources that you use and make
3. Fill in your mark book often and keep records of pupil progress
4. Ensure that you take copies of pupil work as you go through the year – file these
5. Keep a record of all professional studies that you attend both at school and at Uni
6. Record all other activities that you are involved in at school such as trips, shows, duties and parents' evenings.
7. Keep your subject knowledge audit/folder up to date weekly

## Canvas: Your Virtual Learning Environment (VLE)

You will have access to various VLE sites: **ITE Secondary Geography** for all things relating to geography curriculum studies; **Reflecting on Professional Knowledge (RPK)** for all things relating to professional studies and whole-cohort information; **Applying Professional Knowledge** for assignment specific information and electronic submission. These sites will be used as central points of organisation and communication throughout the year. You should access them every couple of days.

The tabs on the left-hand side allow you to navigate:

*Units* will take you to week by week sections including resources and details for sessions and activities. You can expand or contract the content of Units to make your page more or less detailed.

*Assignments* takes you to all the activities that you are asked to upload. This tab is a shortcut to a summary of all of them. You will also find the upload boxes within the relevant Units. *Discussions* are discussion areas where you can interface with other students and your tutors. *Quizzes* may be used as a teaching activity during the course. These will be embedded in Units as well as summarised here. *Announcements* allows tutors to broadcast news information to you without e mail. *Panopto* is a lecture capture facility which we may use and allows you to revisit recordings. *Skills Hub* is a short cut to the University’s guidance and support area for academic skills. There will also be a *Zoom* tab.

The coloured tabs along the bottom take you to areas of the Reflecting on Professional Knowledge (RPK) area where you can access the Professional Studies programme and other resources common to all subject groups.

## YOUR SUBJECT KNOWLEDGE

### ENHANCING YOUR GEOGRAPHICAL KNOWLEDGE AND THE NATIONAL CURRICULUM

We assume that you have sound geographical knowledge, as evidenced by your qualifications and participation in the Subject Knowledge Enhancement course, but we will expect you to continue engaging in this throughout your training, and into your teaching career. We expect you to regularly review your geographical knowledge using your audit and address identified areas needing enhancement. There are four key points in the year when you are required to review and record your own subject knowledge enhancement on your audit form. Your noted enhancement should include the sources used, when items have

been taught and your reflections on pupil misconceptions or ideas about how to break down or chunk up topics.

As well as a firm grasp of the 'content' matter being taught in your school, you will need to develop a deeper understanding of the underpinning geographical patterns and processes involved; and of 'pedagogic content knowledge' (PCK), that is how target knowledge can be broken down or deconstructed and how best to do this to enable re-construction by the learner. It involves recognising common misconceptions, particularly problematic concepts and how to overcome these. Your own subject enhancement efforts as well as teaching practice will develop this. As a geographer you should endeavour to underpin 'content' surface knowledge with the seeds for understanding underlying pattern and process. Your PCK will develop throughout the year as you teach and engage in your own learning of the subject.

Some other ways by which you can improve your geographical knowledge are:

Use the **Kerboodle** site as a point of reference for the forthcoming academic year.

Use your **Geographical Association** membership which will provide you with 'Teaching Geography' and 'Geography' magazines, which cover recent pedagogic as well as geographical research. GA local and national meetings are good sources of information and opportunities to 'network' and is free to trainee teachers! The **Royal Geographical Society** also have a resource-packed website.

Use your **placement school's resource base**. Most have a small reference collection of books and A level text books. 'Geography Review' (Philip Allen) is an excellent updating source, aimed at 6<sup>th</sup> formers and undergraduates.

### **Geography National Curriculum 2014: Key Stages 1-3**

Since September 2014, maintained schools –and most academies- follow a new Geography National Curriculum for KS1-3. You need to know what should be taught in primary school (KS1-2) as well as secondary years 7-9 (KS3). All Key Stages are shown below.

#### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics



- and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
  - are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Subject content**

#### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

#### **Locational knowledge**

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

## **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

### **Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### **Place knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

## **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

## **Key stage 3**

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils should be taught to:

### **Locational knowledge**

- extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

### **Place knowledge**

- understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia

### **Human and physical geography**

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
  - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
  - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems



## Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

## Thinking Geographically

'One way of understanding Geography is as a *language* that provides a way of thinking about the world: looking at it, investigating it, and perhaps even understanding it in new ways.

Languages have *vocabulary*. You need vocabulary to speak a language, but it is not enough. Languages also have *grammar*: rules, concepts and procedures which allow you to construct meanings. The grammar of Geography is its big ideas, which help us organise and attach significance to vocabulary. (Geographical information).'

*A Different View*, (2009) Geographical Association p.10

### **'Big Ideas': The Key Concepts of the 2007 Geography National Curriculum**

**Place:** Understanding the physical and human characteristics of real places. Developing 'geographical imaginations' of places.

**Space:** Understanding the interactions between places and the networks created by flows of information, people and goods. Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

**Scale:** Appreciating different scales –from personal and local to national, international and global. Making links between scales to develop understanding of geographical ideas.

**Interdependence:** Exploring the social, economic, environmental and political connections between places. Understanding the significance of interdependence in change, at all scales.

**Physical and Human processes:** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

**Environmental interaction and sustainable development:** Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change. Exploring sustainable development and its impact on environmental interaction and climate change.

**Cultural understanding and diversity:** Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues and developing their own values and attitudes about such issues.

**Key Processes:** Geographical enquiry, Fieldwork and out of classroom learning, Graphicacy and visual literacy, Geographical communication

## Geography at Key Stage 4

During Years 10-11 (and in some schools 9 as well) Geography is an option and the curriculum is influenced by the choice of GCSE specification. It is essential that you download your own copy of that followed in your practice school. The same applies where your school teaches Geography A level in Years 12-13.

## KS4/GCSE Core Content

Exam boards have developed a range of distinctive GCSE programmes. While AQA and WJEC offer just one spec, Eduqas and OCR offer two each. 'A' specs take a thematic and systematic approach to topics then illustrated through case studies.

'B' specs are issues based. All these specs embed a Core Content as defined by the Department for Education (2014) (see below) but develop this in different ways.

For a comparative grid of Exam Board spec content see

<http://www.geography.org.uk/news/gcsereform/choosingyournewgcse/>

## Summary of Core Content knowledge

1. **Locational knowledge** –continents, countries, regions, their physical, environmental and human features developed
2. **Maps, fieldwork & geographical skills** to generate and work with data
3. **Place: processes and relationships** –Geography of UK
4. **Physical geography –process and change**
  - Geomorphic processes and landscape
  - Changing weather and climate
5. **People and Environment-processes and interactions**
  - Global ecosystems and biodiversity
  - Resources and their management
6. **Human geography-processes and change**
  - Cities and urban society
  - Global economic development issues

## Use of maths and statistics from Core Content

### Cartographic

- Use and understand Gradient, contour, spot height,, other isoline maps (eg weather, bathymetric)
- Interpret Cross sections and transects
- Use and understand coordinates, scale and distance
- Describe and interpret geo spatial data presented in a GIS framework

### Graphical skills

- Select and construct appropriate graphs and charts to present data using appropriate scales and incl bar chart (categorical), pie chart, pictogram, line chart, histogram(quantitative & sequential) with equal class intervals

- Interpret and extract info from different types of graphs and charts (above plus others relevant to topic eg triangular, radial, wind rose, proportional symbols)
- Interpret population pyramids, choropleth maps and flow line maps.

#### Numerical skills

- Demonstrate an understanding of number, area, scale and the quantitative relationship between units
- Design fieldwork collection sheets and collect data with an understanding of accuracy, sample size, and procedures, control groups and reliability
- Understand and correctly use proportion and ratio, magnitude and frequency.
- Draw informed conclusions from numerical data

#### Statistical skills

- Use appropriate measures of central tendency (mean, median, mode), spread (quartiles and inter-quartile range) and cumulative frequency
- Calculate percentage increase or decrease and understand the use of percentiles
- Describe the relationships in bivariate data: sketch trend or best fit lines through scatter plots, interpolate (estimate a value within a known data set) and extrapolate (predict a value outside and on the basis of known data)
- Be able to identify weaknesses in selective statistical presentation of data

For the full details see: <https://www.gov.uk/government/publications/gcse-geography>

### **Geography at Key Stage 5**

#### **A Level**

Each exam board offers one spec based on a DfE prescribed core. To see the core document and information on spec differences see <http://www.geography.org.uk/news/alevelreform/>



## Part 2 Training as a teacher

### Who is Involved in your Training and what do they do?

#### Curriculum Tutor (At the University)

Your main contact person at the University is your **curriculum tutor (CT)**. They have multiple roles for you throughout the year:

#### Support you throughout the year

Your curriculum tutor checks that the school is training you in accordance with the programme agreed with The University. They co-ordinate your training at university and ensure that the programme that we create for you is right for your development as a teacher.

*Daloz states that with little support and little challenge the novice will make little progress; too much challenge with little or no support and the novice is likely to withdraw, as they will not find it easy to cope with the challenge (Martin, 1996, p.44)* This quote from Martin (1996) encapsulates the role of the curriculum tutor (and the mentor) in the training process of the trainee teacher. Your tutor is there first and foremost to support you, but their role also includes challenging you to ensure that you are constantly improving and analysing your progress throughout the year. Your tutor will want to help resolve difficulties that may arise and offer concrete advice if it is sought. If crises occur between visits, you can always contact your tutor by email or telephone and indeed should do. Problems can usually be sorted out by phone or email, but your tutor may make an emergency visit to the school if that is required.

