**The University of Manchester**

**Manchester Institute of Education**

**Secondary PGCE Geography Curriculum 2023 2024**

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| Curriculum Intent Statement: PGCE Geography The intention of the University of Manchester Geography PGCE is to train teachers who can provide a high-quality Geography education to young people in all manner of school and college settings. Trainees will develop their understanding of the importance of the Geography subjects in educational contexts, how the National Curriculum is used to guide students’ learning, and how to interpret exam specifications to deliver engaging and relevant teaching. They will know that Geography is a broad and diverse subject, including subject knowledge, skills, and experiences. They will be able to demonstrate this knowledge through sound pedagogy. Geography trainees will learn and reflect on teaching and will be able to make reflection-based choices on how best to teach Geography. They will be able to demonstrate sound assessment practices, linked to Geography criteria which accurately assess whether their pupils have made progress in an activity, lesson, scheme of work or phase of learning. Most importantly, trainees will know from practice and academic study that Geography is a subject suitable for all pupils, no matter their need or background, and they will create a teaching culture that fosters inclusion and progress for all.  As the Geography Association states, *‘Geography helps students to think more intelligently about complicated and unresolved issues: global warming, international population movements, food security or where to build new homes. The subject is concerned with real world learning and making sense of the world first-hand or in the field…students study real problems in Geography and are put in decision-making roles. They use data, examine preferences and prejudices, argue value positions, draw, and communicate conclusions - i.e., they undertake geographical enquiry.*  Learning will take place in both the University and the placement school settings; classroom practice will be complemented by independent study tasks and the completion of academic assignments. During University sessions, trainees will experience a wide variety of sessions led by UoM tutors. They will also have the opportunity to work with teachers from within our partnership schools, attend lectures/workshops from experts in various fields of Geography education, and will connect with a variety of researchers and specialists from within UoM. While on placement, alongside their teaching and the feedback they will receive on this, they will also develop through formal mentor meetings, observations of other teachers, and formal and informal meetings with colleagues. Importantly, trainees will be encouraged to reflect on their progress with their peers.  The Geography curriculum is both rigorous and ambitious. The Geography curriculum aims to develop trainees by providing knowledge and reflective practices in: Geography curricula, Geography subject knowledge, Geography assessment practices and most importantly Geography-related pedagogical practices. This curriculum has been constructed through personal and professional practices as well as subject expertise from serving teachers and subject bodies such as exam boards, the Royal Geographical Society, and the Geographical Association. This wide input makes the Geography curriculum reflective, robust, and ambitious. The below tables show the Geography curriculum for University blocks relating to placement 1, 2 and 3. Due to the discursive nature of the course, the curriculum is positioned as ‘Core questions’. Geography trainees will reflect on these core questions in lecture and seminar formats and rehearse relevant activities as a group, and then practise and reflect on these questions in placement. For most core questions, trainees are expected to demonstrate learning through discussion, planning and teaching episodes. | | | | | | | | | | | | | | | | | |
| **Geography Curriculum Overview – Key questions** | | | | | | | | | | | | | | | | | |
| **Geography Curriculum Intent U1/P1** | | | | | | | **Geography Curriculum Intent U2/P2** | | | | | | | **Geography Curriculum Intent U3/P3** | | | |
| Why teach Geography? | | | | | | | How do your pupils learn Geography? | | | | | | | What is Geography’s role in global citizenship? | | | |
| Who decides what we teach in Geography? | | | | | | | What is Geographical Enquiry, in the classroom and fieldwork? | | | | | | | Reflecting on your practice, what values have you taught in Geography? | | | |
| Is Geography knowledge powerful? | | | | | | | How does Geography support intellectual development? | | | | | | | Sustainable development and global citizenship links to Geography. | | | |
| How is a teacher’s passion for Geography made clear? | | | | | | | How do we address misconceptions in Geography? | | | | | | | What does the future hold for Geography education? | | | |
| What is a Geography curriculum at KS3- KS5? | | | | | | | Is Geography an inclusive subject? | | | | | | | How do you maintain professional development? | | | |
| How can Geography curricula be constructed and planned? | | | | | | | How can Geography support EAL pupils? | | | | | | | How to keep developing your subject knowledge in Geography? | | | |
| How do we show progression and continuity in school Geography? | | | | | | | How can Geography support pupils with special educational needs? | | | | | | | What are Geo-capabilities for a future Geography curriculum? | | | |
| What is pedagogy? How do pupils learn? What learning theories are suitable for Geography? | | | | | | | How can we address social class and gender representations in Geography? | | | | | | | Can Geography teachers engage with deeper research? | | | |
| How do we plan, monitor and assess Geography learning (part 1)? | | | | | | | How do we adapt Geography teaching to pupils’ needs better in placement 2? | | | | | | |  | | | |
| How do we adapt teaching to the needs of different pupils (part 1)? | | | | | | | How do we assess learning better in Placement 2? | | | | | | |  | | | |
| **U1/P1: Establishing foundations, developing skills, growing educational awareness** | | | | | | | | | | | | | | | | | |
| The table below shows the Geography curriculum intentions for trainees during U1 and P1. This highlights what we consider is important for Geography trainees to learn and to have skills in. The second column explains how and where this intention will be implemented using overarching key questions which will be referred to in U1 subject sessions. It is important to remember that trainees will see our intentions also implemented in their P1 schools. For example, we want trainees to understand why Geography is important, this will be taught in U1 sessions but will inevitably be referred to in school Geography department discussions too. The final column refers to the impact or observable actions we wish our curriculum to have on the trainee and the pupils they teach. Evidence of impact is recorded in the trainees RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U1/P1).** | | | | | | | | | | | | | | | | | |
| **What is the intention of the Geography curriculum in U1/P1** | | | | | **How is the intention implemented in Geography University sessions in U1?** | | | | | | | **What should trainees be achieving in P1 to show impact in their Geography teaching, therefore making use of U1/P1 learning?** | | | | | |
| The overarching intention for U1/ P1 Geography trainees is to start appreciating what teaching school Geography means and is, for themselves.  Trainees should be appreciating the importance of school Geography and how this is represented in curricula and plans. They will be able to identify in planning and practise what powerful Geography consists of, and how passionate Geography teachers can make the subject relevant to pupils.  They will know how Geography curricula are constructed, using subject knowledge, sequencing enquiry and progression with an understanding of assessment.  They will start delivering Geography activities that follow planning cycles, start using a range of pedagogy ideas, some which have been completed in university sessions or observed by others.  They will be able to start differentiating their Geography activities for key pupils understanding the importance of engagement for all pupils. | | | | | Geography trainees will have all experienced the following University sessions in U1.  This explicitly delivers our Geography intention for P1. Trainees have experienced a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. In chronological order, U1 focus areas are:   1. Why do we teach Geography? 2. What is Geography, as a subject? 3. Who decides what we teach in Geography? 4. What is powerful knowledge in Geography? 5. How is the teacher's passion for Geography made clear? 6. What is a Geography curriculum at KS3 to KS5? 