

# University of Manchester

## Geography PGCE student handbook 2020 to 2021

*Thank you for choosing The University of Manchester for your Geography PGCE. We are all working in exceptional times and therefore some of the normal practices in the handbook may not be possible. If you are concerned regarding any of the guidance, then please contact the course leader. [Narinder.Mann@Manchester.ac.uk](mailto:Narinder.Mann@Manchester.ac.uk)*

**Course Leader**

**Mr Narinder Mann**

[Narinder.Mann@Manchester.ac.uk](mailto:Narinder.Mann@Manchester.ac.uk)

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# Contacts

## Course Tutor

Narinder Mann

Rm: EW.C3.2

Email: [Narinder.Mann@manchester.ac.uk](mailto:Narinder.Mann@manchester.ac.uk)

Telephone: 0161 275 3519

## Professional support staff

The PGCE Office is BG.14. It is staffed by Natalie Rawding and Carole Burton.

To make an internal telephone call, dial only the last four digits of the number and add '5' to the beginning. e.g. 0161 275 3416 becomes 53416 if dialed internally.

We hope that if you encounter any problems you will feel able to discuss them with the ML University Tutors in the first instance. You can, of course, also talk to the Secondary Course Director, Andy Howes ([andrew.j.howes@manchester.ac.uk](mailto:andrew.j.howes@manchester.ac.uk)).

# 1. Introduction

Welcome to the course handbook for the Geography PGCE at the University of Manchester.

It is hoped that the subject handbook will be useful and is able to answer any questions that you have. Further information will be available on the PGCE Blackboard site and given to you throughout the year by the course tutor. On the behalf of the Humanities PGCE team may I wish you a happy and enjoyable year?

## Staff biographies

Narinder Mann has taught Geography in schools for 12 years. His range of experience has included teaching English Language to speakers of other languages, teaching Geography in a range of contexts from primary to post 16 level. He has been involved in Geography teacher education for last 10 years or so by being a subject mentor and associate tutor for a variety of courses. He has led the Teach First humanities programme at the University of Manchester for the last 2 years. His research and interests are focused around social justice in Higher Education with a specific focus on deprivation and poverty and ideas around knowledge, power and identity.

## Aims of the programme

- To understand the importance of Geography in the curriculum
- To understand how Geography is learnt by all children
- To draw upon the concepts of Geography and understand how they have developed
- To know how to plan, teach and assess Geography, in the classroom and through fieldwork
- To develop your own Geography subject knowledge
- To explore educational issues which affect the schools and pupils you will be teaching
- To reflect consistently on your own teaching and evaluate it

The aim of a PGCE from The University of Manchester is to prepare you for teaching in your training year and after it. We understand that you will have many questions at the beginning of the course but we will guide you into being an effective teacher. In order to do this effectively you will need to engage with educational theory as you begin to teach as an intellectual and reflective pursuit.

Geography is dynamic subject. You will need to demonstrate and take responsibility for knowing what is going on in the world and maintaining a relationship with the discipline. You will consistently be asked to reflect on what you are teaching. You will be asked to evaluate individual lessons and sequences of lessons. You will need to consider the objective of the teaching and reflect on how effective this has been.

During the course you will explore how Geography contributes and enriches a child's education. You will gain an understanding of why geographical skills and knowledge are of important value to pupil's education. This makes your role as Geography teacher incredibly important and one which is rewarding. Your ideas of Geography will impact the pupils you teach.

Finally we believe that an effective Geography teacher is one that matches competence in the classroom with reflective and intellectual enquiry with a sound basis in theory.

## 2. Course Intent, structure, and outline

The Geography course together with other PGCE subjects at The University of Manchester has the same Curriculum intent.

The University of Manchester Initial teacher education (ITE) partnership strives for excellence through its high expectations from recruitment, through training and into employment.

**Vision – “Empowering future generations”**

The University of Manchester PGCE programmes echo the vision, values and principles as outlined by UCET (2020) (<https://www.ucet.ac.uk/11675/intellectual-base-of-teacher-education-report-updated-february-2020>).