#### Observe you

Your CT will come to observe you twice in the main professional practice. We are not there to judge you and assess you, but to see that you are progressing well compared to the standards and see that your mentor's judgements are in line with the rest of the partnership.

We aim to give you at least a week's notice, but in certain circumstances this may be more or less. Due to the number of people we have to visit in a short period of time it is not always possible for you to choose the lesson that we come to see. When we visit, we normally arrive about 15 minutes early so that we are not in a rush to get to your lesson on time. There are certain things that need to be in place for our visit. Please can you ensure that you have the following for the tutor to look at during and after the lesson observation:

1. A copy of the lesson plan
2. A group profile sheet for the class with all available data on it
3. Your mark book
4. Your personal 'Science Calendar' with sheets completed
5. Your evidence towards the standards so far
6. Make sure that there is somewhere for us to sit!

It is very likely that your CT will use a laptop for the observation and the observation sheet is normally sent to you the same day.

Your CT will set you some targets that you need to work on, it is important that we see some progress towards these targets when we come to see you for the second time.

Sometimes it might be necessary to come to see you teach more than once in a professional practice. This does not necessarily mean that you are failing, but that we feel that more support could be beneficial. Should you be placed on a cause for concern we will most certainly be visiting you in school more often.

### **Carry out your review tutorials**

During the year, there are opportunities to meet with your CT to talk about your progress in terms of school professional practice and assignments. These normally last about 30 minutes and take place in the office of your CT. Sometimes this meeting can take place at your school if this seems to be appropriate.

### **Help you with assignments**

Your CT will assist you with assignments in the following ways:

- Encourage you to see student support for assistance if you have declared a learning need. **Please note that it is your responsibility to contact Student Support about your needs.**
- Encourage you to submit a proposal for your assignments
- Encourage you to submit a full draft in plenty of time for checking Your CT will check your draft and suggest changes. Please note that we are not here to proofread assignments, only to see that you are meeting the criteria for the assignment. We can also not elude to a possible grade.
- Mark your assignments in detail to allow you to make improvements in future assignments.

### **Monitor your progress**

It is the role of your CT to check on your progress regularly. We do this via email communication with you and your mentor, your assessments, assignments, and your submissions onto Canvas as well as the Weekly Reflections (your weekly uploads are checked by your tutor). It is your responsibility to ensure that all the correct documents are on Canvas at the right time each week.

### **Write your references**

Your CT is responsible for writing your reference while you are on our course. When you apply for a post, you should inform your CT by email that you are applying and ask if it is ok to put us down as a referee (this is a matter of courtesy). We will consider your reports from your mentor as well as our own experiences of your progress on the course, as well as attendance and punctuality, when we write the reference. Your second referee for a post should be your current mentor in school. You must let your CT know what schools you are applying to and it is normal procedure that you put us down as the main referee on the application form.

### **Co-ordinate your Curriculum sessions at University**

Your CTs will provide the majority of the input on your CS days at University. Occasionally we bring in outside speakers to enhance your experience on the course.

### **Challenge you to be the best teacher you can be**

The role of the curriculum tutor is to ensure that you become the best teacher you can in the time that you are with us. This can sometimes mean that we need to set you challenging

targets. We are also here to let you know when you are doing well and use our years of experience to reassure you when times are hard!

There are other people involved in your time at University from administrative staff, technical staff, and other tutors. Please refer to the main ITE handbook for their roles and responsibilities.

### Key people in School

**Your Mentor** (please note that there is also a mentor handbook that you should look at too this is a summary of what is in there)

The main person involved in your training while you are on professional practice in school. Their main duties include:

- Introducing you to the department
- Inducting you to the school (policies and procedures)
- Organising your timetable
- Staging your introduction to teaching a full lesson before half term
- Staging your progression towards the full amount of lessons
- Observing you (or organising your observation) each week and feeding back on your lesson
- Meeting with you once a week (for about an hour)
- Writing your assessment reports

It is your mentor who will guide you through your training in school. It is them who will set the standards that they feel are appropriate for the school you are placed in and induct you to the school policies and routines. It is highly advisable that you do what your mentor tells you to do. If they say that you need to have your lesson plans in 48 hours in advance then that is what you do, no matter what your peers in other schools may have to do.

So, being a mentor is a difficult task. They are responsible for balancing and interweaving two agendas. They must follow through a programme which will develop all areas of the Teachers' Standards, and all the specific subject knowledge aspects, whilst at the same time, responding to a trainee's individual concerns and needs and wrestling with day-to-day problems (on top of a full teaching timetable and the rest!). All of this has to happen within departmental systems, structures, schemes of work and pupil targets that may be flexible but cannot be compromised where professional standards and pupil performance are concerned. Their job is a hard one, so you need to be sympathetic to them and try to organise your own time as much as you can. It is your responsibility to remind them of YOUR deadlines, not the other way around.

### Your Professional tutor

The other main person that you will have contact within your school professional practice is the professional tutor. This person is responsible for the overall training of all trainee teachers in the school. They may also have other important responsibilities as well that take up much of their time. They will run your weekly professional studies sessions and

are the point of contact for you in school should you be having any difficulties with your mentor or other issues that your mentor feels are outside of their remit.

It is very likely that the professional tutor will want to see you teach at some point and may become more involved in your training should any problems arise with your progress or your conduct.

### **The rest of the school**

#### **Rest of the Geography department:**

There are a wide variety of people involved in your professional practice in school that may be less obvious than the mentor and the professional tutor. You may well be teaching other lessons with teachers other than your mentor. These teachers deserve the same courtesy that you would offer your mentor in terms of lesson plans in advance etc.

### **Teaching Assistants**

TA's are also very important people in your classroom. The way a TA is used in your classes varies from school to school and from class to class. Sometimes the TA is attached to particular child for medical reasons; sometimes they are to be used for the whole class. It is your responsibility to plan for your TA and let them have a copy of your lesson plan with their role clearly identified on the plan. A discussion over break time is also a very good way to discuss how you can best work together to help the pupils make progress. You must seek advice from the SENCO in school about how to best utilise your TA.

### **Communication Assistants**

These people are specialised teaching assistants who help pupils integrate into mainstream classroom settings. Sometimes they may be a deaf communicator sometimes they may be a specialised EAL teacher who is in to help a new pupil.

### **Heads of Year (House)**

If you are struggling with a particular pupil, you may want to send an email or go and visit the Head of Year of that pupil. They are privy to all the information about that child and may be able to give you an insight into why they are behaving in a certain way. Before contacting home to discuss poor progress of behaviour of a particular pupil it is highly advisable that you contact the HOY for advice as they may know more about the family situation and be able to advise you.

### **Form Tutors**

In the same way as the HOY, the form tutor will be able to advise you on patterns of behaviour of a particular pupil. They normally know their pupils very well and will be willing to talk strategies with you and techniques that they have found useful.

### **Administrative Staff**

In the offices of the school, there are a variety of different people doing various roles. For you the most important ones are the attendance officers as they will be the ones that will be upset when you do not do your registers and advise you what to do for someone who seems persistently absent from your lessons.



You may want to send a letter or a postcard home and somewhere in the office will be a person who will help you get the address from SIMS and advise you how the postal system in school functions.

There may be a reprographics person in the office that you need to send your photocopying to. Be very nice here, there will sometimes be long deadlines for photocopying to be handed in that you may not be able to adhere to as a trainee teacher and will need special treatment!!

ICT staff will also be present somewhere in the school and you should go to them for password issues and anything to do with your whiteboard and computer.

### **Student Services Staff**

These people are the ones to send your pupils when something is not quite right, such a bad cut, feeling sick etc. Do not overuse Student Services as the pupils start to get the idea that you will send anyone and use this to get out of your lessons!

### **Site Manager and Ground Staff**

If something is not quite right in your room that you teach in or you need keys, it is very likely that you should talk to your mentor first, but once you get to know the school better you may be able to go straight to the site manager and get things sorted. For issues such as sick in the corridor etc, it is normal procedure to get the site staff to clean this up. If you see glass on the floor too, you should contact the site staff immediately.

### **Cleaners**

Ask the most organised person in the department what the routines are for the cleaning staff. Do you need to put your stools up etc. Do not leave your room in a mess! Just because the pupils have made a mess does not mean that it is the responsibility of the cleaners to clean it up. If your timing of your lesson has meant that there was not appropriate time to clean up after the pupils, then you must do it.

It would be impossible to write an exhaustive list of who does what in an institution as complex as a school. Needless to say, that we expect absolute courtesy to all that you meet and demonstrate professionalism in all that you do.

## **GUIDANCE FOR BEING IN SCHOOL**

### **Before you go in:**

- Look the school up online to see what it is like. Read the OFSTED report and the prospectus from the web site.
- Try out your journey if travelling by car/train/bike/bus
- Check train times and engineering works before hand
- Drive around the local estate.
- Learn the names of key members of staff

### **Joining a school community – first day/first week:**

If you are not used to being in a school environment the first few days in school can be a bit daunting. This is normal and does not mean that you will not make an excellent teacher. However, being prepared for these first few days can make all the difference as you will be very tired at the beginning. Remember, being this tired is normal.

**Dress code**

All schools vary in what they ask of their teachers. Some expect all men to wear ties and suits; others are quite casual in their approach. Until you are told otherwise please presume that on the first day it will be a suit for both men and women. We appreciate that these dress codes may not be ideal, but please do try to follow as best you can.

If there are any problems talk to your mentor or CT. You can ask your professional tutor on the first day what the dress code is for the school. Remember that you are going to be in the company of vulnerable young adults and what you wear really will make a difference to how they view you and your standing as a teacher.

