

Secondary Geography curriculum Map

2026/27

Background and Rationale

The geography curriculum map is an overview of the specific Geography curriculum followed by trainee teachers at LJMU. It has been devised to dovetail with the general pedagogical curriculum map. The curriculum map has been designed to equip trainee teachers to have a confident depth of subject knowledge and understanding of the key geographical teaching strategies. It is designed to be an ambitious curriculum which will both support and challenge the students to become confident, well informed, inspirational teachers of Geography.

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. 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. As different students will select different foci for the assignment there is the expectation that the students will select the articles relevant to their individual needs.

The curriculum map has been devised in collaboration with Geography mentors in partnership schools but at the start of each placement there will be a discussion regarding the areas and opportunities that individual placements can give to trainees, and which would be facilitated by the enhanced individual programme opportunities. This might be through enhancement foci in Geography University workshops or through establishing links with the wider Geography community such as expert colleagues, Geographical Association membership, Royal Geographical Society membership.

Assessment of the students' progress across the curriculum is conducted in a number of ways. During each session questioning is used extensively to explore individual students understanding. At the end of each session the students are given a specific focus and questions to explore the following week in school. These then become the recap for the next session with an exploration of their understanding linked to the previous week's focus. The threads as can be seen below are not taught as a one off topic but integrated and returned to over multiple sessions and phases of the training. Retrieval is used in all sessions to explore students' progress in their understanding. At each phase end every student will have a one to one with the tutor to explore their understanding of the ideas and concepts taught. This includes individual target setting around teaching strategies and subject knowledge development. The students are also given recap assessments in the form of a quiz around previous taught material at key stages

of the course, these are peer assessed and individual targets are set. Any misconceptions or miss understanding will then be addressed either as a group or on a one to one basis.

Curriculum Themes

Thread 1 – What is the role of geography in the school curriculum?

This thread focuses on the research informed consideration of an orientative knowledge about the status of the subject and the perspective from which knowledge is taught. Many students have an in-depth knowledge of one area of geography and need to explore beyond their limited focus. It begins with an interactive workshop exploring the role and status of geography within the school curriculum.

Thread 2 – Exploring place, location and geographical processes and impact.

The study of geography is explicitly linked to the understanding of place and location. The development of a sense of place is fundamental to all geography study. The geographical processes of both the physical and human environment and their impact upon the world need to be considered using a locational approach so that places and regions are studied in context not just in an abstract way. The thread 2 focus of individual sessions will be determined by the needs of the student teachers on the course, the plan suggests possible foci but these will be changed according to student priorities around substantive knowledge development.

Thread 3 How can pupils get better at geography?

A broad focus which overlaps with thread 1 (e.g., status of subject in school/ mindset of parents and carers etc) and thread 2 (an informed understanding of place, location and geographical processes). The consideration will include an awareness of the impact of geographic literacy and oracy, sequenced planning and scaffolding, adaptive learning strategies appropriate for the geography curriculum, the development of case study material, retrieval, summative and formative assessment and the development of analytical and graphical skills. There needs to be an understanding of how geographers think including GIS, thinking skills, Enquiry based learning, graphacy and mapwork.

Thread 4 How does the development of geographical skills support geographical understanding?

Geography has its own unique set of skills that the pupils need to develop. Without a good understanding of these skills including fieldwork pupils will struggle to make good progress in the subject. Numeracy for geography is a key consideration and the development of good graphacy skills are key to lesson construction. A number of fieldwork sessions will be delivered to consider all 3 key stages along with planning and risk assessment. Sessions on the use of GIS in the classroom and numeracy for geography will help to develop these key skills for teaching.

Thread 5 Geographical knowledge development

This thread weaves through all the other threads. The substantive knowledge for geography is large and incorporates both scientific and social science ways of developing knowledge and content. Geography needs to be taught holistically so students need to have an excellent working knowledge of all aspects of the curriculum when planning lessons as the links across the topics need to be clear to the pupils, so they get a connected understanding of the world in which they live. Pupils need to be equipped with the ability to gain knowledge to explain the relationship between processes and impact in different locations and time. Every session will build on students' geographical knowledge. Students will complete a subject knowledge audit at key stages of their training. This will be used to help the student to identify areas for development and how to address these.