And the purpose, vision and values of the University of Manchester [Our future: vision and strategic plan](#)

As a well-established provider of Initial Teacher Education (ITE), the University of Manchester recognises that teaching is:

- a challenging, complex, intellectual and ethical endeavour.
- crucial in improving student learning and in enabling the positive, transformational contribution that education can make to communities, and to the development of more socially just and sustainable societies.

Our Programmes build on the substantial evidence base about teaching and teacher education and draw on a body of knowledge embedded in ethical practice, including robust evidence from research. Our Programmes encourage a lifelong commitment to the education profession and pay careful attention to the factors that promote a healthy learning environment for teachers and learners.

Our PGCE Curriculums are co-created with our wider school partnership and it is our intent to produce teachers who are:

- competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.
- epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
- able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas.
- responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. The curriculum provides trainees with opportunity to develop:

### Knowledge of:

- Primary Curriculum and Assessment Requirements (according to phase of training)

- Secondary and post-16 Curriculums and Assessment requirements (according to phase of training)
- Progression in subjects
- Progression across age phases
- Subject Knowledge
- Knowledge of how children learn
- Pedagogical Knowledge
- Behaviours for Learning
- Theories of teaching and learning
- Inclusion and Diversity
- Statutory Frameworks
- Health and Wellbeing

#### **Skills to:**

- Meet the Professional Teachers' Standards (2012)
- Be reflective practitioners
- Undertake scholarly activity
- Teach creatively and innovatively
- Be resilient teachers, whilst managing a workload and work life balance
- Be an effective communicator
- Work collaboratively

#### **The Geography PGCE course aims**

The course aims to provide subject knowledge balance with skills, independent study and initiative. The course begins with the broad questions as to what education is and what Geography is. We then move towards the concepts of what curriculum is before moving to planning and teaching. Whilst we attempt to follow these themes this isn't always possible because of the discursive nature of the study. We will and do ask pertinent questions throughout the course which is essentially, 'has a good Geography lesson taken place'?

Over the course of the year we'll discuss many topic areas and subject content. We do not attempt to cover every area of Geography. Like any school Geography department we will analyze what content to use, what do pupils need to learn, when should we teach it, how do we teach it, what content do we include and practically are there resources available and where do we find them? We'll also answer these questions,

What is education and what is Geography?

What should we teach? How do we create a curriculum? What should be included?

How do children learn Geography? Theories of psychology and child development; identifying what progression is in Geography.

How do we plan for and teach Geography? Writing learning objectives/intentions. Different methods employed in Geography including didactic instruction, instruction, demonstration, modeling, discussion, debate, enquiry, drama, fieldwork, travel, guest speakers, videos, animations, and modern communication platforms and technologies.

What does assessment mean? Use of baseline, formative and summative assessment, including the role of examinations; informal and formal assessment; assessment techniques including structured questions, open questions, Socratic questioning, multiple choice, essays, coursework, etc.

A detailed look at the Geography curriculum. What knowledge, skills and values to teach? How and when to teach them?: map/spatial skills, including GIS; physical Geography

(geomorphology: glaciation, rivers, coasts; weather & climate, BioGeography, rocks and soils); human Geography (population, migration, urbanisation, economic activity/trade, cultural patterns and diffusion, political boundaries and conflict); regional Geography (local, national, and world regions); environmental Geography (human-environment interactions at different scales and locations).

Broader discussion in Geography education: assessment/accountability; curriculum reform/government policy; environmentalism and Geography; technological change; citizenship; literacy and numeracy; key skills; values in education; current affairs and the curriculum; motivation.

How do we plan for and conduct geographical fieldwork and should we even bother?



## 2. Your responsibilities and our expectations at The University of Manchester

We expect all our students to be professional. We expect you to be professional to standards of the teaching profession, this means professional in the way you present and the way you act in schools, around pupils and in university.