As a rule, you should cover all tattoos and take out any extra piercings until the school gives you the go-ahead for them. Discuss this with the school and find out where you stand. Some schools are very 'conservative' and may have only just introduced a new dress code for the pupils and are expecting certain standards from the teachers. It is not for us to decide whether this is right or wrong, we are guests in their school, and we will abide by their rules.

**Arrival**

You will have had a chance to communicate with your mentor before you start the placement proper and they will let you know what time to arrive in school. It is a good idea to leave plenty of time for you to get to school and allow for trains to be cancelled and still get there on time. You need to check to see if you can park a car if you are to drive there, as there may not be space.

**Food!**

School canteens are notorious places, noisy and not such nice food. For the first day at least, take your own. This also means that you are not going to waste valuable 'mentor' time by going to the canteen.

Tea and coffee can be a contentious issue in many schools and the systems vary widely. My advice is to bring a mug and some money. No need to bring tea and coffee on the first day as this will probably be provided at the start, but you may well need to be self-sufficient after that. Do not use anyone else's mug without checking with a reliable source first. I mean it; wars have been started over less.

Take some cake/biscuits. You do not have to make them or spend much money, but my advice is to take something nice to share with the rest of the team

**Leaving at the end of the day**

Make sure that you check what time you are allowed to leave school, do not make presumptions. Some schools allow you to leave with the pupils at the end of the day (do not do that though) and others will stipulate that you need to stay on the premises until a certain time. Do not guess this; ask. My advice is to stay and be busy and get as much done as you can before going home.

**Making a good impression**

- Be early (but not too early – they are busy and may not want your hovering about)
- Be well dressed and groomed with excellent personal hygiene
- Nice firm handshake
- Smile – be pleased to be there
- Be helpful – look for jobs that may need doing, that will help, but gain you experience
- Ask questions but not selfish ones about what time can I leave etc.
- Watch your expletives!

## Become a part of the school

Embed yourself in their routines and activities. Get involved - Go to the pub with them when you get the chance, go to the Christmas do, play football, start a club, if you get to know the school then it will all be so much more enjoyable. Standard 8 is a hard one to be trained in, it is something that you need to be responsible for yourself while in school.

## Part 3 Once you start teaching

### TIMETABLE LOADING

Professional Practice 1 (PP1) begins in September and ends in December. It takes place in your first/ main placement school. You will begin your first placement by conducting guided observations and gradually increase your engagement assuming a support role, then teaching small sections of the lesson and eventually teaching one to two whole lessons by half term. Your observations should be focused. Use the guidelines given for Induction Activities. By the end of PP1 you should be teaching eight full lessons of Geography a week. You must pass PP1 in order to progress to Professional Practice 2 (PP2) which begins in January and ends in May.

PP2 begins in your main placement school and moves to a second/ complementary school. You continue teaching 8 hours of Geography until you move school. In your second/complementary school you start with another Induction week, build up to 10 hours of Geography by Spring vacation and increase to 14 hours by May.

### SEPTEMBER-DECEMBER

	Week	Activity	Plan and Teach (lessons)	Lesson Model
Placement 1	25/9	Observation and Induction	0	
	02/10	TA and Observation	One episode	1
	09/10	TA and Observation	½-1	1
	16/10	TA and Observation.	1-2	1-2
	23/10	DST		
	30/11	TA and Observation	2-3	1-2
	06/11	TA and Observation	3-4	1-2-3
	13/11	TA and Observation	4-5	1-2-3
	20/11	TA and Observation	5-6	1-2-3-4
	27/11	TA and Observation	6-7	1-2-3-4-5
	04/12	TA and Observation	7-8	1-2-3-4-5
	11/12	TA and Observation.	7-8	1-2-3-4-5
	18/12	Winter holiday/ DST		

## JANUARY-MAY

	Week	Activity	Plan and Teach (lessons)	Lesson Model
	02/11 to 05/12	TA and Observation.	8	2-3-4-5-6-7
	12/12	DST		
Placement 2	19/2	Observation and Induction	0	
	26/2	TA and Observation	4-6	1-2
	04/3	TA and Observation	5-7	2-3
	11/3	TA and Observation	6-8	2-3-4
	18/3	TA and Observation	7-9	2-3-4-5
	25/3	TA and Observation.	8-10	2-3-4-5-6
	01/4	Spring Holiday / DST		
	15-4 to 20/5	TA and Observation. *15 <sup>th</sup> April - SD return to Home school	10-14	2-3-4-5-6-7

The suggested programme above shows how you should gradually increase your teaching load. NB this is indicative and negotiable according to your mentor's professional judgement. Your contact time is usually defined in hours but to allow for 50 minute lessons we have used 'lesson' in this handbook. In addition to Geography Curriculum teaching, your timetable should include 'Further Professional Duties' e.g. registration with a tutor group, PSHE, SEND support. Your weekly mentor and Professional Studies meetings are also identified as 'School Based Training' hours.

The table shows suggested 'lesson models' which could be used in each week. These are explained later in the handbook (p28). The models are intended to gradually scaffold your ability to teach increasingly complex lessons. The order shown is suggested rather than prescriptive.

## LESSON PLANNING AND EVALUATION

Lesson planning is a skill to be learnt. At first it takes a long time but speeds up with experience. It involves planning, reflecting on and re-planning any lesson several times, with each 'take' focussing on a distinct consideration. It is essential that you use the geography pro forma. Please do not use another template or complete the Sussex form after you have planned the lesson elsewhere e.g. on a power-point. You need to become habituated to using this as a WORKING DOCUMENT rather than simply paperwork to satisfy the course!

You need to plan well in advance. You should show your lesson plans to your mentor. You need to do this AT LEAST TWO WORKING DAYS before they are due to be used, to allow for any re-working suggested by mentor feedback. Please respect your mentor's private time and do not send them plans after 5pm or at weekends. Instead, organise your planning and liaison around reasonable working times.

If other professionals are involved in the lesson, for example a Teaching Assistant, normal class teacher or another trainee, it is essential that you liaise in advance to share your plans and establish the role that everyone is to play.



At first you can expect to teach using plans and resources belonging to your department. As you progress through the course you will increasingly participate in creating your own resources. It is essential that you complete the Sussex plan in full right from the beginning, even when using a departmental resource or activity, since you must think through all dimensions of how it will work for you.

It is equally essential that you evaluate every lesson taught on the same day, also using the geography pro forma. These evaluations are a record of your ability to reflect and must be kept alongside plans and materials. You should consider the extent to which you met your negotiated Teaching Targets and the pupils met your Intended Learning Outcomes; but also identify any 'unintended learning' that you are pleased with. You should consider what went well and not so well regarding your teaching and your perception of pupil learning. You **MUST** consider strategies to improve the 'Not so well' through forward planning and classroom practice. You should spend approximately 20 minutes evaluating each lesson. Failure to plan and evaluate each and every lesson individually will be taken very seriously.

As your practice progresses you will be guided to broaden your repertoire using a range of models for lesson organisation as follows:

LESSON MODELS	CONNECT AND ACTIVATE	PUPILS DEMONSTRATE (e.g. apply, practice, examine, analyse, make sense of data)	CONSOLIDATE (e.g. conclude, check, make links)
1 Mound	Launch. Model.	Pupils practice individually. A sequence of common tasks. Differentiation by outcome.	Plenary. Check answers. Clarification. Assessment is mainly through questioning.
2 Hill	Launch. Explain topic, data, choices.	Pupils individually choose and practice graded activities from menu. Differentiation by activity.	Plenary. Sharing and checking activities from menu. Clarification. Assessment involves oral feedback on demonstration of work.
3 Inselberg	Launch. Need to Know. Introduce data and Enquiry question (EQ)	Pupils work in pairs. Interrogate and use data to investigate EQ. Differentiation through variety of resources.	Plenary. Return to EQ. Share answers. Discuss and refine. Check and consolidate. Where next? Criteria for success is reflected on – self assessment.
4 Lava Dome	Launch. Need to Know. Introduce data and Enquiry question (EQ)	Pupils work in carefully selected groups to provide peer support. Interrogate and use data to investigate EQ. Range of questions given to group – that allow for differentiation	Plenary. Return to EQ. Share answers. Discuss and refine. Check and consolidate. Peer-assessment is used to reflect on how did we do? Where next?
5 Strato Volcano	Launch. Need to Know. Introduce data and Enquiry question (EQ)	Pupils work in carefully selected groups with allocated group roles and responsibilities to provide peer support. Interrogate and use data to investigate EQ. Pupils carousel around the room to data specialist tables or wall spaces.	Plenary. Return to EQ. Share answers. Discuss and refine. Check and consolidate. Where next? How did we do it? Collaborative self- assessment and target setting for next time.
6 Fold Mountain	Launch. Explain mission. Introduce raw data.	Pupils work in carefully selected groups to produce a learning medium based on data provided. Group divides forces to be 'buyers' or 'sellers' for a market place activity. 'Buyers' return to base to share purchases.	Group plenary. Consolidating market place learning. Teacher led plenary to review group learning and conclusions. Check and consolidate. Where next? How did we do it? Summative assessment used outside classroom to demonstrate learning that has occurred.
7 Pyrammidal Peak	Launch. Explain mission. Introduce raw data.	Pupils work in carefully selected groups to design or prepare for a simulation/ game/ role play. Conducting above. Students take responsibility for choosing differentiated outcomes/ product.	Student led plenary. Open discussion on pupil learning and findings. Check and consolidate. Where next? How did we do it? Self-assessment of how they learnt and what was learnt.

