

## **The LJMU Mentor Guide to the curriculum in Phase 2a Secondary Geography**



**Phase 2a** student teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With support, they will plan lessons which match the needs of groups and individuals, and develop longer term planning through sequences of lessons as part of an ambitious curriculum.

### **At the end of Phase 2 we expect student teachers to:**

- Create a learning environment which reflects consistently high expectations and manage pupils' behaviour in line with school policies.
- Plan and teach lessons which demonstrate understanding of how pupils learn and develop, and which select and use appropriate teaching strategies for the subject matter and classes taught.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.
- Use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress, and be able to use this information to design, adapt and sequence future plans.
- Adapt planning and teaching to respond to a range of learning needs, and if necessary, know where to seek help and advice to support pupils with SEND.
- respond constructively to challenge, feedback and critique, and continuously improve their understanding and practice.

- Have a positive impact on pupil progress and an increasing confidence in teaching across the curriculum.

### **Prior to Phase 2a; student teachers will have been taught about:**

Behaviour management  
 Rosenshine's Principles  
 Curriculum and progression  
 Questioning and dialogue in learning  
 Subject knowledge and pedagogy

### **They will also have been taught about:** *(the timing & sequence of these may vary for School Direct students)*

The role of their subject in the wider curriculum and statutory requirements  
 Fundamental principles of how children learn  
 Cognitive science and memory  
 Principles of assessment  
 Observing learning & deconstructing learning following observation  
 Preparing for Phase 1 – the QTS file and mentoring expectations  
 Anti-racist education / inequality in education / teachers' responsibilities in respect of equality & diversity.

### **In Geography sessions:**

Please see the ITE Curriculum for Geography for the full programme throughout the year.

Underpinning the whole Geography curriculum is the development of appropriate subject knowledge threaded throughout the programme. The effective use of such knowledge is fundamental to 'fit-for-purpose' decisions regarding planning, teaching and assessing. Substantive knowledge will be developed throughout the programme with a range of opportunities including: taught workshops; directed on-line activities; lesson planning foci; directed reading, fieldwork etc.

Fundamental to each opportunity will be the incorporation of place, location, Human and physical process and geographical skills.

Fundamental to the curriculum map are five broad areas of training.

1. The role of geography in the school curriculum.
2. Exploring place, location, geographical processes and impact.
3. How can pupils get better at geography.
4. How does the development of geographical skills support geographical understanding.
5. Geographical knowledge development.

These act as threads throughout the curriculum map and are introduced in the beginning weeks of training and then revisited and developed in accord with the trainee's gained expertise. The threads are all interlinked and more than one thread will be explored in a session.

Each session includes pre-reading around the session focus, this will be completed in the first 30 mins of the session time and will be discussed throughout the rest of the session. The pre-reading will usually be one article but may sometimes be more. At the start of each session the previous sessions student focus questions for while on placement will be reviewed and discussed. Suggestions will also be made for informed research linked to the subject session which while not compulsory reading will help support the students with their assignment/ personal development.

### **The Phase 2a ITE Curriculum:**

**In Phase 2a, the centre – based curriculum focuses on subject knowledge and pedagogy. We ask you to support students in exploring these further in schools.**

The focus of weekly discussions is in black. **Professional Development Activities for STUDENTS are in blue.**

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and <b>Professional Development Activities.</b>	Links to CCF Know how statements
10/11	<p><u>Liverpool Cultural Capital Fieldwork</u> 9.00-10.00 Initial introduction to learning outside the classroom. (HG) joint humanities</p> <p>10.30-4.00 Fieldwork in Liverpool. Getting to now the local area and developing a sense of place. Shopping surveys in the central shopping area. Cultural capital around the cathedrals Albert dock and museums – tourism.</p>	<p>review the schools key stage 4 fieldwork. Which areas of geography do they cover and how does this support the class teaching?</p> <p><b>Subject knowledge focus</b> <b>Water and carbon cycles, globalisation</b></p>	<p>How do the school make use of the local environment for fieldwork/ case study material?</p>	<p>Know how to consider the factors that will support effective collaborative or paired work. (S4.12)</p> <p>Know how to identify essential concepts, knowledge, skills and principles of the subject. (S3.1)</p> <p>Know how to refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.(S3.5)</p>
Friday 17/11	<p><u>Adaptive teaching in the geography classroom</u> 9.00-10.00 Joint humanities session. Introduction to adaptive teaching (40 mins HH) 10.30-4.00 Exploring how a resource can be reconstructed and adapted for</p>	<p>How do students learn in geography? What are the main geographical misconceptions ?</p> <p><b>Subject knowledge focus</b> <b>Crime, coasts and sustainable development</b></p>	<p>What are the barriers to learning in geography? How to use visuals to support progress in geography.  Teaching numeracy in geography</p>	<p>Identifying pupils who need new content further broken down. (S5.2)</p> <p>Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL).(S5.4)</p> <p>Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if</p>