7. How can Geography curricula be constructed and planned? 8. How do you show progression and continuity in school Geography? 9. What is pedagogy? How do pupils learn? What learning theories are suitable for Geography? 10. How do you plan, monitor and assess Geography learning? (part 1).   How do you adapt teaching in relation to pupils’ needs? (part 1) | | | | | | | Geography trainees should be able to demonstrate the following areas of impact:  Trainees should start to understand what it means to be a member of teaching staff in a Geography department, engaging with colleagues and attending all meetings, such as Geography subject meetings, CPD etc.  All Geography trainees should be able to observe experienced Geography teachers and reflect on their observation thinking about the core focus areas from U1, therefore deepening their understanding of school Geography.  They should have access to schemes of work most likely to be KS3 and start planning and teaching Geography lessons for their pupils. They should be able to plan activities considering focus areas from U1 such as how learning theories support the design of Geography activities.  Trainees’ Geography lessons should start showing an understanding of curriculum requirements, Geography’s powerful concepts, clear relevance and enthusiasm for the subject.  Lessons should be planned to facilitate progression and adaptive teaching, drawing on taxonomies such as Bloom. Geography trainees in placement will be expected to start thinking how pupils are making progress in Geography or are beginning to learn Geography. They should be starting to be confident in following schemes of work and sequencing activities. | | | | | |
| **Curriculum links between U1 and P1- for each area of the UoM Curriculum** | | | | | | | | | | | | | | | | | |
| The table below shows in more detail how the University of Manchester PGCE Secondary Partnership Curriculum runs through the Geography Curriculum. It shows how the Core Areas of the UoM curriculum are reflected in PGCE Geography intentions, implementation and impacts during a trainee’s training year. In order to prepare trainees for more practical elements of pedagogy, Intensive Teacher and Practice days are highlighted. You should refer to the PGCE Curriculum Handbook for more information regarding the UoM curriculum as a whole. This table is arranged in order of the sections of the UoM curriculum, not in the order in which trainees will experience it. Evidence of impact is recorded in the trainee’s RoAD, which incorporates lesson observations and weekly subject mentor meetings. | | | | | | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U1/P1 – Standard across all subjects** | | | **Link to UoM Geography intention U1/P1.**  It is our intention that trainees in Geography: | | | | | | | **How is this addressed in Geography University 1 (U1)?**  These intentions will be realised as Geography trainees address the following Geography key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | | | **How is impact developed in Geography Placement 1 (P1)?**  The impact of the curriculum will be developed as the Geography trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. |
| **Core Area 1. Teacher Expectations**  **1.1.1 Communicate a belief in the academic potential of all pupils** | | | Know the importance of Geography as a subject and know that Geographical knowledge is powerful and useful for pupils’ understanding of the world. | | | | | | | Why do we teach Geography?  Who decides what we teach in Geography?  Is Geography knowledge powerful?  ITAP  Starting as we mean to go on: what are the practicalities of setting up a Geography class and classroom with high expectations? Observe video of the start of a lesson, recognise key stages of organisation, including seating plans, registers, books, and welcoming atmosphere. Rehearse setting up an activity from beginning to end, reflecting on how this went. | | | | | | | How do teachers set high expectations in practice?  *ITAP*  *Observe the start of a lesson, recognise key stages of organisation, including seating plans, registers, books, and welcoming atmosphere. Practice setting up an activity from beginning to end, reflecting on how this went.* |
| **1.2.1 Establish effective routines and expectations**  **1.2.2 Develop a positive, predictable and safe environment for pupils** | | | Trainees will learn how to establish effective routines in the classroom and outside. They will plan Geography lessons that are challenging and motivational, with objectives that exhibit high expectations. | | | | | | | How do you plan, monitor, and assess Geography learning (part 1)?  ITAP: Following Geography subject guidance, establish what high expectations mean from both a behaviour and subject perspective. For Geography this means both in and outside of the classroom. Observe examples and rehearse routines through microteaching. | | | | | | | Effective routines and expectations.  ITAP  Following subject guidance, establish what high expectations mean from both a behaviour or subject perspective. For Geography this means both in and outside of the classroom. Observe this in practice and practise this yourself. |
| **Core Area 2. Subject and curriculum knowledge**  **2.1 Develop pupils’ ability to express themselves confidently verbally and in writing, and develop students’ reading skills** | | | Trainees will learn that Geographical understanding can be expressed in many ways, be that verbally and written but also demonstrating geo-graphicacy.’ | | | | | | | Is Geography knowledge powerful?  How do you plan, monitor, and assess Geography learning (part 1).  How do you differentiate (part 1).  ITAP: Rehearse activities of setting pupils work, including writing Geography objectives, modelling work, allowing processing time and assessing work and reflecting on delivery. | | | | | | | Creating opportunities for pupils to show their work.  ITAP  Practice activities of setting pupils work, including writing objectives, modelling work, allowing processing time and assessing work and reflecting on delivery. |
| **2.2 Anticipate, identify and address misconceptions** | | | Trainees will learn that part of the learning process is to understand stages of activities together with how to deal with misconceptions in Geography. For example, understanding that Geographical concepts of space and time are related to age and experience and Geography teaches these skills. | | | | | | | How do you plan, monitor, and assess Geography learning (part 1).  What is pedagogy? How do pupils learn? What learning theories are suitable for Geography?  ITAP: Practice watching Geography lessons and identify what misconceptions arise and how the teacher addresses and corrects. Deliver a micro teaching session to your peers using best practice in similar scenarios. | | | | | | | Anticipate, identify, and address misconceptions.  ITAP  Focus Geography observations on how teachers identify, respond to and correct misconceptions. |
| **2.3 Help pupils apply knowledge and skills to other contexts** | | | Trainees will learn teaching Geography is based on areas of knowledge, content knowledge and core knowledge. Learning Geography is always about solving real world problems, be they now or the future, for example teaching flood defences in MEDC and LEDC countries. | | | | | | | What is Geography, as a subject?  ITAP: Watch a Geography lesson either live or pre-recorded. Carefully observe the structure of the lesson and identify key stages. Observe how the teacher allows for learning to take place for example, Is there an engaging activity or real case study being used? Practice running an activity in groups focussing on specific areas. | | | | | | | Applying knowledge.  ITAP  Observe how a teacher allows for learning to take place. Is there an engaging activity or real case study being used? Discuss the activity afterwards. |
| **Core Area 3. Planning and Teaching**  **3.1.1 Plan effective and well-resourced lessons** | | | Trainees will learn how to plan Geography specific lessons, understanding how to write and design lessons and how to construct short- and medium-term plans through the lens of Geography. | | | | | | | How do you plan, monitor, and assess Geography learning? (part 1).  How do you show progression and continuity in school Geography?  ITAP: With your peers and following a scheme of work, plan a complete lesson according to subject criteria and deliver this to your cohort, receiving feedback on Geography progression and continuity. | | | | | | | Plan lessons.  ITAP  Observe or participate in a Geography lesson. According to subject advice, identify the stages of the lesson and identify practice which supports progression. |