## Secondary ITE Lesson Planning Proforma 2023/2024

### Geography Sample – Mound Model

<b>Teacher name</b>	Michael Palin	<b>Teaching room</b>	Antarctica 1
<b>Year/Class/Set</b>	7Dy	<b>Class information (initials only) (e.g., PP/SEND/EAL/)</b>	
<b>Date/Time/Number of Students (gender split)</b>	14.11.20 P5, 1.30-2.30pm 27, 15B, 12 G	Flight path Target Grade 7-8: Mary A, Paul, Jim, Ahmed, Mia, Pramjit, Derek Flight path target grade 5-6: Scott, Lambre, Misha, Finn, Jem, Rob, Lawrence, Seth, Tilly, Jess, Paula, Stacey, Vaia, Flight path target grade <4: Katie ( ASD), Joel (dyslexic), Jenny, Simon, Mary G, Sheila, Darren (EHCP: muscular dystrophy) Ahmed: sit with Derek to support catch up. Bring hydrology info pack for him.	
<b>Supervising teacher</b>	Ernest Shackleton	<b>Which pupils do you want to focus on in this lesson?</b> Sheila, Darren	
<b>Topic/unit</b>	Types of Precipitation	<b>Student absence and follow up from last lesson (initials)</b>	MG
<b>Title (posed as a question, could be a wow question)</b>	Why does Miss Cumulus sell more Umbrella's than Mr Stratus?		
<b>CCF Focus: S4 (less teacher talk, get students working more quickly) S3 (subject knowledge – know key terms)</b>			
<b>Learning objective/s: What do you want pupils to know, understand or be able to do?</b>			
<b>Mild (describing):</b> To Know that there are different causes of rainfall but they all lead to the same thing (atmospheric cooling, condensation and precipitation).			
<b>Medium (analysis and application):</b> To understand how two different processes of (ie relief & frontal) lead to atmospheric condensation and precipitation.			
<b>Spicy (critique, decision making, innovating):</b> To be able to predict where it will rain for a geographical location set of conditions.			
<b>Relevant prior learning:</b>			
1. Too much, too little, water issues. 2. Hydrological cycle			

<b>BEFORE THE LESSON:</b>		<i>(room preparation, resources needed)</i>		
		<ul style="list-style-type: none"> <li>• Check tables set out as my seating plan, laptop connects to IWB and sound works</li> <li>• greet at door</li> <li>• Convectional rain hand out.</li> <li>• Map hand out.</li> <li>• Is it still raining?' data pack (incl diagram/annotations, text on relief and frontal rain.</li> <li>• Met office data and map of Lake district.</li> </ul>		
<b>TIME</b>	<b>LEARNING EPISODE</b> <i>Connect</i> <i>Activate</i> <i>Demonstrate</i> <i>Consolidate</i>	<b>TARGET GEOGRAPHY</b> <i>(pupils' knowledge, understanding or skills)</i>	<b>LEARNING ACTIVITIES - ADAPTIVE TEACHING</b> <i>(what pupils are doing to achieve this learning; what they use; link activity to LO; highlight Adaptive Teaching)</i>	<b>TEACHING AND ASSESSMENT FOR LEARNING ACTIVITIES</b> <i>(What you are doing to facilitate, manage and monitor progress; highlight assessment opportunities)</i>
10	Connect	Key words; Climate, weather, precipitation, relief	Do now questions on the board. Title, date, key words, Use image on board to come up with three reasons why Miss Cumulus sells more umbrellas than Mr Status Defining key words by looking back in exercise book.	Settle students, introduce the do now Illicit suggestions of reasons to answer wow question Go over key words and definitions – target questions to key students. <b>Assessment</b> – questioning on prior learning
5	Activate	Location of Seathwaite, Borrowdale, Lake District, famed as the wettest place in England (124 inches or 3.15m of rain/year)	Watch google earth zoom-in Locate Seawaite on hand out map, add title and key. Map hand outs.	Intro 'where's Britain's wettest place?' zoom-in for location Model labelling map and key.
10	Activate/ Demonstrate	Convection	Watch video (3 mins) on why it rains. <b>(LO Mild)</b> Draw and annotate diagram of convectional rain. <b>(LO Mild)</b> Bank of words Write short explanation	Show video clip, summarise convectional rain.. Circulate and support weaker students Check understanding with questioning - <b>assessment</b>
15	Demonstrate	Relief and frontal causes of precipitation.	Why else might it rain? – hand out text – students read, the complete activity – draw out two other types of rainfall and label. <b>(LO Med)</b> Katie, Joel and Darren work with LSA <b>(differentiation)</b>	Explain pack and set task, Check understanding. Circulate and support. Ask LSA to support Katie, Joel and Darren
15	Consolidate		Students check their work as you talk and add key words or to their explanation.  Students - apply what they know to work out why she sells mor umbrellas, using met data and map of Lake District <b>(LO spicy)</b>	Go over explanation of relief and frontal rain <b>Students self assess</b> Use student work to model good and common mistakes – modelling and <b>assessment</b>  Return to main wow question – illicit explanations from students <b>assessment</b> explain scenario between Miss Cumulus and Mr Stratus



<b>END OF LESSON</b>	<p><i>How pupils will exit</i></p> <p>Link to next lesson – weather charts and forecasting. Students stand behind chairs. Dismissed with a question, row at a time. (assessment). Award house points.</p>
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## Secondary ITE Lesson Planning Proforma 2023/2024 Geography Sample – Lava Dome Model

<b>Teacher name</b>	Michael Palin	<b>Teaching room</b>	Antarctica 1
<b>Year/Class/Set</b>	7Dy	<b>Class information (initials only) (e.g., PP/SEND/EAL/)</b> Flight path Target Grade 7-8: Mary A, Paul, Jim, Ahmed, Mia, Pramjit, Derek Flight path target grade 5-6: Scott, Lambre, Misha, Finn, Jem, Rob, Lawrence, Seth, Tilly, Jess, Paula, Stacey, Vaia, Flight path target grade <4: Katie ( ASD), Joel (dyslexic), Jenny, Simon, Mary G, Sheila, Darren (EHCP: muscular dysthropy) Ahmed: sit with Derek to support catch up. Bring hydrology info pack for him. <b>Which pupils do you want to focus on <i>in this lesson</i>?</b> Sheila, Darren	
<b>Date/Time/Number of Students (gender split)</b>	14.11.20 P5, 1.30-2.30pm 27, 15B, 12 G		
<b>Supervising teacher</b>	Ernest Shackleton		
<b>Topic/unit</b>	Types of Precipitation	<b>Student absence and follow up from last lesson (initials)</b>	MG
<b>Title (posed as a question, could be a wow question)</b>	Why does Miss Cumulus sell more Umbrella's than Mr Stratus?		
<b>CCF Focus: S4 (less teacher talk, get students working more quickly) S3 (subject knowledge – know key terms)</b>			
<b>Learning objective/s: What do you want pupils to know, understand or be able to do?</b>			
<b>Mild (describing):</b> To Know that there are different causes of rainfall but they all lead to the same thing (atmospheric cooling, condensation and precipitation).			
<b>Medium (analysis and application):</b> To understand how two different processes of (ie relief & frontal) lead to atmospheric condensation and precipitation.			
<b>Spicy (critique, decision making, innovating):</b> To be able to predict where it will rain for a geographical location set of conditions.			
<b>Relevant prior learning:</b> 1. Too much, too little, water issues. 2. Hydrological cycle			



		Orographic uplift by mountains causes cooling, condensation and precipitation.  Condensation occurs when warm moist air cools.	cartoons, photos, diagrams for different locations. <b>differentiation</b> Scaffolded worksheets - <b>differentiation</b>	
15	Consolidate	Precipitation results from atmospheric cooling and condensation.  Demonstrate 3 routes to atmospheric condensation: Orographic, Convection Frontal	Take turns to present theories with ref to evidence used. <b>(mild, medium &amp; spicy - LO)</b>  Watch (video clips).  Answering wow question – <b>return to LO</b>  Answer wow q., one thing I learnt, one + thing I want find out in the future Complete <b>(self-evaluation slip)</b>	Review wow q. Why does it keep raining in Seathwaite?  Convene table reports and discussion about causes of rainfall. Lead to consolidation slides of 3 routes. Include questioning on 'how we know', strengths and weaknesses of sources. - <b>assessment</b>  Show u-tube clip of routes  Can we answer the wow q.? - <b>assessment</b>  Pack up  <b>Self assessment</b>
<b>END OF LESSON</b>		<i>How pupils will exit?</i>  Link to next lesson – weather charts and forecasting. Students stand behind chairs. Dismissed with a question, row at a time. <b>(assessment)</b> . Award house points		

## Secondary ITE Lesson Planning Proforma 2023/2024 Geography Sample - Pyramidal Peak Model

<b>Teacher name</b>	Michael Palin	<b>Teaching room</b>	Antarctica 1
<b>Year/Class/Set</b>	7Dy	<b>Class information (initials only) (e.g., PP/SEND/EAL/)</b> Flight path Target Grade 7-8: Mary A, Paul, Jim, Ahmed, Mia, Pramjit, Derek Flight path target grade 5-6: Scott, Lambre, Misha, Finn, Jem, Rob, Lawrence, Seth, Tilly, Jess, Paula, Stacey, Vaia, Flight path target grade <4: Katie ( ASD), Joel (dyslexic), Jenny, Simon, Mary G, Sheila, Darren (EHCP: muscular dystrophy) Ahmed: sit with Derek to support catch up. Bring hydrology info pack for him.	
<b>Date/Time/Number of Students (gender split)</b>	14.11.20 P5, 1.30-2.30pm 27, 15B, 12 G		
<b>Supervising teacher</b>	Ernest Shackleton		