### Expectations

You will be expected to:

- attend all University seminars and lectures, informing your University Tutor of unavoidable absence;
- make constructive contributions to all University sessions;
- arrive punctually;
- respect and maintain school/college policies;
- remember that, when in school/college, your behaviour and dress should be informed by your role both as a representative of the University and a model for pupils;
- be prepared to teach lessons which demonstrate that you have reflected critically on the pupils' needs and on the issues raised in University sessions and with your Subject Mentor in school/college;
- demonstrate your competence as a teacher both through your performance in the classroom and through undertaking tasks and assignments set by the University;
- demonstrate the principles of good planning through producing detailed Schemes of Work and lesson plans;
- independently develop your subject knowledge following a system that works for you and one that can be evidenced;
- provide good or outstanding evidence that you have met all the Teachers' Standards by the end of the course
- basically, do everything your Lecturer/ Tutor says!

### 3. Your Preparation for PGCE at the University of Manchester

There is an expectation that when attending sessions at the University whether they are tutorials, seminars, lectures or workshops that you are well prepared. This means making sure you have the read information and have prepared the required resources. This is your responsibility. Just be organized.

#### Attendance & Punctuality

Your attendance is incredibly important for course. You must aim to have 100% attendance at all University sessions unless an acceptable reason is given to your University tutor. In all cases you should seek permission for absence except for illness. When school placements have started you are expected to set cover for classes you would normally be teaching. Please follow to absence routine that you school requires.

The University is required to confirm you attendance has been satisfactory at the end of the year: without this you will fail the course. **You are expected to swipe in the morning and afternoons to confirm your attendance in the PGCE office.** You must be punctual at all times.

We have included a course timetable at the end of this handbook, giving structure of when and where you need to be. The normal working day at the University of Manchester for Humanities PGCE is 10.00am to 4pm. Expect a mix of professional studies, lectures, workshops and tutor group sessions as well as independent study.

#### Health and safety

We consider health and safety to be incredibly important in your schools. You are strongly advised to follow any procedures for health and safety in your placement school's policy documents.

#### The correct attitude always

The PGCE is a balance between education and professional training. You must be able to motivate yourself and at times others. **At times the course will be tough and errors can be made.** You must try to remember that teaching is a collegiate vocation. I strongly encourage you to be independent; you'll not be given everything but must show independence. You are expected to work as a team at times and be self-sufficient at times.

#### Reading for the course

During the year, you will be required to undertake a number of readings, activities and tasks which are all directly relevant to your on-going professional training and development. Some of these are referenced in this handbook, but others are posted during the course, through Blackboard. It is imperative that you keep up with readings, many of which will be 'pre-session' readings to help you get more from that session at university. It's a good idea to keep a log of your reading to collate as evidence. We find that those students who demonstrate thorough reading have gone to write higher level assignments. Your tutor will keep you up to date with research in education which is always changing therefore expect some readings sent to you at short notice.

## Subject costs and course requirements

You are required to complete University based sessions and school experience. For Geography PGCE you are expected to develop specialist knowledge, develop the use of information technology and communications media and improve your presentation skills. There will be plenty of time dedicated to team teaching, presenting, making displays and posters, report making and material production etc.

Most PGCE Geography programs provide a residential field trip that enable students to experience the particular challenge of planning and implementing fieldwork. The aim is for student teachers to not be afraid to plan fieldwork and allow their pupils to fully explore the wonder of Geography.

**It is planned that a trip to Castleton takes place for two days in January, it is a residential trip for two nights, this may change due to Covid restrictions.**

## The support we give you

In all instances your first point of contact is your University Subject Tutor and your school based subject mentor (SM).

Throughout the year you will have at least 5-6 opportunities to review your progress with your tutor. These will be in teaching practice and in December, March and June where your progression RoAD file will be checked and awarded a pass or alternative actions made. This is normally done by your tutor, subject mentor and professional mentors.

On each school placement you will be supported by a subject mentor who you meet once a week in a formal meeting and by a professional mentor who oversees all PGCE students in the school.

## Subject Associations and Professional Organizations

Continuing professional development is important especially in small humanities departments. We strongly advise you to join subject associations either Royal Geographical Society or the Geographical Association. Membership prices do range for various membership levels. Joining associations allows you to purchase teaching materials and attend continuing professional development workshops at reduced rates. Please seek more information from [www.rgs.org](http://www.rgs.org) and [www.Geography.org.uk](http://www.Geography.org.uk). We highly encourage you to use The University of Manchester Library to find resources too.