Adaptive Practice

Adaptive practice is integrated into every taught session through the consideration of 6 different pupil case studies. In each session how to adapt the learning to meet the needs of the case study pupils is discussed and examples of what the adaptations could look like are explored. There is also a discussion of how individual pupils in the groups classes would respond to the pedagogy and strategies being discussed.

Five Essential Readings

1. [Ofsted Research Report \(ORR\)](#) The report refers to a range of seminal and contemporary research
2. Jones, M and Lambert, D. (2018) *Debates in Geography Education*. 2nd ed. Abingdon and New York: Routledge
3. Enser, M (2021) *Powerful Geography: A curriculum with purpose in practice*. Wales: Crown House Publishing
4. *Teaching Geography journal*. Sheffield: Geographical Association. Institutional membership details Username 905589 Password Liverpool21
5. Jones, M (2017) *The Handbook of Secondary Geography*. Sheffield: The Geographical Association
6. Roberts, M. (2013) *Geography through Enquiry: Approaches to Teaching and Learning in the Secondary School*. Sheffield: The Geographical Association.

	Title and Objectives	Essential Reading and Student Activity (pre or post session)	Placement Activity / Focus for GM	PE Links	ITTECF Links
7 th September AM	Introductions- the course and subject audit. Canvas, Essential Resources and the Subject Knowledge Audit (SKE) LO – To explore the geography National Curriculum Teaching Humanities Subjects : An Introduction LO To introduce the 3 humanities subjects and how they are similar/ different	Gleen, J (2020) <u>Geography's intent: developing your curriculum</u> Teaching Geography; Sheffield Vol. 45, (3) 108-110 Read the National Curriculum for Key stage 3 geography.		Q3	1.1,1.3,1.4,3.1,3.1,7.4,7.5,7.11,8.2,3a,3b,3c,3d,8a
11 th September AM	Workshop to ‘ What Makes a Good Teacher and a Purposeful Lesson of Geography’. Introduction to SKE audit and Resources Lesson planning in geography LO To understand what a learning outcome is and how to structure a geography lesson	Edwards and McGrath (2019) Planning for progression in geography. <i>Teaching Geography, Sheffield</i> 44 (2) 75-77. Resource for use in session How do student learn in geography https://www.geography.org.uk/Teaching-geography-lessons/How-do-students-learn-geography	Join the GA and explore the RGS website	Q3 Q2 Q5	1.3,1.4,2.1,2.2,2.8,3,2,3.4,3.7,4.2,4.3,4.4,4.5,4.6,4.7,4.10,5.1,5.2,8.2,1a,1b,1c,2a,2b,2c,2d,2e,2f,2g,2h,2i,2j,2k,3a,3d,3e,4a,4b,4c,4d,4e,4i,4k,6e,7c,7o,8a,8j,8m,8o

11 th September PM	<i>Introduction to the Inclusive Teacher of Geography</i> <i>Adaptive classroom practices (joint humanities)</i> <i>LO to introduce what adaptive teaching in geography looks like</i>	Pook,P (2017) ‘Inclusive geography for students with complex learning needs’, in ‘Teaching Geography’, Sheffield 42, (2), 57 - 59. Post session activity- read case study booklet and add to reflections	Case study booklet for reference	Q1 Q6	1.3,1.4,1.5,1.6,1.8,2.7,3.3,3.9, 3.10,3. 12,4.2,4.4,4.6,4.7,5.1,5.3,5.4,5.5,5.6,5. 7,5.8,5.9,7.8,7.10,8.2,8.5,8.6,8.8, 1a,1b,1c,1h,2b,3s,3t,3q,4a,4c, 4i,5a, 5c.5d.5e.5f.5g,5h,5i,5k.5j,5m, 5n,7a,7k ,8a,8i,8k.8m,8n
18 th September AM	<i>Assignment 1 Preparation – How to Write a Literature Review.</i> Introduction to Visual Literacy and oracy in geography LO To explore the different types of visual literacy used in the geography classroom.	Dual coding theory and education ArticleJames M Clark; Allan Paivio; Clark, James M; Paivio, Allan, Educational psychology review., 3(3), 1991-9; ©1989-, 149 – 210 Geography Teachers’ Views and Practices For Development of Visual Literacy Skills on Students ArticleFatih KAYA, Mehmet, Turkish studies (2006), 6 Issue 2(6), 2011, 631 – Past, present, future: mapping the research in visual literacy ArticleEva Brumberger; Brumberger, Eva, Journal of visual literacy., 38(3), 2019-07-03; 1988, 165 – 180	Read the 4 suggested articles and be ready to discuss in the session	Q9 Q3 Q5 Q4	2.1,2.2,2.3,2.7,3.1,3.2,3.3,3.7 ,4.5,4.7,5.8, 1a,1b,1c,3e,3g,3q,3s,3t ,4o,6n,8a