| **3.2.1 Manage cognitive load through planning** | | | Trainees will learn how to manage setting lesson objectives and outcomes suitable for age and stage. They will learn how to plan Geographical activities that keep pupils engaged and participating and continually monitor progression. | | | | | | | How do you adapt teaching to different learners (part 1).  How do you plan, monitor, and assess Geography learning (part 1).  ITAP: Through analysis of Geography schemes of work either short, medium, or long, reflect on what is being taught and how the activities of most importance are managed. How is new information being introduced, in stages or modelled to make sure pupils do not face overload? | | | | | | | Managing cognitive load in practice.  ITAP  Practice designing and delivering activities such as starter or hook, plenary or final assessment activities, with the aim of managing cognitive load, and receive feedback on this. How do you recognise that the activity is well-pitched and manageable? |
| **3.2.2 Create opportunities for learning through interaction and regular practice** | | | Trainees will learn with regular practice, how to plan effective lessons, with clear reference to Geographical concepts and skills and learn core activities that exemplify Geography. | | | | | | | What is pedagogy? How do pupils learn? What learning theories are suitable for Geography?  How do you plan, monitor, and assess Geography learning (part 1).  How do you differentiate (part 1).  ITAP: Observe how teachers interact with pupils, either through themes such as setting high expectations, or in terms of progress through the lesson. Which aspects of the lesson do you think are routine? | | | | | | | Regular interaction.  ITAP  Observe how a teacher interacts with pupils and provides opportunities for practice. Discuss the purpose of this interaction and the outcomes. |
| **3.3.1 Develop an understanding of different pupil strengths and needs** | | | Trainees will understand how to assess Geographical understanding and learn about the needs that some pupils may have. They will learn how to adapt their practice and adapt their Geography planning accordingly. | | | | | | | What is a Geography curriculum at KS3 to KS5?  How do you adapt teaching to the needs of different pupils? (part 1).  How can Geography curricula be constructed and planned?  ITAP Observe teaching in practice. How do pupils indicate the support they need? How does the teacher plan, respond or react to this? | | | | | | | Understanding of different pupil strengths and abilities.  ITAP  Observe teaching in practice and refer to any class data about pupil needs or requirements. How do pupils indicate the support they need? How does the teacher plan, respond or react to this?  Plan and deliver an activity which is clearly adapted to the needs of the class or specific pupils. Refer to strategies delivered in subject sessions. |
| **Core Area 4. Assessment**  **4.1 Check prior knowledge and understanding during lessons**  **4.2 Use assessment to inform decisions and to challenge assumptions about young people** | | | Trainees will learn how and when to check for Geographical understanding. For example, gauge what pupils already know about a specific Geographical area and know how to develop pupils further, for example from concrete thinking to developing more abstract Geographical ideas. By regular questioning strategies trainees will know how to progress their pupils’ Geographical understanding. | | | | | | | How do you plan, monitor, and assess Geography learning (part 1)?  ITAP Review a scheme of work so you are fully aware of what has been taught prior to this lesson. Design a short activity such as ‘settler’ to establish what pupils know and to ascertain any gaps in knowledge. Rehearse this activity with your cohort. Record your teaching and reflect on the outcome. | | | | | | | Prior knowledge and assessment.  ITAP  Using subject guidance, have a clear awareness of what pupils should know in Geography at that specific key stage and the one prior. Use this awareness to assess prior knowledge in a lesson and discuss what you find out. |
| **Core Area 5. Professional behaviours**  **5.1 Develop as a professional through critical, reflective practice, including reading**  **5.2 Build effective working relationships to support teamwork and professional learning** | | | Trainees will develop their teaching practice through reflective models and by engaging Geography subject bodies and associations for best practice advice. They will be encouraged to join subject bodies and school colleagues to form a community of best practice. | | | | | | | Why do we teach Geography?  What is Geography, as a subject?  Who decides what we teach in Geography?  Is Geography knowledge powerful?  How is the teacher's passion for Geography made clear?  ITAP: Consider how you as a peer group collaborate as a professional body, including mutual support and encouragement, and critical discussion **including working on the Learning, Teaching and Assessment assignment.**  Think about joining a subject association and attending a meeting. What can you contribute, and how does this better your understanding of teaching Geography? | | | | | | | Develop professionally.  ITAP  Observe a department meeting in your subject area. Ascertain the importance and theme of the meeting. What key events are discussed, how are they communicated? What actions are decided on and how is action delegated in the team? |
| **U2/P2: Deepening understanding and impact on learning, developing agency** | | | | | | | | | | | | | | | | | |
| The table below shows the Geography curriculum intentions for trainees during U2 and P2. This provides a contrasting school or college experience and a greater focus on themes including adapting teaching, assessment, job seeking and equality, diversity and inclusion in their teaching subject. As the placement progresses, trainees develop planning with a focus on the medium term and use this to develop understanding of curriculum design in Geography.  This table below highlights what we consider important for Geography trainees to learn and develop. The second column explains how and where this intention will be implemented using overarching key questions which form the context for U2 subject sessions. Trainees will also see our intentions implemented in their P2 placement. For example, we want trainees to understand in greater depth how students learn Geography and how all students can make progress. These themes delivered in U2 university sessions are supported by mentors and supplemented through department CPD and meetings. The final column refers to the impact or observable actions we wish our curriculum to have on the skills and knowledge of the trainee and the students they teach. Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U2/P2).** | | | | | | | | | | | | | | | | | |
| **What is the intention of the Geography curriculum in U2/P2** | | | | **How is the intention implemented in Geography University sessions in U2?** | | | | | | | **What should trainees be achieving in P2 to show impact in their Geography teaching, therefore making use of U2/P2 learning?** | | | | | | |
| The overarching intention for U2/ P2 Geography trainees is to start appreciating what teaching school Geography means in a contrasting placement and gaining greater awareness of equality, diversity and inclusion. The intention is also to continue to develop and embed elements of their Geography practice developed in U1/P1.  Trainees will build upon U1/P1 experience by planning, teaching and assessing a greater number of lessons in U2/P2. They will be more specific in their Geography teaching by having a clear reference and intention to teach Geography specific pedagogy such as Geography skills. They will plan Geography lessons which are more inclusive and better adapted to the needs of their pupils. Trainees will be more embedded into the Geography departments and take greater roles in extracurricular activities outside of the classroom. Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in Geography pedagogy. | | | | Geography trainees will all experience the following University sessions in U2.  This explicitly delivers our Geography intention for P2. Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. In chronological order, U2 focus questions are:   1. How do pupils learn Geography? 2. What is Geographical enquiry, in the classroom and fieldwork? 3. How does Geography support intellectual development? 4. How can you address misconceptions in Geography? 5. Is Geography an inclusive subject? 6. How can Geography support EAL pupils? 7. How can Geography support pupils with special educational needs? 8. How can you address social class and gender representations in Geography? 9. How can you adapt Geography teaching to pupils’ needs better in Placement 2? 10. How do you assess learning better in Placement 2? 11. Practical strategies for success in teaching Geography. | | | | | | | Geography trainees should be able to demonstrate the following areas of impact:  Trainees should now have a sound understanding of what it means to be a member of teaching staff in a Geography department, be better at engaging with colleagues and participating in all meetings, such as Geography subject meetings, CPD etc.  All Geography trainees should identify good practice of experienced Geography teachers and reflect on their observation in the light of the core focus questions from U2, therefore effectively deepening their understanding of school Geography.  They should have access to KS3, KS4 and A level schemes of work, and be competently planning more original lessons. They are effective in planning whole lessons considering focus areas from U2, such as how Geography teaching can be more inclusive.  Trainees’ Geography lessons should now demonstrate good understanding of curriculum requirements, powerful knowledge concepts in Geography, clear relevance and enthusiasm for the subject.  Lessons should be planned to facilitate good progression through effective adaptive teaching, drawing on taxonomies such as Bloom. Geography trainees in placement will be expected to have an awareness of how pupils are making progress in Geography. Trainees are now competently able to follow and make adaptations in using Geography schemes of work. | | | | | | |