## 4. Suggested Reading Lists

We recommend the purchase of some books for the course. Readings are available online and on loan from the library but having personal copies of some books is essential. We encourage you to acquire the books highlighted in bold. The core texts for the course will be: Please purchase the most recent additions where applicable.

**Balderstone, D. Secondary Geography Handbook. Geographical Association. ISBN 9781843771654**

**Biddulph, M., Lambert, D. and Balderstone, D. (2015) Learning to Teach Geography in the Secondary School (Third Edition). Abingdon: Routledge.**

### General Education/Philosophy of Education

Bernstein, B. (1971) 'Education cannot compensate for society', *School and Society: A sociological reader*. Cambridge: Open University, pp. 61-66.

Furedi, F. (2009) *Wasted: Why Education isn't Educating*. London: Continuum.

Hirst, P. H. and Peters, R.S. (1970) *The Logic of Education*. London: Routledge.

Oakeshott, M. (1975) 'A Place of Learning' with an introduction by Timothy Fuller in *Michael Oakeshott on Education*. New Haven: Yale University Press.

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### Geography as a Discipline

Bonnet, A. (2008) *What is Geography?* London: Sage.

Cresswell, T. (2013) *Geographic Thought: A Critical Introduction*. Oxford: Wiley-Blackwell.

Fairgrieve, J. (1926) *Geography in School*. London: University of London Press.

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Herbert, J. and Matthews, D. (2008) *Geography: A Very Short Introduction*.

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- Marsden, W.E. (1995) *Geography 11-16: Rekindling Good Practice*. David Fulton.
- Martin, S., Reid, A, Bullock, K. and Bishop, K. (2002) *Voices and Choices in Coursework*. Sheffield: The Geographical Association.
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- Morgan, J., & Lambert, D. (2005) *Geography: Teaching School Subjects 11-19*. London: Routledge.
- Nichols, A. and Kinninment, D. (2001) *More Thinking Through Geography*. Cambridge: Chris Kington Publishing.
- Roberts, M. (2013) *Geography Through Enquiry – Approaches to Teaching and Learning in the Secondary School*. Sheffield: Geographical Association.
- Roberts, M. (2011) *What makes a Geography lesson good?* Sheffield, The Geographical Association.

Smith, M. (ed) (2002) *Teaching Geography in Secondary Schools*. London: RoutledgeFalmer.

Smith, M. (ed) (2002) *Aspects of Teaching Secondary Geography*. London: RoutledgeFalmer.

Tilbury, D. and Williams, M. (1997) *Teaching and Learning in Geography*. London: Routledge.

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Bennetts (2005) 'The Links between Understanding, Progression and Assessment in the Secondary Geography Curriculum' *Geography* 90(2), pp. 152-170.

Graves, N. (1979) *Curriculum Planning in Geography*. Exeter: Heinemann.

Kelly, A. (2009) *The Curriculum: Theory and Practice* (sixth edition). London: Sage.

Marsden, W. (1997) 'On Taking the Geography Out of Geographical Education – Some Historical Pointers in Geography', *Geography*, 82 (3) pp. 241-52.

Rawling, E. (2001) *Changing the Subject: The impact of national policy on school Geography 1980-2000*, Sheffield: The Geographical Association.

Standish, A. (2009) *Global Perspectives in the Geography Curriculum: Reviewing the Moral Case for Geography*. Abingdon: Routledge.

## **Knowledge and Learning**

Bruner, J. (1971) *Towards a Theory of Instruction*. Massachusetts, Harvard.

Hirst, P. (1974) *Knowledge and the Curriculum*. London: Routledge.

Naish, M. (1982) 'Mental Development and the Learning of Geography' in N. Graves (ed) *New UNESCO Source Book for Geography Teaching*. Harlow: Longman/UNESCO.

Young, M., Lambert, D., Roberts, C. and Roberts, M. (2014) *Knowledge and the Future School: Curriculum and Social Justice*. London: Bloomsbury.

## **Literacy**

Butt, G. (2001) *Extended Writing Skills*, Sheffield: The Geographical Association.