		Critical analysis of research on the impact of visual literacy for learning: strengths, weaknesses and recommendations for improvement Article Daibao Guo; Wendi Zimmer; Sharon D Matthews; Erin M McTigue; Guo, Daibao; Zimmer, Wendi; Matthews, Sharon D; McTigue, Erin M, Journal of visual literacy., 38(3), 2019-07-03; 1988, 181 - 198			
18 th September PM	Introduction to SEND (joint humanities) LO Preparation for Placement (individual research task) Preparation for Assignment (individual research task)	For articles see reading list Core texts Enser, M (2021) Powerful Geography: A curriculum with purpose in practice. Wales: Crown House Publishing Jones, M (2017) The Handbook of Secondary Geography. Sheffield: The Geographical Association Post session activity- read case study booklet and add to reflections	Case study booklet	Q1 Q6	1.3,1.4,1.5,1.6,1.8,2.7,3.3,3.9,3.10,3.12,4.2,4.4,4.6,4.7,5.1,5.3,5.4,5.5,5.6,5.7,5.8,5.9,7.8,7.10,8.2,8.5,8.6,8.8,1a,1b,1c,1h,2b,3s,3t,3q,4a,4c,4i,5a,5c.5d.5e.5f.5g,5h,5i,5k.5j,5m,5n,7a,7k,8a,8i,8k.8m,8n
25 th September AM	<u>ITAP 1</u> <u>ITAP 1 Classroom Managemet</u> LO start a lesson a calm and controlled manner Obtain silence and pupils attention	Bennett, T. (2020). Running the room: The teacher's guide to behaviour. John Catt. - o Chapter 5 – The culture of the classroom - o Chapter 6 – Establishing useful classroom norms	With your mentor discuss the schools behaviour policy and how	Q1 Q8	

	Respond effectively to disruption during teacher talk		it is implemented.		
25 th September PM	ITAP 1 ITAP 1 Reflection -Effective Class Management in the Geography Classroom	Wubbels, T. (2011). An international perspective on classroom management: What should prospective teachers learn?. Teaching Education, 22(2), 113-131. Dodd, A., Pountney, V. and Powell, C. (2025) 'Planning for behaviour', <i>Teaching Geography</i> .50:3		Q1 Q8	1.1,1.2,1.5,3.2,3.4,4.9,4.10,5.5 , 7.1,7.2,7.3,7.5,7.6,7.9,7.10,8.2 . 1a,1b,1c,1e,1f,1g,1h,4o,5p,6h, 7a,7b,7d,7e,7f,7g,7h,7i,7j,7k, 7m,7p,7q,7r,8a
2 nd October AM	ITAP 2 Questioning LO Ask affective questions to check pupil progress Respond effectively to hesitant or incorrect pupil responses Explore different modes of pupil responses	Enser, M (2021) Powerful Geography: A curriculum with purpose in practice. Wales: Crown House Publishing Darragh Woods (2023) Differentiation to improve student's geographical understanding. Teaching geography 48:2 p76-9 Post session activity- read case study booklet and add to reflections	With your mentor discuss how questioning is used in the geography classroom	Q5 Q7	3.2,3.3,3.4,3.5,3.6,3.8,3.9,3.10 ,3. 11,3.12,4.6,4.8,6.1,6.2,6.3,6.4, 6.5, 6.6,6.7,8.2, 1a,1b,1c,3e,3g,3i,3m,3s,4m,4 n ,4p,5m,5n,6a,6f,6g,8a
2 nd October PM	ITAP 2 Questioning in geography	Enser, M (2021) Powerful Geography: A curriculum with purpose in practice. Wales: Crown House Publishing Darragh Woods (2023) Differentiation to improve student's geographical		Q5 Q7	3.2,3.3,3.4,3.5,3.6,3.8,3.9,3. 10,3.11,3.12,4.6,4.8,6.1,6.2, 6.3,6.4,6.5,6.6,6.7,8.2, 1a,1b,1c,3e,3g,3i,3m,3s,4m, 4n,4p,5m,5n,6a,6f,6g,8a