| **Curriculum links between U2 and P2 - for each area of the UoM Curriculum** | | | | | | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U2/P2 – Standard across all subjects** | **Link to UoM Geography intention U2/P2**.  It is our intention that trainees in Geography: | | | | | | | **How is this addressed in Geography University 2 (U2)?**  These intentions will be realised as Geography trainees address the following key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | | | | **How is impact developed in Geography Placement 2 (P2)?**  The impact of the curriculum will be developed as the Geography trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. | |
| **Core Area 1. Teacher Expectations**  **1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress** | Geography trainees will plan lessons using objectives and outcomes that inspire progression in Geography. Lessons will be inclusive in content and material. High expectations are used to plan engaging activities that encourage learning and keenness to progress in Geography. | | | | | | | How does Geography support intellectual development?  How can you address social class and gender representations in Geography?  ITAP Trainees review schemes of work and identify what the nature of geographical education is, identifying key concepts and forms of knowledge. Trainees should increase awareness of how locational knowledge, place knowledge and understanding of environmental, human and physical processes with geographical skills are planned for. How do these criteria create high expectations in Geography?  Trainees read literature and research areas of inclusive Geography. Trainees understand that Geography learning starts from an early age. A sense of belonging is important: trainees should practise in sessions how the sense of place and belonging is developed in Geography and how comparing to other places allows for place knowledge development. | | | | | | | | **Consistent High Expectations**  ITAP  Good Geography teaching develops pupils' ideas of place, being able to learn about new places, locations and processes. Trainees need to observe, rehearse and practice linking already-known places to new ones in more sophisticated ways through a variety of activities.  Trainees in placement make time to observe experienced Geography teachers who set high expectations in their planning and teaching. They then practise and review these activities over the contrasting school placement in their own Geography classes. | |
| **1.2.3 Build strong pedagogical relationships with young people** | Geography trainees will be able to build trust with their pupils, follow relevant schemes of work and specification content, plan engaging and inclusive episodes of teaching so that positive relationships are built over time. | | | | | | | How can you adapt Geography teaching to pupils’ needs better in placement 2?  How do you assess learning better in Placement 2?  ITAP Trainees in University sessions will continue to expand their methods of teaching for pupils. For example they will understand how to correct pupils' misconceptions through having secure subject knowledge and effective teaching approaches which are evaluated. Trainees will observe, model, rehearse and practise their planning with others to make sure they teach without ‘corner cutting’. | | | | | | | | ITAP  Trainees in Geography will experience in contrasting school placement experience how strong pedagogical relationships and the addressing of misconceptions can be sought on the fieldwork opportunities. Trainees will observe, plan, rehearse and undertake opportunities with mentors to allow pupils to experience fieldwork. They will reflect on the experience with a ‘thinking like a Geographer’ perspective and consider the pastoral as well as motivational and intellectual benefit of fieldwork opportunities. | |
| **1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies** | Geography trainees will exhibit high expectations of themselves and the pupils they teach. They will use a range of good behaviour policies and reflect on their usefulness and adapt practice. They will use a range of metacognitive strategies to support pupils in their learning, for example modelling worked examples. | | | | | | | How do you assess learning better in Placement 2?  What is Geographical Enquiry, in the classroom and fieldwork?  ITAP Trainees will in University sessions explore the use of Enquiry based learning in Geography. Geographical enquiry is any activity that opens up problems and issues, encourages questions and begins to find solutions. Through careful planning trainees will observe, plan and rehearse Geographical enquiry so that pupils are more involved in lessons, ask more questions, critique sources and reflect on what they have learnt. | | | | | | | | ITAP  Geography trainees in Contrasting school experience can now observe how positive relationships and effective behaviour management is used in a new context. For example, a barrier to learning could be the lack of prior understanding is a barrier to making progress in Geography. Trainees will observe, plan, rehearse and practise, careful adaptive practice and modelling of work, for example in a stage Geographical enquiry. They will develop a repertoire of techniques to make Geography teaching and accessible learning space for all. | |
| **Core Area 2. Subject and curriculum knowledge**  **2.4 Deliver a carefully sequenced and coherent curriculum** | Geography trainees will use guidance from subject bodies, mentors and literature to plan lessons that build understanding, knowledge and depth in a coherent way, understanding what ‘getting’ better in subject means in Geography, regarding a lesson or unit of work. | | | | | | | How do pupils learn Geography?  How do you assess learning better in Placement 2?  ITAP Trainees in University sessions will be shown and asked to review Geography curriculums and identify how curricular goals grow more complex over time, they have more variables, make multiple comparisons and require applications of abstract knowledge, they should then practise writing more complex curriculums.  Trainees will review schemes of work and watch lessons from different key stages. They will recognise that core Geography needs to be remembered over time, concepts are repeated over time, they will design activities that build strategies that recall knowledge like quick quizzes. These recall activities build over time with greater complexity.  Trainees research theory and review lessons and practice question-driven Geography teaching. They plan how pupils analyse geographical data and they interpret information for themselves in answering questions, for example.  Trainees will review and devise strategies that check the intended curriculum outcomes have been met and check how secure the pupils’ knowledge is. Strategies used will be questioning, short tests, longer synoptic tests, extended writing, decision making and self or peer assessment. | | | | | | | | ITAP  At the beginning of contrasting school placements trainees should review schemes of work and subject specifications. They should pay attention to how long-term plans are developed into lessons over key stages. They should pay attention to the idea of progress in Geography and question how pupils are getting better at Geography in their contrasting placement. They should then plan and scheme of work in Geography and practice teaching it and review their teaching with help of mentors. | |