Slater, F. (1982) *Learning through Geography*. London: Heinemann.

Butt, G. (2005) 'Engaging with Extended Writing', *Teaching Geography*, 30, 1, pp. 55-7.

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BECTA (2004) What the research says about using ICT in Geography education - ICT in Geog ed summary.

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Mapping, Graphicacy and Geospatial thinking

Boardman, D. (1983) (p1-15, introduction) *Graphicacy and Geography Teaching*. Croom Helm.

Gersmehl, P & Gersmehl, C. (2007) 'Spatial Thinking by Young Children: Neurological Evidence for Early Development and 'Educability'', *Journal of Geography* 106, pp 181-191.

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## Geographical Fieldwork

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## Assessment

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## Classroom Management

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<http://www.tandfonline.com/doi/pdf/10.1080/19338341.2013.854261>
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Waugh, D. (2009) Geography: An Integrated Approach. Nelson Thornes.

## Websites

ArcGIS Explorer <http://www.arcgis.com/explorer/>

British Geological Survey <http://www.bgs.ac.uk/data/mapViewers/home.html> (interactive geology map)

Geographical Association [www.Geography.org.uk](http://www.Geography.org.uk) (including a resources page for teachers)

Google Earth [http://www.google.co.uk/intl/en\\_uk/earth/](http://www.google.co.uk/intl/en_uk/earth/)

Economist <http://www.economist.com/>

Gapminder <http://www.gapminder.org/> (graphical statistics by Hans Rosling et al.)

International Monetary Fund data mapper <http://www.imf.org/external/Datamapper/index.php>

Land Information System <http://www.landis.org.uk/> (includes interactive soil map for the UK)

Met Office storm tracker <http://www.metoffice.gov.uk/public/weather/storm-tracker/#?tab=map>

National Geographic <http://www.nationalgeographic.com/>

OS maps <http://maps.the-hug.net/> or  
<https://www.ordnancesurvey.co.uk/blog/2012/07/ordnance-survey-maps-online-free/>

Royal Geographical Society [www.rgs.org](http://www.rgs.org) (including their resources for teachers:  
<http://www.rgs.org/OurWork/Schools/Teaching+resources/Teaching+resources.htm> )

Stat Silk <http://www.statsilk.com/> (visualization software)

US Geological Society <http://www.usgs.gov/> (produce great shake maps after earthquakes)

World Health Organisation <http://www.who.int/research/en/> (data maps)

## Reports / official publications

The Department for Education, Teacher Development Agency and Ofsted all produce documents and papers relating to Geography education. The most recent (2011) Ofsted report for Geography is worth reading: Geography: Learning to Make a World of Difference, [www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/Geography](http://www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/Geography)

## Journals

Teaching Geography (GA) - The professional journal for secondary Geography teachers in Britain; You can access a bibliography of Teaching Geography from 1997 – 2008 at [http://www.Geography.org.uk/download/GA\\_PRGTIPBibTG2.pdf](http://www.Geography.org.uk/download/GA_PRGTIPBibTG2.pdf) .

Primary Geographer (GA) - A professional journal worth dipping into for ideas for younger children;

Geography (GA) - an academic journal which has developed an increasing interest in educational matters;

Reporting Research in Geography Education (ULIE): occasional series on current research and debate;

International Research in Geographic and Environmental Education - IRGEE: an academic journal dedicated to research in geographic and environmental education, edited in Australia;

Environmental Education Research - an academic journal edited in the UK;

Development Education Journal - the journal of the Development Education Association;

Interaction - the Journal of the Geography Teachers' Association of Victoria, Australia.

Research in Geographic Education - A journal published by Texas State University, with contributions from an international body of Geography educators, including the UK.

## Magazines

Geography Review - a magazine aimed at A level students; very practical and useful;

GCSE Wide World - a magazine aimed at GCSE students; very practical and useful;

Geo Active - up to date data and stimulation for tackling current issues (GCSE level);

GeoFactsheets - up to date data on current issues at A level;

Geofile – up to date data on current issues at A level;

Geographical - glossy magazine containing interesting articles and a serious commitment to Geography education;

Global Express – ideas and resources for teaching about global issues currently in the news;

National Geographic - the glossy magazine; journalistic but increasingly serious in its support for Geography education, and truly fantastic photography. Very North American in its perspective!