		<b>Which pupils do you want to focus on <i>in this lesson</i>?</b> Sheila, Darren	
<b>Topic/unit</b>	Types of Precipitation	<b>Student absence and follow up from last lesson (initials)</b>	MG
<b>Title</b> ( <i>posed as a question, could be a wow question</i> )	Why does Miss Cumulus sell more Umbrella's than Mr Stratus?		
<b>CCF Focus: S4 (less teacher talk, get students working more quickly) S3 (subject knowledge – know key terms)</b>			
<b>Learning objective/s: What do you want pupils to know, understand or be able to do?</b>			
<b>Mild</b> ( <i>describing</i> ): To Know that there are different causes of rainfall but they all lead to the same thing (atmospheric cooling, condensation and precipitation).			
<b>Medium</b> ( <i>analysis and application</i> ): To understand how two different processes of (ie relief & frontal) lead to atmospheric condensation and precipitation.			
<b>Spicy</b> ( <i>critique, decision making, innovating</i> ): To be able to predict where it will rain for a geographical location set of conditions.			
<b>Relevant prior learning:</b> 1. Too much, too little, water issues. 2. Hydrological cycle			

<b>BEFORE THE LESSON:</b>		<i>(room preparation, resources needed)</i>		
		<ul style="list-style-type: none"> <li>• Check tables set out as my seating plan, laptop connects to IWB and sound works, data packs out, greet at door</li> <li>• Resource pack around the room, role and task cards</li> <li>• Is it still raining simulation pack (incl diagrams, video links, met office data, topographic information.</li> </ul>		
<b>TIME</b>	<b>LEARNING EPISODE</b> <i>Connect</i> <i>Activate</i> <i>Demonstrate</i> <i>Consolidate</i>	<b>TARGET GEOGRAPHY</b> <i>(pupils' knowledge, understanding or skills)</i>	<b>LEARNING ACTIVITIES - ADAPTIVE TEACHING</b> <i>(what pupils are doing to achieve this learning; what they use; link activity to LO; highlight Adaptive Teaching)</i>	<b>TEACHING AND ASSESSMENT FOR LEARNING ACTIVITIES</b> <i>(What you are doing to facilitate, manage and monitor progress; highlight assessment opportunities)</i>
10	Connect / Activate	Key words; Climate, weather, precipitation, relief	Students sit in prearranged groups, and respond to news paper headlines that are on the desks Group reads the EQ and makes a prediction as a group – on prediction board on the wall. Students allocate roles	Settle students, check students understand task on the table Register <b>Assessment</b> – questioning on prior learning Recap EQ – share feedback from the prediction wall Illicit through discussion what evidence or data they would need Introduce role play and simulation and rules – illicit and agree rules of conduct from students Introduce group roles and explain functions and responsibilities Share and agree what success will look like Explain where resource stations are Appointment 2 learning detectives to help lead plenary at the end.
15	Activate  Demonstrate  Consolidate	Relief rainfall Lee-rain shadow frontal rainfall convection rainfall causes of precipitation	Role play part 1 Part 1 Becoming experts in precipitation Part 2 Teaching others in the group <b>LO1 and 2</b> <b>Differentiated resources for K,J and D</b> Katie and Darren work with LSA <b>(differentiation)</b>	Support groups through circulation Mini -plenary <b>refer back to LOs</b> <b>What have they learnt so far? - assessment</b>
20	Activate / Demonstrate	Characteristics of Seathwaite, Borrowdale, Lake Dist Relief and frontal causes of precipitation Location and situation Topography Climate famed as the wettest place in	Role play part 2– simulation – Characters develop and prepare their own view on the EQ – <b>(LO3)</b> Group shares views and decides in a group decision on the reason for EQ <b>(LO3)</b>  Katie, Joel and Darren work with LSA <b>(differentiation)</b>	Support groups through circulation



		England (124 inches or 3.15m of rain/year) Synoptic chart Medium order goods, retail, service industry		
15	Consolidate		Learning detectives lead plenary and illicit reasons for EQ from groups Students self assess against <b>LOs</b> and agreed success criteria	Support learning detectives Draw attention to predictions wall <b>Self assessment</b> against LOs and success criteria
<b>END OF LESSON</b>		<p><i>How pupils will exit?</i></p> <p>Link to next lesson – weather charts and forecasting. Students stand behind chairs. Dismissed with a question, row at a time. <b>(assessment)</b>. Award house points.</p>		

## Reflection: to be completed for every lesson before the end of the day

Looking back at my teaching targets and the pupils’ learning outcomes, what went well and not so well? How does this inform my future planning?

You might consider:

**Pupil learning:** what did the pupils learn today? What progress was there in knowledge/understanding/skills? How do you know? Did students participate well? Was overall classroom management effective?

**Teaching:** Were the learning objectives clear/appropriate? Were activities clearly explained, well-timed and well-paced? Were transitions effective? Was there formative evaluation? Were a range of tasks to engage and promote active learning? Was content well matched and differentiated for students? Were resources appropriate and used well?

What **went well** as regards to:

Pupil learning: <ul style="list-style-type: none"> <li>•</li> </ul>	Teaching: <ul style="list-style-type: none"> <li>•</li> </ul>
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What was <b>less effective</b> as regards to:	
Pupil learning: <ul style="list-style-type: none"> <li>•</li> </ul>	Teaching: <ul style="list-style-type: none"> <li>•</li> </ul>

In the light of these reflections, I will do the following to enhance pupil progress (with possible reference to the CCF)	
Changes to planning, preparation, resources with guidance from expert colleagues as appropriate:	Changes to classroom management and delivery with guidance from expert colleagues as appropriate:

### Medium Term Planning

Your school should have Schemes of Work for the blocks of learning that you are teaching. A Scheme of Work is a table which shows what is to be taught over a period of weeks, the activities and resources involved which may also include details of differentiation and assessment. Your mentor should have provided these for all the classes you will teach during induction. Many exam boards provide them for KS4 and KS5 programmes: they show you prior learning, Learning Objectives, possible resources and activities for each lesson, where the learning will go next and progression in content and skills. In this light, each individual row needs to be blown up into a full lesson plan to carefully map out exactly what will happen in your own lesson.

Where you do not have departmental Schemes of Work provided you should move on to constructing one in liaison with your mentor. Constructing or working from a Scheme of Work will also make your individual lesson planning quicker and easier.

Once you become confident with using the Sussex lesson plan (perhaps late October) you should begin medium term planning as normal practice, thinking about and planning forthcoming lessons for a particular class as a block. This can be done for one or two weeks ahead. Instead of spending Monday planning the different classes you will teach on Wednesday, you should think about the lessons in the following week so get a week ahead: spend Monday thinking ahead to forthcoming lessons for Year 7, Tuesday for Year 8, Wednesday for Year 9 and Thursday for Year 10/11. This approach to planning allows you to maintain continuity and plan progression per topic and will prove a time saving approach to planning.

The assignment Applying Professional Knowledge (APK) requires you to plan a sequence of 4-6 lessons, so moving towards planning by year topic (as above) will provide good preparation for this.

#### *Lesson Planning Grid*

<b>Lesson topic/ focus/ aims</b>	<b>Learning Outcomes</b> ( <i>what pupils should know by the end of the lesson</i> )	<b>Learning Activities</b> ( <i>what pupils will do during lesson</i> )	<b>How is the pedagogic focus applied in this lesson?</b>
Lesson 1- Weather and Climate	<ul style="list-style-type: none"> <li>To know the difference between weather and climate</li> <li>To be able to identify types of weather and climate in different places and evaluate the importance of weather and climate on different groups of <a href="#">people</a></li> <li>So that you can apply the two terms in appropriate context</li> </ul>	Using atlases, students locate the cities (Dodoma, Reykjavik, Ushuaia, Hanoi) on their worksheets and add them to their maps. They then annotate the maps with climate descriptions of the places. Consolidate- add the four places to the map on the board (recall task).	Place as locational <a href="#">knowledge</a> was applied through the independent use of atlases ( <b>Freeman and Morgan, 2014</b> ) To broaden pupils' global view ( <b>Taylor, 2013; Ofsted, 2021</b> ), as repetition allows for consolidation of skills and knowledge ( <b>Enser, 2019</b> ). Ensuring students have "a well-developed toolbox of geographical skills to <a href="#">deploy</a> " ( <b>Enser, 2019, p.11</b> ) including cartographic skills ( <b>DfE, 2013b</b> ).
Lesson 2- The Water Cycle	<ul style="list-style-type: none"> <li>To know the main stages of the water cycle</li> <li>To be able to explain how the stages of the water cycle are <a href="#">linked</a></li> <li>So that you can apply your knowledge to different topics and subjects</li> </ul>	Reconnect- think about how the weather impacts people living in the places on their worksheet. Key word sheet (focus on literacy). Look at how the key words are connected by filling in the gaps on their diagrams. Case study- read through worksheet and answer questions.	<b>Taylor (2013)</b> highlights the benefits of supplementing the thematic approach with place-based case studies. Case studies seen as "powerful teaching" ( <b>Hofmann and Svobodova, 2017</b> ) Added literacy focus ( <b>Walshe, 2017</b> ) and teaching global dimension and distant places ( <b>Hopkin, 2017</b> ).