| **2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills** | Geography trainees will plan lessons that use a variety of strategies that link to learning theories and subject specific pedagogies. They will use reflective strategies and assessment principles to question if progress has been made. They will plan using well established principles and independent original ideas to further promote Geography understanding and skills. | | | | | | | How does Geography support intellectual development?  How do you address misconceptions in Geography? | | | | | | | | ITAP  In their Geography placements, trainees will plan lessons where they adapt activities for all pupils to make progress. They will foreground the use of pupil information to become aware of needs, and use research-informed strategies for pupils to engage deeply with Geography learning. That could be use of Geographical skill or enquiry-based teaching. Constructivist approaches to learning or even using a range of resources to engage with sources of Geography. | |
| **Core Area 3. Planning and Teaching**  **3.1.3 Model processes, ideas and concepts effectively** | Geography trainees will show sound subject knowledge through the ability to model activities with their pupils. They will break down information into manageable sections carefully guiding pupils to achieve the lesson objectives. | | | | | | | How do pupils learn Geography?  How does Geography support intellectual development?  ITAP Trainees will deepen their understanding of working memory and ways to avoid overloading this in their teaching. Trainees will observe, rehearse, practice and review strategies that allow pupils to show what they have learnt using retrieval practice and spaced practice. Chunking must be used in teaching to encourage long term memory use as this reduces cognitive load. Modelling and repetition will be used, for example when reading grid references confidently. | | | | | | | | ITAP  Trainees in Geography will observe experienced colleagues use modelling in practice. They will plan lessons and seek opportunities to rehearse and practice modelling in their teaching. For example, trainees will seek opportunities to model Geographical Skills when teaching, and model exam answers with exam classes. Adaptive teaching could use templates and writing frames to support progress for all. | |
| **3.1.4 Stimulate pupil thinking and checking for understanding** | Geography trainees will use current topics and news to stimulate the practical applications of learning Geography. They use a range of techniques to interest pupils and encourage inclusive participation. They will link topics to pupils’ own experiences in order to compare with other, less familiar places. | | | | | | | How can you address social class and gender representations in Geography?  How can you adapt Geography teaching to pupils’ needs better in placement 2?  ITAP  Trainees in University sessions will appreciate several factors to engage and motivate pupils in Geography. Pupils are more motivated when they learn new knowledge. Intrinsic motivation needs to be developed and understood. Trainees will consider content carefully, making sure it links to pupils' interests and experience. For example, regeneration close to home can provide a hook for getting pupils interested. Trainees will continue to observe, model, rehearse and practise how to increase motivation, for example using ‘Headlines’ as lesson titles. | | | | | | | | ITAP  Geography trainees will plan lessons using as much real-life application as possible. Reference to near and far locations will be used in case study analysis which are rich in data. Design of lessons will consider how best to engage pupils by using core questions or enquiry approaches in teaching. Skills such as photo analysis, mind movies, living graphs will stimulate lessons. Constructivist approaches or social constructivist approaches are used to stimulate pupils in Geography. | |
| **3.2.3 Assess and build on pupils’ prior knowledge** | Geography trainees will reflect, through their understanding of learning theory, that all pupils have some knowledge of the Geography around them. They will plan activities that build on this prior learning in order to not waste time and to deepen their sense of getting better at Geography in every lesson. | | | | | | | How does Geography support intellectual development?  Is Geography an inclusive subject?  ITAP Trainees in University sessions will continue to develop strategies for assessment and pupils' prior knowledge in the use of metacognition strategies and planning engaging lessons. They will consider how to use personal experience and media headlines to spark interest in Geography, without narrowing the curriculum. Encouraging pupils to be responsible citizens for local issues can be a good way to assess what pupils already know and understand. Trainees will observe, model, plan and rehearse strategies to teach through local and Geography issues and concepts. | | | | | | | | ITAP Trainees in Geography will in contrasting school placement apply reading by Margaret Roberts and others regarding pupils prior learning. They will continue to teach across key stages, carefully understand the intentions of the curriculum over the short term and long term. Lessons will always start by the trainee designing activities that engage and investigate prior learning, so that pupils are able to apply short and term knowledge. This could be considered as the hook or review of prior learning in their lesson plans. | |
| **3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping** | Geography trainees will plan, teach and assess with inclusivity in mind. They will use a wide range of activities that develop participation through different modes of presentation (for example, exploiting the more visual, or more kinaesthetic), knowing this encourages participation. | | | | | | | How can you adapt Geography teaching to pupils’ needs better in placement 2?  Is Geography an inclusive subject?  ITAP  Trainees will learn in sessions that very little has been written about Geography education for pupils with SEND. Then will observe, rehearse and practise how modifications are made to Geography teaching practice. They will review writing that highlights the significance of foundational knowledge for making progress. They will plan and rehearse making resources such as increased text size for pupils with visual impairment, and effective chunking.  When teaching about complex weather symptoms it is worth breaking processes down into manageable flow diagrams or use Geographicacy, practising eg. role play, drama, art, literacy in order to engage all pupils. They will also learn how to use Teaching Assistants effectively to support specific pupils. | | | | | | | | ITAP  Trainees in Geography in contrasting placement will observe, plan, practice and review the many ways lessons can be adapted for all pupils. This could be through resources, support and by adapting objectives of the lesson, and different modes of presentation. For example, when developing Map skills, the trainee teacher should think how to adapt decoding, constructing, analysing and route finding for pupils. Modelling can also be used in such examples. | |
| **Core Area 4. Assessment**  **4.3 Provide high-quality, timely and formative feedback which pupils can act on** | Geography trainees will follow schools' systems regarding assessment and feedback to pupils. They will develop systems that allow the assessment of what ‘Geographical’ progression’ means. They will plan lessons following outcomes dictated by departmental plans and exam specifications. | | | | | | | How can Geography support pupils with special educational needs?  How do you assess learning better in Placement 2?  ITAP  In University sessions trainees will appreciate that assessment allows pupils to demonstrate what they have learnt in Geography. This will allow trainees to know what to improve or revise for next time. For example, the use of formative assessment was found to have an impact on outcomes and motivation for learning Geography. Trainees will plan, observe, rehearse, practice and review the use of assessment criteria in Geography and know how this improves outcomes for pupil work. | | | | | | | | ITAP  Geography trainees in their contrasting school experience will now experience more teaching and therefore more responsibility for progress. They will observe, plan, rehearse and practice retrieval of knowledge from pupils. They will develop more strategies that allow pupils to show and discuss what they have learnt, such as debates or role play. Trainees will reflect on assessment weekly with mentors. | |