		understanding. Teaching geography 48:2 p76-9			
9 th October AM	ITAP 3 modelling and explanation LO Model and explain one aspect of my subject Break down complex concepts or skills into bite sized chunks Practice the had over from teacher to pupil activity Session supported by Kate Thompson – geography mentor Bellerive school .	Roberts, M. (2023) Geography Through Enquiry: Approaches to teaching and learning in the secondary school, Second edition, Sheffield: Geographical Association. p 90-91	With your mentor discuss how modelling and scaffolding can improve pupil progress in the geography classroom	Q5 Q7	3.2,3.3,3.4,3.5,3.6,3.8, 3.10,3.12,4.5,4.7,8.2, 1a,1b,1c,3e,3g,3s,4i,4p,60,8a
9 th October PM	ITAP 3 Modelling and explanation	Roberts, M. (2023) Geography Through Enquiry: Approaches to teaching and learning in the secondary school, Second edition, Sheffield: Geographical Association. p 90-91 Post session activity- read case study booklet and add to reflections		Q5 Q7	3.2,3.3,3.4,3.5,3.6,3.8, 3.10,3.12,4.5,4.7,8.2, 1a,1b,1c,3e,3g,3s,4i,4p,60,8a
16 th October AM	ITAP 4subject specific Visual literacy and oracy LO use subject specific pedagogy to support pupil knowledge, understanding and skills	Powell, C. (2023) ‘Why drawing a diagram matters: making the link with cognitive science’, <i>Teaching Geography</i> , Autumn.	With your mentor discuss how visual literacy is used to help	Q9 Q3 Q5 Q4	3.2,3.3,3.4,3.5,3.6,3.8, 3.10,3.12,4.5,4.7,8.2, 1a,1b,1c,3e,3g,3s,4i,4p,60,8a

	Promote the appropriate use of subject specific vocabulary Recognise and respond to common pupil misconceptions associated with learning my subject.		support pupil progress		
16 th October PM	ITAP 4 Subject specific Visual literacy and oracy Session on dual coding and use of visualiser delivered by Sam Mooney from Calderstones school.	CSACHOVÁ & KIDONOVÁ /(2022) Sketchnoting as a Tool for Constructing Learner's Knowledge in Geography.European journal of educational research, vol11:12 pp1151-1159	How is oracy developed in your school	Q9 Q3 Q5 Q4	3.2,3.3,3.4,3.5,3.6,3.8,3.10,3.12,4.5,4.7,8.2,1a,1b,1c,3e,3g,3s,4i,4p,60,8a
23 rd October AM	learning outside the classroom using the school grounds LO Understanding how to use the local environment to support enquiry based learning	Hammond,L (2018) 'The place of fieldwork in geography education', in 'Debates in geography education', edited by M Jones and D Lambert, 2nd edition, Routledge, pages 171 to 183. Post session activity – complete a risk assessment for the fieldwork	Discuss with your mentor what fieldwork the schools offers at key stage 3	Q3 Q1 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3,3e,3g,3l,3p,4e,8a,8f
23 rd October PM	Learning outside the classroom . Liverpool focus LO Understanding how to use the local environment to support enquiry based learning	Hammond,L (2018) 'The place of fieldwork in geography education', in 'Debates in geography education', edited by M Jones and D Lambert, 2nd edition, Routledge, pages 171 to 183. Post session activity – complete a risk assessment for the fieldwork	Discuss with your mentor what fieldwork the schools offers at key stage 3	Q3 Q1 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3,3e,3g,3l,3p,4e,8a,8f
6 th November AM	Numeracy in geography To practice understand how to teach graphacy and numeracy within the geography classroom	Sagasti Escalona, María (2019) GRAPHICACY. Another way of thinking and communicating. Research Gate.	Discuss with your mentor how they support the pupils differing	Q3 Q6	3.8,3.11,3.12,4.5,8.2,3e,3g,3l,3q,4a,4g,8a