	<p>different learners needs.</p> <p>Identifying and exploring the geography specific barriers to learning especially the role of numeracy in geographical understanding.</p> <p>Using visuals to support learning in geography.</p> <p>Exploring issues specific to geography like colour blindness and mapwork.</p>			<p>pupils lack critical knowledge.(S5.9)</p> <p>Building in additional practice or removing unnecessary expositions. Reframing questions to provide greater scaffolding or greater stretch. (S5.10)</p> <p>Know how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.(S8.10)</p> <p>Know how to share the intended lesson outcomes with teaching assistants ahead of lessons.(S8.11)</p> <p>Know how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the</p>
Friday 24/11	<p>9.00-10.00</p> <p><u>Applying for jobs in the humanities</u> – joint humanities session</p> <p>10.30-2.30</p> <p><u>GIS ,numeracy and the geography curriculum</u></p> <p>The place of GIS, numeracy and mapwork in the geography curriculum.</p> <p>Mapwork, graphacy and numeracy are skills used</p>	<p>How are weaker mathematicians supported to develop geographical numeracy skills?</p> <p>How is GIS incorporate in the department teaching programme at each key stage?</p> <p>How can live data be used to support geography learning?</p>	<p>What numeracy skills do geography students require at each key stage?</p>	<p>Breaking complex material into smaller steps. (S4.1)</p> <p>How to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. (S2.4)</p> <p>Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.(S3.9)</p> <p>Increasing challenge with practice and retrieval as knowledge becomes more secure. (S3.11)</p>

	<p>extensively in geography.</p> <p>The use of GIS as a teaching resource is fundamental to the teaching of the subject and should be integrated into all aspect of the subject curriculum. Exploring different GIS systems and how they can be used to support subject knowledge development</p> <p>These sessions will be delivered by Darren Bailey from Digimaps for schools.</p> <p>Mentors are welcome to attend. The session will run from 10.30-2.30with a half hour lunch break. (We can make a contribution to cover costs).</p>	<p>Subject knowledge focus Population and hazards</p>		<p>Combining verbal explanation with a relevant graphical representation of the same concept or process.(S4.8</p>
<p>Friday 01/12</p>	<p>All day</p> <p><u>Planning for medium term retrieval and interleaving.</u></p> <p>Presenting a mini sequence of learning.</p> <p>Students need to understand how a sequence of learning is developed and move beyond individual stand-alone lesson</p>	<p>How do your school sequence progress across the key stages? Which retrieval and interleaving strategies do you use and how successful are they?</p> <p>Subject knowledge focus Climate, development</p>	<p>Planning for progression how is this achieved? Use of interleaving and retrieval to assess pupil progress?</p>	<p>Drawing explicit links between new content and the core concepts and principles in the subject.(S 3.10)</p> <p>Use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach. (S3.9)</p> <p>Providing sufficient opportunity for pupils to consolidate and practice applying new knowledge and skills. (S4.5)</p>

	<p>planning to considering a more holistic view of the taught curriculum.</p> <p>Human geography focus - population and settlement.</p> <p>Developing a mini sequence of learning including all resources for a 4 lesson mini sequence on a human geography topic of own choice to dovetail with personal subject knowledge development focus. Consideration of assessment, planning for progression, teaching strategies and key substantive knowledge.</p>	<p>and cultural geography</p>		<p>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material (S4.4)</p>
<p>Friday 8/12</p>	<p>9.00-12.00  <u>Using the sustainable development goals to help with lesson planning.</u>          Joint humanities session led by the geography students. The SDG's are the responsibility of all teachers not just geographers. The session will explore the goals and how they can be linked to the humanities curriculum.</p> <p>Climate and development focus. Cultural understanding of</p>	<p>Which of the SDG's are most relevant to geography?           How can they be embedded in the school curriculum?</p> <p>Subject knowledge focus          Development with particular reference to colonialism.</p>	<p>Does the department consider/ use the SDG's when planning its curriculum?</p>	<p>Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject. (S3.1)</p> <p>Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. (S3.4)</p> <p>Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.(S3.5)</p> <p>Using resources and materials aligned with the</p>