| **4.4 Adopt marking practices which are effective and efficient** | Geography trainees will understand what summative and formative feedback means, use different strategies of assessment for example peer, self and teacher led. Working with subject mentors they will assess so that all pupils are able to use feedback comments to progress. | | | | | | | How do you assess learning better in Placement 2?  ITAP  In University sessions trainees will understand that summative assessment does have a place in the teaching of Geography, however it can be a limiting factor if used to plan curriculums. Trainees will observe, plan, rehearse and practice writing marking criteria that exemplifies breadth of knowledge, depth of understanding, appreciation of connectedness from substantive and disciplinary knowledge of Geography education. Essentially understanding how to assess for Geography education. | | | | | | | | ITAP  Geography trainees in contrasting school experience will, the support of mentors and experienced teachers become more focussed on summative assessments or terminal exams and adequately prepare pupils for them. They will observe how teachers prepare pupils for exams but not limit the broadness of Geography. In their teaching they will rehearse and practice summative assessing, for example by marking and feedback on the end of unit exams. | |
| **Core Area 5. Professional behaviours**  **5.3 Manage workload and wellbeing** | Geography trainees will implement strategies and develop strong organisation skills to train effectively delivering an increased number of timetabled lessons and considering a contrasting school placement. They will effectively work with Geography departments to meet deadlines in controlled, balanced and coordinated ways. | | | | | | | Practical strategies for success in teaching Geography.  Geography trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University. | | | | | | | | Geography trainees in contrasting school experience will take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. They will seek advice from mentors about work life balance, marking time scales. They will seek support from Geography networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed. | |
| **5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry** | Geography trainees will use networks and learnt knowledge from P1 to expand their opportunities for collaboration in P2, they will foster a collaborative and teamwork approach to achieve curriculum outcomes and progression for their Geography pupils and classes. | | | | | | | Practical strategies for success in teaching Geography.  Geography trainees will be encouraged to join subject associations such as the Royal Geographical Society and Geographical Association. They will join networks and community spaces dedicated to teaching of the subject. They will pursue opportunities for conference and lecture activities from Manchester Geographical Society to form subject communities of practice. | | | | | | | | Geography trainees in contrasting school experience will consider themselves to be a member of staff in their department, therefore working collectively for the progress of pupils learning in Geography. They will attend and contribute to departmental meetings and pursue initiatives for example fieldwork opportunities. They will contribute at least one department meeting regarding an area of Geographical interest. | |
| **U3/P3: Deepening impact, enriching practice, joining the profession** | | | | | | | | | | | | | | | | | |
| The section below shows the Geography curriculum intentions for trainees to learn in U3 and P3. U3 and P3 are positioned to provide trainees with an opportunity to return to Placement 1 schools and colleges, to use what they have learnt to deepen their teaching practice with an increased timetable. The focus for U3 and P3 is to support trainees in developing agency, impacting on practice, and developing curriculum building. In addition to this, adaptive teaching and engaging in educational research are also foci.U3 and P3 culminate with reflection on enrichment and enhancement, joining the profession [professional orientation and teacher identity] and a consideration of specific areas of practice and pedagogy that can be extended. Trainees have a greater focus on pupil voice and experience of school as their final academic assignment. The table below follows the same format as previous, showing overarching intention, Geography curriculum intention, how it is addressed in University (U3) and what the desired impact is for Placement 3 (P3). Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U3/P3).** | | | | | | | | | | | | | | | | | |
| **What is the intention of the Geography curriculum in U3/P3** | | | | | | **How is the intention implemented in Geography University sessions in U3?** | | | | | | | **What should trainees be achieving in P3 to show impact in their Geography teaching, therefore making use of U3/P3 learning?** | | | | |
| The overarching intention for U3/ P3 Geography trainees is to become more confident teachers using what they have learnt from contrasting school experience to establish themselves as trainees ready to become ECTs for next year. Trainees will have gathered enough evidence to confidently meet the UoM ITT curriculum and The National Teacher Standards. Trainees will focus more on wider educational debates through their academic assignment, appreciating pupil experience and voice more, to shape their teaching practice.  Trainees will build upon U2/P2 experience by planning, teaching and assessing a greater number of lessons in U3/P3 and more KS4/ KS5 classes. They will be more specific in their Geography teaching by having a clear reference and intention to teach Geography specific pedagogy such as Geography skills. They will plan Geography lessons which are more inclusive and better adapted to the needs of their pupils. Trainees will now be assuming the identity of an experienced member of teaching staff in their department. Trainees are now acting more autonomously and therefore need to be directed less. Trainees can work towards department objectives more, for example preparing pupils for terminal examinations etc. | | | | | | Geography trainees will all experience the following University sessions in U3.  This explicitly delivers our Geography intention for P3. Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. In chronological order, U3 focus questions are:   1. What is Geography’s role in global citizenship? 2. Reflecting on your practice, what values have you taught in Geography? 3. Sustainable development and global citizenship links to Geography. 4. What does the future hold for Geography education? 5. How do you maintain professional development? 6. How to keep developing your pedagogical content knowledge in Geography? 7. What are Geo-capabilities for a future Geography curriculum? 8. Can Geography teachers engage with deeper research? | | | | | | | Geography trainees should be able to demonstrate the following areas of impact:  Trainees should now have a sound understanding of what it means to be a member of teaching staff in a Geography department, be better at engaging with colleagues and participates in all meetings, such as Geography subject meetings, CPD etc.  All Geography trainees should identify good practice of experienced Geography teachers and reflect on their observation in the light of the core focus areas from U2, therefore effectively deepening their understanding of school Geography.  They should have access to KS3, KS4 and A level schemes of work, and be competently planning more original lessons. They are effective in planning whole lessons considering focus areas from U2, such as how Geography teaching can be more inclusive.  Trainees’ Geography lessons should now demonstrate good understanding of curriculum requirements, powerful knowledge concepts in Geography, clear relevance and enthusiasm for the subject.  Lessons should be planned to facilitate good progression through effective adaptive teaching, drawing on taxonomies such as Bloom. Geography trainees in placement will be expected to have an awareness of how pupils are making progress in Geography. Trainees are now competently able to follow and make adaptations in using Geography schemes of work. | | | | |
| **Curriculum links between U3 and P3 - for each area of the UoM Curriculum** | | | | | | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U3/P3 – Standard across all subjects** | | **Link to UoM Geography intention U3/P3**.  It is our intention that trainees in Geography: | | | | | | | **How is this addressed in Geography University 2 (U3)?**  These intentions will be realised as Geography trainees address the following key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | | **How is impact developed in Geography Placement 2 (P3)?**  The impact of the curriculum will be developed as the Geography trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. | | |