		Post session activity- read case study booklet and add to reflections	numeracy needs		
6 th November PM	Mapwork, reading and interpreting maps – visual literacy To explore the use of different types of maps and diagrams in the teaching of geography. To develop a pupils visual literacy and geographical imagination	Paula Pedersen, Pat Farrell & Eric McPhee (2005) Paper versus Pixel: Effectiveness of Paper versus Electronic Maps To Teach Map Reading Skills in an Introductory Physical Geography Course, Journal of Geography, 104:5, 195-202, DOI: 10.1080/00221340508978984 Post session activity- read case study booklet and add to reflections	Discuss with your mentor how the department incorporate mapwork into their sequences of learning	Q3 Q6	3.8,3.11,3.12,4.5,8.2, 3e,3g,3l,3q,4a,4g,8a
13 th November AM	AS2 Briefing Retrieval practice (joint humanities) Lo To consider the different types of retrieval used in the humanities classroom and its effectiveness	Enser, M (2021) Powerful Geography: A curriculum with purpose in practice. Wales: Crown House Publishing	Discuss with your mentor the different retrieval strategies your placement school uses	Q7 Q2	2.8,2.9,2.10,3.2,3.3,3.4,3.5,3.6,3.10, 3.12,4.6,4.8,6.1,6.2,6.3,6.4, 6.5,6.6,6.7,8.2, 2f,2g,2h,2i,2j,2k3e,3g,3h,3j,3k,3l,3m,4d,4m,4n,5m,6a,8a
13 th November PM	Assessment beyond questioning (joint humanities session) LO to consider the different types of assessment both formative and summative used in the humanities classroom.	C.Hore (2023) Well designed assessment leads to better Feedback. Teaching geography, 48: 1 34-37	Discuss how different types of assessment are used in the classroom with your mentor	Q7 Q2	2.8.2.9,3.2,3.3,3.4,3.5,3.6,4.6, 4.7, 6.1,6.2,6.3,6.4,6.5,6.6,6.7,8.2, 1a,1b,1c,2i,2j,2k,3e,3g,3h,3j,3k,3m,3s,3t,4d,5b,5m,6a,6b,6c,6d,

		Post session activity- read case study booklet and add to reflections			6e,6f,6h,6i,6j,6k,6l,6m,6o,6p,6q,6r,8a
20 th November AM	Digimaps. Using GIS in the geography classroom This session is delivered by Darren Bailey of the ordnance survey. Lo to become confident in the use of GIS in the geography classroom.	West, H.(2022) Taking the first steps to bring GIS into the classroom. Teaching Digimaps for schools https://digimapforschools.edina.ac.uk/Links to an external site. Gapminder - https://www.gapminder.org/Links to an external site.	Discuss with your mentor how you can embed GIS into your teaching	Q3 Q6	3.8,3.9,3.10,3.11,3.12,4,5,5.9,8.2, 3e,3g,3l,3q,4a,4e,4g,8a
20 th November PM	Digimaps. Using GIS in the geography classroom Lo to become confident in the use of GIS in the geography classroom	West, H.(2022) Taking the first steps to bring GIS into the classroom. Teaching Geography; Sheffield Vol. 46, (1) 14-16.		Q3 Q6	3.8,3.9,3.10,3.11,3.12,4,5,5.9,8.2, 3e,3g,3l,3q,4a,4e,4g,8a
27 th November AM	Using case studies in geography Lo to explore how to effectively use case studies to enhance geographical understanding.	Hamil, A (2021) Representing without misrepresenting: the ethics of case study writing. Teaching Geography, Sheffield. vol 46 (2) 53-55 Post session activity – review your schools case studies selection	Explore the number and type of case studies used at key stage 3 and 4 in your placement school	Q3 Q5	3.5,3.6,4.5,4.6,4.8,5.5,8.3b,3e,3g,3l,3q,4a,4b,4l,8a 2,
27 th November PM	Geography and the sustainable development goals	21252030 Agenda for Sustainable Development web.pdf Post session activity – Make sure the SDG's are linked to your lesson plans	Ask your mentor to read and comment on your	Q3 Q5	3.5,3.6,4.5,4.6,4.8,5.5,8.2, 3e,3g,3l,8a,8f,