## Part 4 Extra Notes for Trainee Teachers

### TEACHING RESOURCES & READING LIST

#### Online Resources for Geography

There are innumerable site resources for all Geography topics as you will find. So there is little point in trying to provide you with a 'definitive' list. But you will find some suggestions on the 'Useful Geography Web resources' on ITE Geography Canvas site.

#### Bibliography for Geography Education

The Curriculum Studies programme identifies specific reading for each session. These are nearly all available by hyperlink to the library or by uploaded pdf on Canvas. You may draw on a wide range of generic educational literature or specialist articles on geographical education. Below is a book list for widely used and highly regarded staple texts in geography education.

- Balderstone D. (2006) *'Secondary Geography Handbook'* GA (LN67000SEC)
- Biddulph, M., Lambert, D. & Balderstone, D. (2020) *Learning to teach Geography in the Secondary School* Routledge
- Biddulph M. & Butt G. (eds) *'Theory into Practice'* series of pamphlets for the Professional Development of Geography Teachers, (LN67000BID) including:
  - Biddulph M. (2003) *'Dramatically Good Geography'* (LN67000BID)
  - Dove J. (1999) *'Immaculate Misconceptions'*(LN67000DOV)
  - Leat D. (1999) *'Mysteries Make you Think'*(LJ4200LEA)
  - Morgan J. (2003) *'Place 'Race' and Teaching Geography '* (LN67000MOR)
  - Rawding C. (2007) *'Understanding Place as a Process'*
  - Walkington H. (1999) *'Global Citizenship Education'* (LN4200WAL)
  - Wright D. (2000) *'Maps with Latitude'* Geog Resource Centre (GA 3000)

Bryan H., Carpenter C., Houlst S. (2010) *Learning and Teaching at M Level*, Sage

- Butt G. (2002) *'Reflective Teaching of Geography 11-18 '*, Continuum (LN67000BUT)
- Butt G. (2000) *'The Continuum Guide to Geography Education'* Continuum (LJ4200BUT)
- Cloke P., Crang P., Goodwin M. (2005) 2<sup>nd</sup> Ed. *'Introducing Human Geographies'* Hodder Arnold (GD000INT)
- Enser, M. (2019) *Making every Geography Lesson Count*. Crown House Publishing Ltd.
- Enser, M. (2021) *Powerful Geography*. Crown House Publishing Ltd
- Fisher, C. and Binns, T. (eds.) (2000) *'Issues in Geography Teaching'*. Routledge (LJ4200ISS)
- Gardner, D. (2021). *Planning your coherent Geography Curriculum: A design Toolkit*. Geographical Association
- Hopkin J., Telfer S., Butt G. (2000) *'Assessment in Practice: Raising Standards in Secondary Schools'* GA (LN67000ASS)
- Job, D. (1999) *'New Directions in Geographical Fieldwork'* Cambridge University Press (LP67000JOB)
- Job D. , Day C. and Smyth T. (1999) *'Beyond the Bike-sheds'* ,GA

- King S. (2000) '*High Tech Geography: ICT in Secondary Schools*' Geographical Association(LN67000HIG)
- Jones, M., (2017) *The Handbook of Secondary Geography* ,GA
- Kirkham L. (1997) '*Global Geography: Learning through Development Education at KS3*' GA (LN67000GLO)
- Kitchin R. (2000) '*Disability, Space and Society: Changing Geography*' ,GA
- Lambert D. & Jones M. (2013) '*Debates in Geography Education*' ,Routledge
- Lambert D. & Morgan J. (2010) '*Teaching Geography 11-18: A Conceptual Approach*' ,OU; Mcgraw Hill (LJ 4200 LAM)
- Lambert D., Morgan A. & Swift D. (2004) '*Geography; the Global Dimension: Key Stage 3*' Development Education Association (LN67000LAM)
- Leat D. (1998) '*Thinking Through Geography*', Chris Kington Publishing (LJ4200LEA)
- Morgan J. & Lambert D.(2005) '*Geography: Teaching School Subjects 11-19*', Routledge
- Mitchell D. (2009) '*Living Geography*' Chris Kington Publishing (School/910 Liv)
- Nichols A., Kinniment D., Leat D. (2001) '*More Thinking through Geography*' , Chris Kington Publishing (LJ4200MOR)
- Rawding C. (2007) '*Reading our Landscapes: Understanding Changing Geographies*', Chris Kington
- Rawling E. (2001) '*Changing the Subject: the Impact of National Policy on School Geography 1980-2000*' Geographical Association (LN67000RAW)
- Lambert D. & Machon P. (2001) '*Citizenship through Secondary Geography*' , Routledge Falmer (LN69600CIT)
- Roberts M. (2013) '*Geography through Enquiry: Approaches to Teaching and Learning in the Secondary School*', GA
- Smith M. (ed) (2002) '*Teaching Geography in Secondary Schools*' ,O.U., Routledge/Falmer (LN 67000 TEA)
- Smithson P., Addison K., Atkinson K. (2002) 3<sup>rd</sup> ed. '*Fundamentals of the Physical Environment*' , Routledge (GB000FUN)
- Swift D. (2005) '*Geography: Meeting SEN in the Curriculum*' , David Fulton (LJ4206SWI)
- Taylor L. (2004) '*Re-Presenting Geography*', Chris Kington Publishers (LP67000TAY)
- Tilbury D. and Williams M. (1997) '*Teaching and Learning in Geography*', London: Routledge (LJ4200TEA)
- Walford R (2007) *Using Games in School Geography*, Chris Kington
- Weedon, P. & Lambert, D. (2007) '*Geography Inside the Black Box*' ,GA

### Journals and Magazines

- *Geography* – accessible, illustrated academic journal of GA
- *Teaching Geography* - the professional journal for secondary geography teachers in Britain, full of good ideas for classroom practice.
- *National Geographic* - the glossy magazine; journalistic but increasingly serious in its support for geography education, and truly fantastic photography.
- *New Internationalist* - a critical and radical perspective on Global Issues;
- *Geo Active (GCSE) and Geofile (A Level)* – case study fact sheets for students now on subscription via kerboodle e platform from OUP.
- *Wider World (GCSE) and Geography Review (A level)* magazines for students from Hodder Education/ Philip Allan.



## Fieldwork

'Fieldwork' is a Geographical Skill within the National Curriculum 2014 and a mandatorily assessed aspect of all GCSE and A level specs. Schools must sign a legal declaration that their GCSE and A level students have been given a two/ four day minimum (respectively) of fieldwork experience.

As part of the course you will spend a residential weekend (**Friday 6<sup>th</sup> October– Monday 9<sup>th</sup> 2023**) led by one of the FSC instructors at Rhyd-y-Creiau Field Studies Centre, North Wales (<https://www.field-studies-council.org/locations/rhydycreiau/>) The University will pay the course fee however we expect you to cover your own travel costs. You will also participate in a local fieldwork project. If further opportunities for fieldwork arise at your school placement, you should take them!

## Government Research Review 2021

The Government (DfE 2021) have published what it believes to be a comprehensive review of the pertinent current literature relating to Geography Education. They state that

“ its purpose is to identify the nature of high-quality geography education in schools. We review pedagogical approaches, assessment practices and the impact whole-school policies and systems have on geography education.

We will use this understanding of subject quality to examine the state of geography education in England's schools. We will then publish a subject report so that we can share our findings with the sector and government. The ultimate goal is that, through this work, we will contribute to raising the quality of geography education for all young people.

In this review, we have:

- outlined the national context in relation to geography
- summarised our review of research into factors that can affect quality of education in geography
- considered curriculum progression in geography, pedagogy, assessment and the impact of school leaders' decisions on the quality of geography education

The review draws on a range of sources, including a programme of research from our Research and Evaluation team. This piece of work builds on previous research, including the 'Education inspection framework: overview of research' and 'Principles behind Ofsted's research reviews and subject reports'." (DfE 2021, page 1)

DfE (2021) Research Review Series: Geography.

<https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography>. Accessed 21<sup>st</sup> July 2021.

This is a useful review as it looks at a range of aspect of geography education, such as curriculum, AfL and thinking like a geographer, and summarises the current literature that shapes this area of understanding. The Governments cites this literature and sources, which you can look at and form your own opinion on.

The review then forms a conclusion for each aspect of geography education, and describes the characteristics of high quality geography education for this aspect. It is important for you to develop a critical view on this.

The review can be found here:

<https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography#contents>

### Where do I find...?

Where do I find...?	Answer
Professional Studies Lectures and programme?	RPK Canvas site
Guidance on APK or RPK	RPK Canvas Site Geography Canvas>Units>APK Geography Canvas>Units>RPK
Curriculum Studies Programme	Geography Canvas>Key Documents area
Recommended Mentor Meeting Programme	Geography Canvas>Key Documents area
University Calendar for the Year	Geography Canvas>Key Documents area
Lesson Plan template and Lesson Evaluation	Geography Canvas>Key Documents area
Curriculum studies resources	Geography Canvas>Units>Developing Classroom Practice

### Where to get help

Whilst your tutor is your first port of call, there will be times where you might need to gain the support of other professionals offered by different University services.

For **general advice** on the following issues, please visit the Student Life Centre:

<https://www.sussex.ac.uk/studentlifecentre/>

- Dealing with a crisis
- Developing study skills
- Health concerns
- Mediation
- Money worries
- Personal issues

For advice and guidance on **mental health and wellbeing**, please visit the Student Life Centre here: <http://www.sussex.ac.uk/wellbeing/mentalhealth>

### Other services for mental health support:

The University has signed up to [Togetherall](#) A 24/7 online community where you can anonymously access mutual support, self-assessment, self-guided course, creative tools. [Togetherall's](#) mental health professionals are available 24/7 to keep the community safe. Just register [here](#) to use the service free of charge.