| **Core Area 1. Teacher Expectations**  **1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour, and progress** | | Geography trainees in U3 sessions will gain a deeper understanding of what global citizenship means, how fieldwork can develop this to allow pupils to care and question their surroundings. High expectations are set by giving pupils a sense of social and environmental agency.  Geography teachers will always use their own values, or values-based assumptions as to what and when to teach topics. | | | | | | | What is Geography's role for global citizenship?  Reflecting on your practice, what values have you taught in Geography?  ITAP  In U3 sessions they will explore through observation, reading and discussion the prevalence of values in their teaching, such as, social justice, economic justice, sense of place, sense of community, empathy and diversity. | | | | | | ITAP  Trainees should now observe, plan and rehearse developing original learning experiences that focus on setting high expectations for being a good global citizen, this could be done through enquiry, role play simulations (trade game) or developing Geography club activities.  As trainees are now experienced, lessons should be planned exploring values that are developed alongside learning outcomes. They should observe mentors and pay attention to which values are present and plan to do this for their own teaching. | | |
| **1.2.3 Build strong pedagogical relationships with young people** | | In U3 trainees will continue to reflect on a major reason to teach Geography; helping young people make sense of big challenges the world is facing. Geography needs to be relevant for today and their future. Pupils have personal Geographies which can be explored in Geography lessons so that strong relationships are built between subject, teacher and pupil. Biddulph 2010, reminds us that young people's lives are deeply Geographical, articulating the spaces, places and lived experiences that pupils bring to the classroom. | | | | | | | What is Geography’s role in global citizenship?  ITAP  U3 trainees will be shown examples of how Geography teachers can establish ways in which pupils already have personal Geography and how these can build motivation and interest in the subject even further. | | | | | | ITAP  In P3, Geography trainees should plan lessons understanding that pupils have a different experience of Geography than adults, for example; where they live, who they live with, where they shop and wear to know where products come from, how are they connected to places locally and distant? The products they use or social media they follow all teach them something about Geographical understanding. P3 Geography lessons should help pupils connect their personal Geography with that of the aims of the lesson. It should encourage pupils to know the lesson can be ‘about them’ Trainees should find ways to challenge and excite pupils about geographies beyond immediate horizon so create a richer experience in the lesson. Read (McKendrick and Hammond (2020) young people's Geographies. | | |
| **1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies** | | In U3 trainees will continue to reflect on metacognitive strategies to deepen their own practice. Metacognition involves teaching pupils how to monitor their knowledge and cognitive processes and then teaching pupils how to use these findings to make judgements about the future direction of their learning (Bromley, M. (2018) In the classroom; Metacognition explained). | | | | | | | Can Geography teachers engage with deeper research?  ITAP  Trainees will reflect on this statement; “Metacognition describes the processes involved when learners plan, monitor, evaluate, and make changes to their own learning behaviours.” Cambridge Assessment 2017”. They will read Metacognition (@ Geographical Association, 2020. [www.geography.org.uk](http://www.geography.org.uk)). Consider each point carefully and demonstrate how each stage in planning, monitoring and evaluation is reflected in their day to day Geography teaching. | | | | | | ITAP  Trainees in P3 will continue to deepen their understanding and practice of metacognition by considering these questions (related to the metacognition cycle). Do I give time for pupils to think about objectives and show prior understanding? Do I ask pupils how they could complete activities in the lesson today? Do I show exemplary pieces of work and model completion? Do I regularly ask pupils if they are progressing and give opportunities for alternative strategies? Do I ask if pupils are facing challenges in the lesson today and allow them to solve problems? Is there enough time for self and peer assessment? Finally do I allow pupils to evaluate and reflect on their own learning; what went well? Could things have been done differently? What was hard to complete and how did they (the pupil) overcome it. Bromley, M. (2018) In the classroom: Metacognition explained SecEd 14 November 2018 and Metacognition: Classroom strategies SecEd 21 November 2018. | | |
| **Core Area 2. Subject and curriculum knowledge**  **2.4 Deliver a carefully sequenced and coherent curriculum** | | Geography trainees will in U3 sessions develop curriculums that develop the values of Geography such as sustainable development and Global citizenship. | | | | | | | Sustainable development and global citizenship links to Geography.  What does the future hold for Geographical education?  ITAP 3B  Using research and experience, they plan a curriculum that has high quality content, organisation of content and choice of teaching approaches and assessment that brings coherence. They will also explore the use of technology and social media to aid learning. Future topics could include those highlighted in their pupil voice enquiry or, for example, climate justice. | | | | | | ITAP  Trainees in U3 should show initiative to develop or create a scheme of work for their placement school. They should follow the guidance shared in U3 sessions to produce programmes of study that are Geographically robust. | | |
| **2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills** | | Trainees will be introduced to the Geo capabilities framework and research. A capabilities approach to education considers how the individual can lead a life that she or he has reason to value. | | | | | | | What are Geo capabilities for a future Geography curriculum?  ITAP 3C  Trainees will learn how to challenge their teaching of Geography in order to allow learners to become ready for the future- through a capabilities approach. They will plan lessons that reflect the philosophy of a Geo Capabilities approach. | | | | | | ITAP  In P3 trainees will seek to further the Geography curriculum through the lens of Geocapilities, understanding what lives are like of pupils and how Geography can help pupils to understand and solve situations through a Geographical lens. For example, looking at local issues such as waste management or housing. Geo Capabilities allow pupils to be capable of understanding deeper Geographical phenomena.  ITAP 3C - plan a lesson which is about local issues relevant to pupils. | | |
| **Core Area 3. Planning and Teaching**  **3.1.3 Model processes, ideas and concepts effectively** | | Trainees will understand how role play and game playing can be used in teaching to deliver understanding of global citizenship. | | | | | | | What is Geography’s role in global citizenship?  ITAP  Trainees in U3 sessions will observe, discuss and research how the subject addresses being Global Citizen. For example using the trade game to stimulate the pressures LEDC face to compete with MEDC. They will carefully observe this practice and then practise within U3 sessions. | | | | | | ITAP  In P3, trainees should consistently observe, practice and review the teaching of concepts within Geography. They should seek opportunities to teach Global Citizenship with contemporary sources and reflect on their practice. | | |
| **3.1.4 Stimulate pupil thinking and checking for understanding** | | Trainees will know how to design a strong Geography curriculum that delivers rich pedagogy, subject knowledge and meaningful assessment for topics relevant to the future of their pupils. | | | | | | | What does the future hold for Geography education?  ITAP  Trainees in U3 sessions will, through the pupil enquiry assignment, consider the future of Geography as a subject in schools and how the curriculum should be developed going forward. They will consider work by Biddulph et all 2015 ‘ a futures orientated Geography curriculum’ and other works. They will plan opportunities with peers to teach this in practice. | | | | | | ITAP  In P3, trainees should consider asking and observing what pupils think about their futures. What are their concerns? What are the major issues and opportunities they have for the future? What changes would they make to their environments? With mentors, trainees should consider what implications this has for the departmental teaching plans. | | |
