

## **The LJMU Mentor Guide to the curriculum in Phase 3 Secondary Geography**



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

**The Phase 3 curriculum (centre based)** includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.
- Preparing for the ECT year.

## **School based training:**

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

## **Expected outcomes**

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in the placement experience folder and demonstrate achievement of ALL of the teachers standards (including part2).
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development profile.

## **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 3a ITE Geography Curriculum:

**In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment and progress in the subject. 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 Professional Development Activities.
Friday 23 Feb	<p><u>GCSE specifications and teaching</u></p> <p>Revisiting the GCSE specifications and how to design a sequence of learning for GCSE geography. Locational knowledge – use of case studies within GCSE questions Place Knowledge – understanding holistic nature of geography Environmental, physical and human geography – exam questions on coasts, climate, urbanisation and population. Geographical skills – interpreting maps graphs, photographs and diagrams used in exam questions.</p> <p>Session delivered by Ben Norton Head of Geography St Hildas</p>	How to select a GCSE specification	<p>How does your department make decisions about the optional elements of the specification?</p> <p>Subject Knowledge focus Global systems and global governance</p>
Friday 1 <sup>st</sup> March	<p><u>Fieldwork in a SSSI environment</u></p> <p>Looking at using the National Trust Formby site to support the non examined component of A'Level geography.</p> <p>A'level investigation ideas. Exploring how to determine suitable topics for the non examined report and how to support students in completing the work through the development of field techniques.</p> <p>Management of a Geographical skills and fieldwork - Fieldsketches, bi-polar analysis</p>	The non examined element at A'level	<p>How do the school support the coursework element of A'level geography?</p> <p>Subject knowledge focus Coasts and sustainable development.</p>

	Environmental, physical and human knowledge - ecosystem succession and management, tourism management and sustainability.		
Friday 8 <sup>th</sup> March	<p><u>Holocaust education day</u></p> <p>Teaching sensitive topics</p> <p>Joint humanities day</p> <p>The day is delivered by Corey Soper from the UCL centre for Holocaust Education</p>	How do the department approach the teaching of sensitive issues?	<p>What do you need to consider when teaching sensitive issues?</p> <p>Subject knowledge focus Sustainable tourism Ecosystem management</p>
Friday 15 <sup>th</sup> March	<p><u>Loggerheads field day</u></p> <p>Teaching river processes through fieldwork</p> <p>Fieldwork techniques for measuring cross profile of a river. Developing the key fieldwork data collection techniques needed when investigating a river drainage basin. This is a popular location for GCSE fieldwork for Liverpool schools therefore its important the students have a working knowledge of the location.</p> <p>Characteristics of a river drainage basin.</p> <p>Management of a popular tourist location.</p>	How do your school support key stage 4 fieldwork and what field days to they complete?	<p>How is a rivers long and cross profile taught in your placement school?</p> <p>Subject Knowledge focus Free focus dependant on individual needs</p>
Friday 22 March	<p><u>A' Level teaching</u></p> <p>Exploring the A'Level curriculum and working on developing subject knowledge for teaching at A'level</p> <p>Exploring the core topics for A'Level Global systems and Global governance Water and carbon cycles Changing places And optional topics Glaciation, coasts, hot deserts Urban environments, population and resource security. Locational knowledge – use of case studies within A'level questions Place Knowledge – understanding holistic nature of geography Environmental, physical and human geography – exam questions on meteorology, carbon and nitrogen cycles, global governance, changing places.</p>	How is A Level teaching different to key stage 3 and 4?	<p>What are the core and optional topics at A'level? How do schools support A level students to complete individual study/ reading?</p> <p>Subject Knowledge focus Changing places – settlement/ urbanisation and globalisation</p>

	<p>Geographical skills – interpreting maps graphs, photographs and diagrams used in exam questions. Introducing the individual study, skills and implementation. This session will be delivered by Ben Norton – Head of geography at St Hildas</p>		
<p>Friday 19<sup>th</sup> April</p>	<p><u>GCSE marking and command words</u></p> <p>An exploration of marking at GCSE. The teaching of command words and confidence in marking GCSE exam questions. Examples of pupil responses and level marking. Marking workshop for level marking</p>	<p>How do the school support pupils and prepare them for the GCSE examinations especially the 6 and 9 mark questions</p>	<p>Work through examples of pupils work to explore how the longer answers are level marked. How to use the exam board mark schemes with pupils in lessons.</p> <p>Subject knowledge focus Global systems and global governance</p>
<p>Friday 26<sup>th</sup> April</p>	<p><u>Fieldwork day</u></p> <p>Ainsdale sand dunes succession fieldwork</p>	<p>What fieldwork is carried out by your placement school for each year group.</p>	<p>Explore how the local area is used to support progress in geography</p>
<p>Friday 3<sup>rd</sup> May</p>	<p><u>Case studies and curriculum planning</u></p> <p>How to select and use appropriate case studies Long term curriculum planning in geography. Different models for curriculum planning and progression.</p>	<p>How do your school plan their curriculum across the key stage to build progression in subject knowledge and geographical skills and concepts.</p>	<p>Make a list of all the case studies used across the key stages. How holistic is the curriculum that your placement school use?</p>

**Lesson observation focus questions:** these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse. Not all elements are required in every lesson and may be phase dependent, i.e., expectations that more elements would be present in phase three of teaching as confidence and highly effective practice is

embedded.

<b>Geography</b>	
1	Does the student make the locational aspect of the lesson clear. Have they built on the pupil's place knowledge
2	The lesson develops the pupil's knowledge of physical and or Human geography processes
3	The pupils use geographical skills in the lesson to develop their understanding
4	Pupils are encouraged to think like a geographer – using the 5 w's framework
5	Case studies are used (where applicable) with confidence to extend pupils knowledge and understanding of the key geographical knowledge being explored.
6	Is the learning experience considering decision making and or critical thinking