	LO to consider how the sustainable development goals link to geography Using AI to plan lessons Lowri Prosser – Birkenhead park school Lo to consider how to successfully use AI to assist in lesson planning.		personal statement		
4 th December AM	Introduction to GCSE Lo to explore the GCSE specifications, teaching strategies and assessment	Pearson - Geography Pearson qualificationsLinks to an external site.Links to an external site. OCR Geography qualifications - OCRLinks to an external site.Links to an external site. AQA AQA Subjects GeographyLinks to an external site Post session activity- review the curriculum and identify areas of subject knowledge to address	Which GCSE specification does your department teach. Discuss how GCSE teaching is different to Key stage 3	Q3 Q5	3.8,3.9,2.10.3.11,4.6,4.8,6.1,6.2,6.3,6.4,6.5,6.6,6.7,8.2,3e,3g,3l,4e,4k,6b,6c,6d,6e,6p,8a
4 th December PM	Enquiry based learning and thinking skills LO to explore how to effectively employ EBL learning in the classroom	Booth, Alex. (2020) <u>Challenge moments' in geography lessons: promoting critical thinking</u> Teaching Geography; Sheffield Vol. 45, (2), 82-84 Post session activity- read case study booklet and add to reflections	How are pupils thinking skills developed in your placement school	Q3 Q5	3.5,3.6,4.5,4.6,4.8,5.5,8.2,3b,3e,3g,3l,3q,4a,4b,4l,8a

18 th December AM	Fromby Fieldwork day LO How to complete a pre visit and risk assessment	https://www.nationaltrust.org.uk/formby Meneer, H (2021) GCSE Fieldwork: tackling the shift from content to process. Teaching Geography, Sheffield 46 (3) 119-121. Post session activity – complete all activities in the fieldwork booklet	Discuss with your school how they use their local area to support pupil learning	Q3 Q1 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3, 3e,3g,3l,3p,4e,8a,8f
18 th December PM	Formby fieldwork day LO To explore different types of fieldwork that can be completed at key stage 4 and 5	https://www.nationaltrust.org.uk/formby		Q3 Q1 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2, 8.3, 3e,3g,3l,3p,4e,8a,8f
26 th February AM	GCSE marking Stacey Hill AQA LO to understand the AO's and how they are assessed	Rynne, E; Hinchliffe, L; Hopkin, J; Gardner, D; Pilkinton, E. (2020) Using the examiners reports from GCSE 2019 to improve future performance. Teaching Geography; Sheffield Vol. 45, (1) 22-25 Post session activity – complete the AQA training	Discuss with your mentor how they prepare students for the exam through practice questions etc.	Q2 Q7	3.8,3.9,2.10.3.11,4.6,4.8,6.1, 6.2,6.3,6.4,6.5,6.6,6.7,8.2, 3e,3g,3l,4e,4k,6b,6c,6d,6e,6p, 8a
26 th February PM	GCSE marking LO to practice using the Ao's to assess pupils work	Rynne, E; Hinchliffe, L; Hopkin, J; Gardner, D; Pilkinton, E. (2020) Using the examiners reports from GCSE 2019 to improve future performance. Teaching Geography; Sheffield Vol. 45, (1) 22-25		Q2 Q7	3.8,3.9,2.10.3.11,4.6,4.8,6.1,6.2, 6.3,6.4,6.5,6.6,6.7,8.2, 3e,3g,3l,4e,4k,6b,6c,6d,6e,6p, 8a