	<p>different communities. 1.00-4.00 <u>Subject knowledge audit</u> All students to complete their subject knowledge audit for end of phase 2a. Each student will have an individual meeting to discuss targets and focus for moving subject knowledge forward in the alternate placement</p>			<p>school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). (S3.6)</p> <p>Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts. (S3.7)</p> <p>Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.(S3.8)</p>
Friday 15/12	<p>9.00-12.00 <u>Decolonising the Geography Curriculum</u> The geography curriculum has traditionally delivered a very colonist view of the world especially when exploring the human geography topics of development, migration, urbanisation and aid. Students need to understand how to avoid presenting just one view.  The session will look at their school curriculum and explore how to decolonise the teaching using examples from schools that are making good</p>	<p>How do your school ensure all viewpoints are represented and all histories not just a single history are explored when teaching about development.</p> <p>How does your school support year 7 pupils subject knowledge development?</p> <p>How does the school work with its primary feeder schools?</p> <p>No subject knowledge focus as moving to away school after Christmas break.</p>	<p>How does the department ensure that multiple viewpoints are being developed rather than a single story?</p> <p>Are any groups underrepresented in the taught curriculum?</p> <p>How does the department liaise with its primary feeder schools around the geography curriculum taught?</p> <p>How does the department assess prior knowledge of their year 7 pupils at the start of the academic year?</p>	<p>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.(S1.3)</p> <p>know how to create a culture of respect and trust in the classroom that supports all pupils to succeed. (S1.5)</p>

	<p>progress on this area. 1.00-4.00 <u>Transition in geography across all key stages.</u> This session will look at the key stage 1 and 2 curriculum and how geography is taught in primary schools. It will also consider transition for students at other points in their education eg, changing school</p>			
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**In Phase 2b, student teachers go to their alternate placement with no centre-based Curriculum but with continued support from their Liaison Tutor. The Phase 2b mentor guide will be accessible in Section B [www.itt-placement.com](http://www.itt-placement.com) website.**

**Guidance for Observation and Target Setting in Secondary Geography**

**National Curriculum Purpose of study**

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



## 6 Key Questions to ask when observing Geography lessons:

	Question	Additional Information
1	Does the student make the locational aspect of the lesson clear. Have they built on the pupil's place knowledge	<i>The teacher clearly describes and explains the place being studied and uses maps to help the pupils understand its geographical location</i>
2.	The lesson develops the pupil's knowledge of physical and or Human geography processes	<i>It is clear from the lesson which aspect of geographical knowledge are being developed and this is clearly linked to the national Curriculum/ exam specification.</i>
3	The pupils use geographical skills in the lesson to develop their understanding	<i>Geographical skills could include – mapwork, enquiry based learning, GIS, Graphacy, Numeracy, Use of images.</i>
4	Pupils are encouraged to think like a geographer – using the 5 w's framework	<i>Pupils challenged to consider key geographical questions of what, where, when, why, who.</i>
5.	Case studies are used (where applicable) with confidence to extend pupils knowledge and understanding of the key geographical knowledge being explored.	<i>Most but not all geography lessons will use a case study to support the pupils understanding. Is the case study a suitable one. Is it recent i.e from the last 10 years, does it help the pupils to gain a deeper understanding of the concepts being explored in the lesson.</i>
6.	Is the learning experience considering decision making and or critical thinking	<i>The Royal Geographical Society see this as an absolute baseline of successful pedagogy in the subject as it encourages the pupils to reflect upon different opinions and ideas.</i>

## Potential Geography **Specific** Targets on Lesson Analysis Forms.

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
Use a greater range of teaching strategies in the lesson. Avoid always using worksheets
Integrate the use of graphacy, mapwork, images and GIS into the lesson
Identify and make explicit the key substantive knowledge you want the children to know and remember from this lesson/sequence.
Model confident use of appropriate specialist vocabulary.
Consider where the lesson sits within the sequence of lessons, how are you building knowledge and understanding over the topic?

<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
Use Big (hinge) Questions to help pupils explore the big issues of a topic
Develop peer and self assessment activities into the lesson
Use marking criteria and modelled answers to help the pupils reach the higher assessment bands at GCSE and beyond.
Develop your use of cold calling and targeted questioning to extend pupils understanding.

<b>Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps</b>
Develop an awareness of how technology supports the teaching of geography and use the technology with confidence in the lessons
Explore how the numeracy element of geography is taught both in the subject and in Maths
Develop an understanding and knowledge of the key physical and human processes taught in key stage 3 and 4
Develop an understanding and confidence in the use of case studies to explore key geographical concepts and to develop a sense of place.
Consider how to incorporate enquiry based learning and fieldwork both actual and virtual into the taught lessons.

### References

Ofsted geography research review - <https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography>

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Royal Geographical Society <https://www.rgs.org/schools/>