| **3.2.3 Assess and build on pupils’ prior knowledge** | | Trainees will appreciate that teaching Geography also means asking pupils to consider their own morals when making decisions. | | | | | | | Reflecting on your practice, what values have you taught in Geography?  ITAP  In Geography as a subject, prior knowledge of pupils can be considered as ‘what is already known’. In U3 trainees are asked to consider prior knowledge of moral education ( McPartland 2006). Geography can develop pupils’ understanding of Moral education. Many Geography issues are connected to values and justice, trainees in U3 will reflect on teaching Geography and how as a subject it allows pupils to sort out their own viewpoints and challenge others’ positions, while still engaging with Geographical thinking. These ideas can be developed when teaching topics such as Climate change or regeneration and changing places. | | | | | | ITAP  Trainees in P3 should now use their experience to explore the beliefs, values and attitudes of pupils to Geographical phenomena, for example, when climate change causes a movement of people. How are pupils allowed to express their thoughts and opinions? How does the teacher allow for a ‘culture ‘ of respectful discussion? How do teachers navigate the grey areas of right and wrong? Most importantly, trainees should consider how experienced Geography teachers challenge deeply held beliefs of pupils which could be alarming for example ‘refugees in the UK’. | | |
| **3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping** | | In U3 Geography trainees are required to embed what good Geography lessons are, according to the Geographical Association. | | | | | | | How to keep developing your pedagogical content knowledge in Geography?  ITAP  Trainees in U3 will continue to review lessons, reflect and jointly plan lessons that encompass Geographical pedagogy for example considering these core questions; (Roberts 2017) Is Geographical data included? Are Geographical ideas included? Are locational places present, Geography has context. Does this lesson connect with pupils' minds (eliciting what pupils know, checking for misunderstandings, finding out pupils' opinions and feelings about a topic and supporting their learning). Trainees in U3 should continue to embed practice that allows pupils to explore new Geographical information and relate to what they already know, allow pupils to learn through social constructivist approaches and talk to their peers about Geography, and have opportunities for extended writing which shows new learning and linking of Geographical ideas, for example, writing about the short- and long-term impacts of tectonic hazards. | | | | | | ITAP  In P3 Geography trainees should observe experienced teachers and focus on how they include aspects of Roberts (2017) ideas in their pedagogy. They should consider Mark Enser’s work, regarding the anatomy of a good lesson (reflected on the University of Manchester Geography lesson plan). This outlines the backbone of any good lesson. They should look specifically at how teachers provide geographical information to their pupils, the language they use and how they are specific to pupils using the correct terminology. Trainees should continuously reflect on how geographical understanding is shown and assessed in the lesson they plan, teach and observe. | | |
| **Core Area 4. Assessment**  **4.3 Provide high-quality, timely and formative feedback which pupils can act on** | | In U3 trainees should be well versed in all aspects of assessment, from summative and formative, reflecting on experience from past University and Placements. In U3 trainees should reflect deeply on what assessment is and why it is important. When assessment is done well, it gives pupils a better understanding of their performance and teachers better indications if their pedagogy is working. | | | | | | | How to keep developing your subject knowledge in Geography?  ITAP  Trainees in Geography will consider how assessments can be made ‘valid’ and ‘reliable’ in order to have more effect on Geography learning. In brief ‘Validity’, what conclusions can I draw from this assessment, for example if an answer is wrong, does it always mean pupils haven’t understood a Geographical concept? Trainees will also consider ‘reliability’ of accurate assessments. For example, erratic assessment scores could mean a variety of things, from bad assessment design to pastoral issues, but reliability is important because it is an indicator of progress. Read Christodoulou, D. ‘Assessment: Why it matters and what you need to know’ The profession (Chartered College of Teaching) June 2018. | | | | | | ITAP  In P3 Geography trainees should now observe and be fully ingrained into their school assessment practices. Using strategies such as diagnostic assessment, formative assessment, peer and self-assessment. Understanding how to feedback with validity and reliability. How departments design assessments, and how the long view is taken over a key stage that shows progress. <https://www.geography.org.uk/write/MediaUploads/Support%20and%20guidance/GA_ITE_SFT_Reading_list_for_assessment_2022.pdf>. | | |
| **4.4 Adopt marking practices which are effective and efficient** | | In U3 trainees should normalise their practice of marking pupil work which is a part of assessment. In U3 trainees will reflect on, and apply the work of Black and William, Inside the Black Box, (1998), which set out ideas on how teachers use formative assessment as a part of classroom practice. | | | | | | | How do you maintain professional development?  ITAP  Trainees in U3, develop and deepen their practice of feedback, considering the following areas. The purpose of feedback could be a judgement on quality of work which has been evaluated, on effort or on how the pupil has approached the work. Trainees understand that feedback could be written, oral or electronic, or a form of grading. Trainees will understand that accurate feedback or marking can only be accomplished when an accurate assessment of learning has taken place and the pupil fully understands the meaning of feedback. The teacher should be specific about how the pupil should act on feedback, for example next steps. High expectations are clear on feedback, so pupils are motivated to develop their learning. For feedback to be effective pupils need opportunities to carry out follow up activities. | | | | | | ITAP  In P3 Geography trainees will embed marking and feedback practices in the lessons they teach. They should read Gardner (Gardner et al (2015) pp. 31–3). Black and William (1998) and apply principles. Trainees should observe and practise established teachers giving good, whole class feedback, pupils giving each other feedback, practice giving strong written feedback such as PIE (Praise, improve, encourage) or PEN (Praise, error, next steps), or similar. They should be consistent in their use of verbal feedback during classroom talk, whole class feedback during discussion, live feedback during work, modelling to guide before work takes place, self-assessment through quizzes and game playing or multiple choice and the use of success criteria to meet outcomes. Trainees should adopt book marking practices set by schools' but reflect on The Education Endowment Foundation (2016), ‘A marked improvement? A review of the evidence on written marking' provides this advice about effective marking. | | |
| **Core Area 5. Professional behaviours**  **5.3 Manage workload and wellbeing** | | Geography trainees will implement strategies and develop strong organisation skills to train effectively delivering an increased number of timetabled lessons and considering a return to Placement 1. They will effectively work with Geography departments to meet deadlines in controlled, balanced and coordinated way. | | | | | | | Geography trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University. They use school mentors and University tutors to support their wellbeing and seek independent advice. | | | | | | Geography trainees returning to Placement 1 schools will continue to take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. They will seek advice from mentors about work life balance, marking time scales. They will seek support from Geography networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed. | | |
| **5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry** | | Geography trainees will use networks and learnt knowledge from P2 to expand their opportunities for collaboration for return to P1, they will foster a collaborative and teamwork approach to achieve curriculum outcomes and progression for their Geography pupils and classes. | | | | | | | Geography trainees will have joined subject associations such as the Royal Geographical Society and Geographical Association. They will join networks and community spaces dedicated to teaching of the subject. They will pursue opportunities for conference and lecture activities from Manchester Geographical Society to form subject communities of practice. They regularly pursue new ideas of teaching Geography from external sources to share with their departments. | | | | | | Geography trainees returning to P1 schools will consider themselves to be a member of staff in their department, therefore working collectively for the progress of pupils learning in Geography. They will attend and contribute to departmental meetings and pursue initiatives for example fieldwork opportunities. They will contribute regularly to department meetings regarding an area of Geographical interest. | | |