[Shout](#) is a confidential mental health text support line run by volunteers that is available 24/7. You can text shout at 85258 if you are struggling with low mood, anxiety, relationship difficulties, issues with bullying, are feeling suicidal, or if you just feel overwhelmed and are struggling to cope.

[Student Space](#) is a free resource for all students, providing dedicated support services for students, by phone, text, email and webchat in addition to information and tools to help you through the challenges of coronavirus.

[HOPELineUK](#) offers phone support for young people (under 35 yrs) who are experiencing suicidal thoughts. Call 0800 068 4141 or text 07860039967 between 9am and midnight every day.

[Samaritans](#): 24hr crisis phone line 116 123 or check out their [mental health/Covid-19 resources](#)

[Stay Alive](#) app is a pocket suicide prevention resource for the UK, packed full of useful information to help you stay safe. You can use it if you are having thoughts of suicide or if you are concerned about someone else who may be considering suicide. It includes a safety plan.

**For any urgent mental health concerns**, please phone the *Brighton & Hove Mental Health Rapid Response Service (MHRRS)* Telephone: 0300 304 0078 or *Sussex Mental Health Line* for support & advice: 0300 5000 101. Both are open 24 hrs/day 7 days/week.

**For emergencies**: dial 999 off campus, and Security on campus 01273 873333 (3333 from room phone).

For advice on finding jobs and experience, help with CVs, covering letters, applications, and job interviews, please visit the **Career and Employability Centre** at <http://www.sussex.ac.uk/careers/applyingforjobs>

## Part 5 University Assignments

### LEARNING ACTIVITIES

#### School Induction Activities

During your first weeks in each placement school you should get to know their localities and conduct focused observations of experienced teachers around you particularly in September. Follow the guidelines below to support these activities:

#### The Locality of your Placement Schools

At the beginning of each placement you should research your placement school localities so as to better understand the socio-economic character of the catchment area and to identify possible geographical study resources you can draw on. Any information you gather can then be used as resources in some of your lessons. Consider looking in:

- Local media for **stories and opinions**
- Local authority web-site for **planning info, maps, plans, data on population, facilities, infrastructure and economy**
- [www.statistics.gov.uk](http://www.statistics.gov.uk) for **census data** on population composition, structure and change, also may be available via local authority
- Your own walkabout: **the characteristics and appearance of the locality**, built environment, open spaces parks and playgrounds, leisure centres, housing stock, shopping facilities, places of work, streetscape etc.; and natural environment of site and situation, surrounding hills, nearby rivers or streams, fields, beaches etc.

#### Observing Experienced Teachers

Approach each lesson observation with ONE of the foci below. Read the focus notes below before the observation. Do not make notes *during* the lesson but do so *as soon as possible afterwards*, using the template for each focus. Use the bullet points to guide your reflections using the lesson observation reflection form. By the end of the week you should have observed at least one lesson through *each* focus.

##### Focus 1: How do Teachers Manage Classrooms?

- Is the **desk layout** 'fixed' or 'flexible'? To what extent do teachers change it? Is it the same in all rooms? What type of table layout encourages the best learning atmosphere? How is it in the rooms that you will teach in?
- How are the **walls** used to support learning?
- How accessible are teaching **resources** (stationary, atlases, computers etc.) in each room?
- Which classroom layout appeals most to you? How could you change the layout for different activities?
- How do teachers get pupils into the room and **settled**?
- How do teachers **manage resources** during the lesson?

##### Focus 2: How do teachers manage behaviour?

- Watch a group of pupils who do not appear to be applying themselves fully:
  - When do they **misbehave**? What is the nature of the misbehaviour? Can you identify a reason for it?

- How does the teacher challenge **or manage** the situation? How successful are they? What might they have done differently?
- Does misbehaviour seem to be more common with some types of activities than others?
- Are some types of misbehaviour more **serious** than others? Make a list of misbehaviours in order of severity.
- What are **the sanctions** and systems available to the teacher?
- What seems to make an 'effective' sanction?
- What **'back up'** is available to teachers in the classroom?

### Focus 3 : How do Teachers Structure Lessons?

- How does teacher **introduce activities** and help pupils get 'on task'?
- During the lesson, can you identify clear **a sense of purpose (i.e. learning objectives)**? Can the pupils? How is this communicated to them?
- Do the **activities and materials** enable pupils to reach the objectives?
- Are the materials used **appropriate to the ability** of the pupils?(eg reading age, terminology used)
- How much **time** (approx % of lesson) is spent by pupils doing what (eg independently reading, writing, graphing, mapping, or in group work)? How do teachers seek to cater **for all abilities** within the classroom?
- How does the teacher capture **pupil attention** when required? Note all the strategies you see.
- Who does the teacher go to **help** and why?
- How does the teacher **pull learning together** at the end of the lesson/plenary?

### Focus 4: How do Teachers Monitor and Assess Pupil Progress?

- How does the teacher **check pupils understand** their work?
- How does the teacher **monitor and support** pupil progress during the lesson?
- What **different types of questions** does the teacher use (e.g. open, closed, socratic, pose-pause-pounce-bounce), to who and why?
- How can the teacher assess what progress pupils have **made during the lesson**?

### Focus 5: How do Pupils Learn Geography?

- How often do pupils engage in **'enquiry'** style activities? What opportunities do they have to handle and interrogate a range of data sources as a medium for learning?
- How is **locational and located place knowledge** embedded in lessons? How does this contribute to the geographical understanding of the topic or the learning objectives?
- How are **geographical skills** embedded and developed within lessons?
- What use is made of geographical **ICT/GIS**? How does this contribute to the geographical understanding of the topic or the learning objectives?
- How are **textbooks** used? What advantages and disadvantages do they present for learning Geography?
- How are human and physical **geography framed**? For example, is there a methodical and categorical progression through items of knowledge; a topical integrated approach to 'issues'; or other?



## Gathering Pupil Data

For each of the classes you will teach, ask for access to attainment data. This will come in a variety of forms depending on your school (CATS, Flight paths etc.). You should use this data to divide the pupils into three broad attainment groups and embed this information into your lesson plan template for that class. In addition, meet with the SENDCo to obtain any information about additional needs and add this in brackets next to the names of pupils. If this data is not available to you in your induction week try to get hold of it as soon as possible after. You will receive guidance during Curriculum Studies for how to organise and embed this information in your lesson plans.

## Geography Curriculum Activities

During Curriculum Studies you will take responsibility within a number of activities:

1. Pedagogy Champions
2. Peer teaching
3. Resource Exhibitions
4. Professional Conversations
5. Subject Knowledge Audit
6. Inclusion champion

### 1. Pedagogy Champions

Success on the PGCE depends on your ability to draw on literature to develop your understanding and support your judgements, planning and evaluations. While you will learn a lot from your own experiences and the advice of those in your school, literature provides a synthesis of accumulated experience of others over the years. You need to be able to distinguish between and recognise the strengths and weaknesses of different types of literature:

- Seminal professional literature which has had a profound influence on later developments on education, for example the works of Piaget, Vygotsky, Bruner or Skinner. The extent of their evidence base may vary, nevertheless their ideas have had a major impact and are highly respected.
- Professional literature commentaries, written by experienced professionals and commentators. This usually draws extensively on the views and experiences of the author and may cite other sources. Professional literature includes a wide range of material for example Biddulph and Lambert's 'Learning to Teach Geography in a Secondary School', articles written by teachers in 'Teaching Geography', and the writings of other widely cited commentators including Cowley, Lemov, Enser, Allison and Tharby.
- Academic published research articles, written and then published in reputable peer-reviewed specialist journals e.g. British Educational Research Journal. These will rigorously explore an issue providing details of the evidence base and research design.
- Professional research articles conducted by teachers or other professionals and published in professional journals e.g. Teaching Geography or Times Education Supplement. These may be used with an awareness that they do not carry the same weight of research authority if they have not been peer reviewed.
- Policy literature, including Department for Education, local authority, subject association or school policy. Policy may or may not be evidence based or even based on professional judgement but shows the parameters of what is intended or allowed in the field and should offer an explanation for this.

In a pair you will be allocated the pedagogic topic of a week. While everyone may be expected to read a core article in advance, you will be expected to read some additional recommended material and lead a discussion about the topic. This will help you to become the group expert in this field.

The topics may include:

Differentiation

Behaviour for Learning

Enquiry

Assessment for Learning

Group collaborative work

Active pupil centred learning

Global dimension

Geography and education for sustainability

Learning outside the classroom

Games in geography

## **2. Peer Micro Teaching**

On an allocated date you will bring to the University and 'teach' a 10 minute episode that you have taught at school. You should bring all necessary resources. This is an exercise in teaching and pedagogic content knowledge. Pitch it to the level of the class that it was designed for (e.g. Year 8). There may be some peer-teaching where you will be asked to identify an area of subject knowledge that you have had to grapple with.

## **3. Resource Exhibitions**

Distributed across the year we will ask you to bring a resource you have found particularly successful to share with your peers. You will set up your resource with an explanation plaque and then participate in sharing and learning from each other. The final one will focus on how you can turn the classroom walls, ceiling, floor or other dimension of the environment into a significant teaching medium. This may involve you designing a wall display as a teaching resource or guiding pupils to produce wall displays as the outcome of their learning. Produce a hard copy poster/ display which you will bring this to the University to share with colleagues at an exhibition. It should be informative and attractive.