## 5. Lesson Planning

You should use the PGCE Geography Secondary lesson plan template to plan all your lessons. An electronic copy of the template can be downloaded from Blackboard or will be sent to you by your tutor. Please do not design a template of your own; it is important for Subject Mentors to see that you are not omitting any important elements of the lesson plan. You are welcome, however, to extend sections of the lesson plan if you find that they are too small.

The Geography lesson plan, incorporates learning theory and advice from the Geographical Association and eminent Geography educators such as Margaret Roberts. It also plays a crucial role in the feedback you receive from your tutor. This a very transparent process.

As you develop, and tutors assess that you are planning competently, you will be told to cut down on the written lesson plan and advised on a reduced format.

You are expected to plan your lessons in detail. Later in the course you may feel confident enough to reduce some of the detail, e.g. classroom instructions dependent on conversation with your mentors.

Each lesson plan should be accompanied by an evaluation. You should base your evaluation on the guidelines that follow the template and bear in mind the following:

- A lesson plan is not a lesson plan without an evaluation.
- Lesson planning is cyclical, i.e. 'plan, do, review'.
- Good teaching is informed by detailed evaluations.
- You are not expected to write evaluations that are pages long, but you should take some time to reflect on all of the questions on the evaluation proforma at the end of the lesson plan proforma.
- Your University Tutor will ask to see your lesson plans and evaluations when they visit you in school.

## 6. Your School Experience file

For each of the three periods of school/college experience you are required to keep a School Experience (SE) File. This file contains evidence that you have met the Teachers' Standards listed in your RoAD. It will be monitored by your Subject Mentors in school/college and by your University Tutors during school/college visits. Your progress will be assessed by cross-referencing with the RoAD.

**Your RoAD folder should follow requirements set within the document itself.**

You should have your SE File, your mark book, and your RoAD available for review by the University Tutor each time you are visited. This could be electronically.

Your SE File will typically contain all of the following:

- background information about the SE institution, such as its size, catchment area and policies;
- Information about the Humanities Department, such as which specifications are followed, how many staff and students. How many KS4 numbers;
- school-EPS notes/handouts plus notes/minutes from departmental/school meetings;
- observation notes for each lesson you observe;
- a lesson plan and evaluation for each lesson you teach; as the year progresses the need to write a separate lesson plan also reduces, wait for guidance from your subject tutor;
- any resources other than textbooks which you use in lessons, such as flashcards, copies of PowerPoint slides and worksheets;
- a Scheme of Work for one KS3 and one KS4 class (Placements 2 and 3);
- examples of pupils' work which you have marked (including formative comments and targets)
- a mark book;
- PGCE Geography weekly tasks;
- details of pastoral and other responsibilities;
- evidence of subject knowledge development.

This list is by no means exhaustive. It is your own responsibility to ensure that your SE Files contain adequate evidence to back up your statements in your RoAD.

SE Files provide the evidence base for other assignments. Failure to maintain the SE Files, including lesson plans and evaluations for each lesson will result in a lack of sufficient evidence.

## 7. Geography Assessment and Assignments

The PGCE Secondary Programme Handbook gives a detailed description of how the course is assessed, assessment criteria and submission procedures. You should read this carefully as well as this section of the handbook. A table of the required assignments is given below.

### Assignment Guidelines:

All assignment should be submitted electronically via Blackboard.

Please remember to follow carefully the guidelines given in the PGCE Secondary Programme Handbook on presentation.

Please use inclusive language, i.e. language that does not incorporate gender bias. 'He or she', 'they' or 'one' should be used instead of simply 'he' and 'their' or 'his or her' should be used instead of simply 'his'.

Further details of each of these assignments and the assessment criteria can be found on the following pages.

### Word Count

Each assignment has a maximum word count which includes quotes and references. Please ensure you state the word count at the end of each assignment. The following word count penalties will apply to **all** assignments submitted:

10% over the maximum word count = no penalty

10%-25% over the maximum word count = penalty 10 marks to be applied

25%-50% over the maximum word count = penalty 50 marks to be applied

More than 50% over the limit = the work will not be marked and a mark of zero will be recorded.

### Referencing

Always give the source of each reference, quotation or paraphrase. Ensure that ideas that are not your own are appropriately acknowledged. The Harvard System of Referencing should be used for all assignments as detailed below and a full guide can be found at: <http://subjects.library.manchester.ac.uk/referencing/referencing-harvard>

#### For one author:

Barton (2006) suggests that boys prefer creative writing tasks to reading comprehensions.

OR:

Boys prefer creative writing tasks to reading comprehensions (Barton, 2006).

#### For two authors:

According to Jones and Coffey (2006), formative assessment should form an integral part of the primary curriculum.

OR:

Formative assessment should form an integral part of the primary curriculum (Jones and Coffey, 2006).

### **For three or more authors:**

In order to be an effective teacher, Pachler et al. (2007) highlight the importance of keeping up-to-date with relevant research literature.

OR:

In order to be an effective MFL teacher, it is important to keep up-to-date with relevant research literature (Pachler et al., 2007).

### **Direct quotations:**

When directly quoting, always ensure that the quotation is copied exactly as it is written in the original. Include author, date of publication and **page reference**. If you miss any words out, use an ellipsis (three dots: ...); if you add any words, use square brackets [ ].

Jones and Coffey (2006) state:

'The time between initial input and pupil production of Target Language varies according to age, language content and, especially, individual preference' (p.51).

### **Referencing authors you have read in another book or article**

You may read about another author's ideas or even see a useful quotation from an author in an article or book. You should always try to obtain the book or article that contains those ideas or the quotation so that you can check accuracy and appropriateness.

**You do not put O'Connor & Seymour (1990) in the References because you have not read it, but you do reference in full the chapter by Coyle.**

### **Bibliography**

Each of your assignments should have a bibliography which follows the following conventions:

Presented in alphabetical order by author surname:

For books:

Pachler, N., Evans, M. & Lawes, S. (2007) Modern Foreign Languages. Teaching School Subjects 11-19, London, Routledge

#### **For edited books:**

Chambers, G. (ed.) (2000) Reflections on Motivation, London, CILT

(See also '**For chapters in edited books**' below)

For journal articles:

Harris, V. (1995) "Differentiation - not as easy as it seems", Language Learning Journal, No. 12, pp. 7-12

For chapters in edited books:

**Stork, D. (2000) "Able pupils in modern foreign languages" in Chambers, G. (ed.) Reflections on Motivation, London, CILT**

**For University lectures/seminars/workshop:**

Dawes, L (2016) Thinking skills (Seminar/workshop, University of Manchester, March 16)

**For websites:**

Qualifications and Curriculum Authority (QCA) (2008) Curriculum purposes, values and aims [Website] <http://curriculum.qca.org.uk/key-stages-3-and-4/aims/index.aspx> (accessed 1/3/09).

Remember to consult the selective bibliography section of this handbook for useful references, but do not feel limited to the references included here. The course set texts also provide lots of information.