## **4. Professional Conversations (practice for RPK)**

At key moments in the course you will be asked to discuss elements of your teaching and progress with a colleague. Typically this may involve reviewing with each other a recent lesson, why you designed it as you did and evaluating its success with reference to literature sources. These conversations will develop your ability to evaluate and justify your actions in relation to secondary sources and will help prepare you for your final Reflecting on Professional Knowledge assessment.

## **5. Subject Knowledge Audit**

Review and update your Subject Knowledge Audit in December, March and May noting your moving sense of confidence alongside tracking your updating and teaching of topics and places. You should also note your reflections on your and pupils' understandings or misconceptions of topics. It is easiest and most useful to do this on a weekly basis as part of your weekly reflections. The final audit will form part of your final portfolio for recommendation for QTS.

## 6. Inclusion Champion

In many of our CS sessions we will be thinking about how we can make the learning fully inclusive. Each time one of you will be nominated to raise these questions and facilitate a discussion or activity.

## ITE ASSESSMENTS

All subject/phase groups of the ITE programme complete the following tasks. These are:

1. Weekly Reflections
2. Assessment of Professional Practice (Professional Practice Record)
3. Applying Professional Knowledge
4. Reflecting on Professional Knowledge

They are all forms of formative assessment, that is they are designed to give you feedback as to how to improve; while some of them are also summative assessments, that is they provide a judgement of your achievement at that point in the course. Full generic details are in the main handbook. Here are some notes for additional guidance intended to help you manage them effectively.

### 1. Weekly Reflections and your Evidence Base

The purpose of the online weekly reflections are to:

- Provide a focus for discussion for you and your mentor about your progress
- Assist in writing your End of Phase Reflections
- Provide a dialogue between you and your university tutor when you are in school

The Weekly Reflections will be collated through Pebble Pad and monitored on a regular basis by your university tutor and at specific points of the year by your mentor. The Weekly reflections will support your Phase reports and final RPK assessment so it is vital that you keep it up-to-date.

More specific training on how to complete the weekly reflections in Pebblepad will be provided in the early part of the course.

### PebblePad

PebblePad is a personalised electronic portfolio system designed to support trainees in their personal and professional development as teachers. It is completely web-based and works by providing trainees with a flexible way to plan, record and reflect on their learning over the teacher training year.

Trainees use PebblePad to create records of their learning, experiences and achievements in order to evidence the growth of knowledge and skills as a teacher through a number of different workbooks. Trainees can easily share their learning 'assets' with Mentors, Professional Tutors, University Tutors, employers and peers, internal and external to the university, and invite comment and collaboration. Mentors and Professional Tutors or any other school-based colleague who is involved in the training and assessment of teacher trainees has access to PebblePad where they can review and comment on trainees' development over the course of the training year and scrutinise/quality assure evidence of meeting the Teachers' Standards at the end.

Integrating with the University VLE (Canvas), trainees collate weekly reflections against the ITTCCF, record weekly Mentor meetings, collate lesson observation feedback, review subject knowledge, upload recordings of teaching practice and collect evidence towards meeting the Teachers' Standards at the end of the training programme on PebblePad. In this way, PebblePad ensures that we can enhance sharing of our assessment processes effectively with school partners and also streamline trainee workload.

## **2. Assessment of Professional Practice (Professional Practice Record)**

Your two Professional Practice placements are primarily assessed by Mentors and Professional Tutors and reported to the University via the Secondary Professional Practice Record on PebblePad. The Secondary Professional Practice Record is completed at five points over the year (Phase A -E), acting as half termly assessment reports on your professional practice (Phase Report A – Phase Report E). Your progress is monitored carefully and regularly by your subject Mentor, your Professional Tutor and your University Tutor through continuous formative assessment. There are descriptors for each area of our ITE curriculum which are staged at each of the five review points (Phases A-E) which you will find on the Secondary Professional Practice Record.

The descriptors provided are used formatively on a regular basis to promote an ongoing professional conversation with all stakeholders across the Partnership about the current level you are working at.

As you progress through the training year, you are Working Towards meeting the Teacher Standards in Phase E. The final summative assessment (Phase E) is derived from rigorous professional judgements from across the Partnership where you should be meeting all of the Teachers' Standards. Each Teacher Standard will be assessed by university and school-based partners on the available evidence and will consider the setting and context of the complementary school experiences in which your training has taken place.

Part 2 of the Teacher Standards relates to personal and professional conduct. As you are embarking on an ITE programme, you will need to demonstrate that you possess the required attitudes and behaviours as an element of the assessment. No matter which route to QTS, all trainees are expected to demonstrate high professional standards from the outset and across all phases (Phases A-E). Part 2 of the Teacher Standards is assessed at each phase as Pass or Fail as an expectation of the course throughout.

## **3. Applying Professional Knowledge (APK) (module code 801X1)**

The assignment, Applying Professional Knowledge, is a 6,000 word essay built around the design, teaching and evaluation of a 4-6 hour unit of geography learning. See the main handbook for full details.

The essay requires you to identify a *pedagogic focus* which you will research, writing a Literature Review as part of Rationale before applying this to the unit. Discuss your possible focus with your mentor. The focus should be appropriate in relation to the classes and topics that you will be teaching in December or January. Once you have identified a pedagogic focus you will complete and upload a proposal form to Canvas by **the beginning of November**.

Once your focus has been agreed you will need to read and research it. You will consolidate your reading into a 2,000 word Literature Review which will inform your planning and teaching.

The Literature Review will also be a significant part of the assignment. In line with ESW policy, formative feedback will be given.

You will be asked to submit 3 drafts:

1. Draft Lit review Before Christmas (word count TBC)
2. Draft Lit Review / Introduction January (wordcount TBC)
3. Draft Evaluation End of January / early Feb (wordcount TBC)

You could choose a geographical focus e.g.:

- Geographical enquiry
- The embedding of locational knowledge
- Teaching of place and geographical thinking
- Geographical literacy
- Fieldwork and Learning outside the classroom
- Use of ICT in Geography
- Developing literacy/ numeracy through Geography
- Games in Geography

Or a more generic pedagogic focus e.g.:

- Collaborative learning
- Modelling and Geography
- Assessment in Geography (through one or two specified approaches)
- Differentiation in Geography (through one or two specified approaches)
- Scaffolding in Geography

The unit should be taught in December or early January and you must be able to show how the unit was informed by your Literature Review. Finally, you will evaluate and review the teaching and learning of your unit. You can submit a draft of your evaluation for feedback by Feedback will be given on the balance of words from that already seen to the total of 1,500.

APK will be assessed according to the following Learning Outcomes:

- Knowledge and understanding of subject, curriculum and pedagogy as well as teaching and learning methodology appropriate to learners and school within a specific age phase.
- Knowledge and understanding of policy, professional and research literature related to the teaching and learning in subject area/phase as well as the processes and complexities of learners' needs and development in different contexts.
- A methodology of enquiry and how research and reflection are used to create and interpret professional knowledge in education.
- A capacity to analyse complex teaching and learning situations and issues through critical engagement with scholarship, reflection and research to tackle problems creatively and respond to challenges.
- Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.

## **Be an early bird**

From past experience, you are advised to work well ahead of the course deadlines for the proposal form and Literature Review and submit them for comment at the earliest opportunity. This will then allow you to focus your efforts on this before your teaching load ramps up. This will be discussed during the course.

### **4. Reflecting on Professional Knowledge (RPK) (module code 804X1)**

This assessment involves a professional discussion with your tutor and a mentor about your progress and development of a selected pedagogic area over the course of your professional practice placements. Your development will be underpinned by critical analysis of evidence informed scholarship over a series of lessons. Further information is available in the main course handbook.

You will be assessed according to the following Learning Outcomes:

- Knowledge and understanding of policy, professional and research literature related to the teaching and learning in subject area/phase and the processes and complexities of learners' needs and development in different contexts
- A capacity to analyse complex teaching and learning situations and issues through critical engagement with scholarship, reflection and research to tackle problems creatively and respond to challenges.
- An ability to exercise initiative in personal and professional responsibility.
- An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs
- A broad range of practical teaching and learning skills, applicable within the classroom and in schools generally relating explicitly to any current statutory requirements
- Effective communication skills shared with a range of professional and academic audiences both orally and in writing with clarity, focus and coherence.



**Indicative Time-map for APK, RPK and geography activities**

Assignment	Aut1	DST *	Aut 2	VAC	Spring 1	DST	Spring 2	VAC	Sum 1	Sum 2	
APK	Choose focus. Prepare proposal. Reading literature on possible focus.	Prepare and submit proposal. Early birds read for and draft Lit Review.	Read and draft Lit Review. Early birds submit Lit Review draft. Observe and apply focus in class. Plan and teach Unit of work.	Complete Lit Review draft to submit. Write Rationale.	Teach unit of work if not yet. Evaluate per lesson. Review and write evaluation and conclusions. Submit draft evaluation.	Write up complete					
RPK and other activities	Research school 1 locality , Focused lesson observations, gather pupil data					Consideration of possible critical reflections for Reflecting on Professional Knowledge.	Focused lesson observations,	Preparing portfolio for interview	RPK interviews May 20234		
	Phase Report A		Phase Report B		Reflections of progress Phase Report C		Phase Report D		Reflections of progress Phase Report E		
	SK Audit and collection of subject knowledge notes (RPK)										
	Micro Teaching, Exhibitions, Professional Conversations and Pedagogy Champions (CS)										

\*DST= Directed Study Time

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