**N.B. Please only include books, articles etc. that you have referenced in your assignment.**



## 8. PGCE ASSESSMENT DEADLINES 2020 - 2021

\*Subject to having completed a primary and secondary school experience

### Secondary PGCE Assessment Deadlines

ASSIGNMENT	DETAILS OF SUBMISSION	SUBMISSION DATE by 1pm on due date	FEEDBACK available
Declaration regarding plagiarism; media release form; Health and Safety course completion.	Blackboard	Thurs 3/10/20	
Preliminary School Practice Pass/Fail assignment	Blackboard	Mon 28/09/20	19/10/21
<b>Literature Review (LR) Assignment</b>	<b>2000 words to Blackboard</b>	<b>Fri 9/10/20</b>	02/11/20
Safeguarding ISP Pass/Fail assignment	Blackboard	Mon 02/11/20	23/11/20
SEND ISP Pass/Fail assignment	Blackboard	Mon 23/11/20	14/12/20
RoAD & P1 School File	To Tutor	Weds 16/12/20	tutorial
P1 Progress Report & Progress Matrix	Blackboard	Weds 16/12/20	tutorial
<b>Reflecting on Professional Practice (RP) Assignment</b>	<b>3000 words to Blackboard</b>	<b>Mon 04/01/21</b>	25/01/21
RoAD & P2 School File	To Tutor	Mon 22/03/21	tutorial
P2 Progress Report & Progress Matrix	Blackboard	Wed 24/03/21	tutorial
<b>Pupil Voice Enquiry proposal with ethics Pass/Resubmit</b>	<b>~1000 words Blackboard</b>	<b>Fri 26/03/21</b>	31/03/21
<b>Teaching, Learning &amp; Assessment Assignment</b>	<b>3000 words Blackboard</b>	<b>Mon 12/04/21</b>	04/05/21
<b>Pupil Voice Enquiry Assignment</b>	<b>3000 words Blackboard</b>	<b>Wed 02/06/21</b>	21/06/21
RoAD & P3 School File Pass/Fail assessment	To Tutor	Mon 7/06/21	tutorial
P3 Progress Report & Progress Matrix inc. extended practice report.	Blackboard	Mon 7/06/21	tutorial
PDP - Transition placement	Blackboard	Thurs 17/06/21	24/06/21

#### Notes:

2 Please see the PGCE Course handbook for details regarding penalties for late submission without an extension

3 If, following the handing in of an assignment, you have failed to reach the standard required for a Pass you will normally be given one resubmission opportunity

**4 You must keep a complete copy of all assignments you submit. These copies must include all documents forming appendices**

## Secondary PGCE Graded Assignments Guidance

Please refer to Secondary PGCE Graded Assignments Handbook 2020 - 2021

## 9. Resources

The University of Manchester library holds resources for Geography education.

Resources are held electronically and in physical versions. If you are unable to locate a text, always check with your University Tutor to see whether they have a copy that you can borrow. Any specific requests should be made to your academic tutor. For specific academic writing skills please refer to My Learning Essentials

<http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>

### USEFUL ADDRESSES

#### **Geographical Association**

The Geographical Association

160 Solly Street,

Sheffield,

S1 4BF

Tel: 0114 296 0088

Fax: 0114 296 7176

Email: [info@Geography.org.uk](mailto:info@Geography.org.uk)

#### **Royal Geographical Society (with the Institute of British Geographers)**

1 Kensington Gore,

London,

SW7 2AR.

Switchboard/general enquiries: +44 (0)20 7591 3000

<http://www.rgs.org/AboutUs/Contact+us.htm>

#### **FSC**

Field Studies Council

Head Office

Preston Montford

Montford Bridge

Shrewsbury

Shropshire

England

SY4 1HW

Tel: 01743 852100

Fax: 01743 852101

Email: [enquiries@field-studies-council.org](mailto:enquiries@field-studies-council.org)

The Ordnance Survey

<https://www.ordnancesurvey.co.uk/>

**AQA (Assessment & Qualifications Alliance)**

Tel: 01423 534 381

Email: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

**Department for Education: Manchester**

Piccadilly Gate, Store Street  
Manchester M1 2WD

Tel: 0370 000 2288

[www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)

**Edexcel (Languages)**

Tel: 020 7010 2187

Email: [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com)

[qualifications.pearson.com](http://qualifications.pearson.com)

**National College for Teaching and Leadership (NCTL)**

Department for Education

Piccadilly Gate, Store Street

Manchester M1 2WD

Tel: 0800 389 2500 (Teacher or teacher training)

Tel: 0207 593 5394 (Qualified Teacher Status and Induction)

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

**Office for Standards in Education (Ofsted)**

Piccadilly Gate, Store Street,

Manchester M1 2WD

Tel: 0300 123 1231

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**WJEC**

245 Western Avenue

Cardiff CF5 2YX

Tel: 029 2026 5000

Email: [info@wjec.co.uk](mailto:info@wjec.co.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

**11.**

**University sessions overview – please refer to separate teaching calendar on Geography Blackboard site**