5 th March AM	Developing your subject knowledge weather and climate and climate change LO to develop subject knowledge on the teaching of weather and climate	Post session activity Complete the exam questions and review your own knowledge	Look at the materials your school use to teach weather and climate across the two key stages	Q9 Q10 Q3	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2, 8.3, 3e,3g,3l,3p,4e,8a,8f
5 th March PM	Developing your subject knowledge Focus dependent on student needs Prep for holocaust education day			Q9 Q10 Q3	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2, 8.3, 3e,3g,3l,3p,4e,8a,8f
12 th March AM	Holocaust education day LO to develop an understanding of how to teach sensitive topics	Please complete the following before the session • IHRA recommendations for teaching and learning about the HolocaustLinks to an external site.: what recommendations had you not considered before? Which of the recommendations do you believe are of particular importance? How might these impact upon your approach to teaching and learning about the Holocaust? • Mapping the Big Picture document (see Word doc): participants read the word document before the session and begin to consider their rationale and aims and the implications that this has for	How does your school approach the teaching of the Holocaust?	Q1 Q3 Q2	4.6,4.7,8.2, 3e,3g,3l,4a,8a

		selection of Big questions and content: Why do you think it is important to teach about the Holocaust? What do you want young people to know and understand? • Mapping the big picture (1)-1.docx			
12 th March PM	Holocaust education day LO to develop an understanding of how to teach sensitive topics	online CPD can be found here – https://holocausteducation.org.uk/cpd/Links to an external site. The film for Authentic encounters is here: https://mediacentral.ucl.ac.uk/Play/20822Links to an external site. Research Briefings for addressing misconceptions – they can be found here: https://holocausteducation.org.uk/research-page/research-inform-teaching/Links to an external site.		Q1 Q2 Q3	4.6,4.7,8.2, 3e,3g,3l,4a,8a,
19 th March AM	A'level geography LO Exploring teaching strategies and subject knowledge for key stage 5 teaching	Anderson, N: Habb, B: Harris, S: Whittall, D and Winter, C (2022) Racial capitalism and the school geography curriculum. Teaching Geography, Sheffield 47 (1) 15-18 Post session activity – review your subject knowledge for key stage 5 teaching	Discuss if your school has key stage 5 how the teaching is different to key stage 4	Q2 Q7	3.8,3.9,3.10,3.11,4.6,4.8,6.1, 6.2,6.3,6.4,6.5,6.6,6.7,8.2, 3e,3g,3l,3m,4e,4k,6b,6c ,6d,6e,6f,8a

19 th March PM	A'level marking and the NEA LO What is the NEA and how is it managed/ taught in partnership schools	<u>AQA</u> <u>EDUQAS</u> <u>OCR</u> <u>PEARSON</u>	If your placement school has A level discuss how they implement the NEA	Q2 Q7	3.8,3.9,3.10,3.11,4.6,4.8,6.1,6.2,6.3,6.4,6.5,6.6,6.7,8.2,3e,3g,3l,3m,4e,4k,6b,6c,6d,6e,6f,8a
16 th April AM	Ainsdale fieldwork This session is a joint session with the science students. Lo point and line sampling techniques	Ainsdale dunes fieldwork with Science Post session activity – read through loggerhead fieldwork booklet ready for next week	Discuss with your geography mentor what fieldwork the school completes	Q3 Q5	3.5,3.6,4.5,4.6,4.8,5.5,8.2,3e,3g,3i,3p,8a,8f,
16 th April PM	Prep for rivers fieldwork	Field studies council Fieldwork for Rivers – Field Studies Council (field-studies-council.org)Links to an external site.		Q1 Q3 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3, 3e,3g,3l,3p,4e,8a,8f
23 rd April AM	Loggerheads country park fieldwork Lo exploring how a rivers cross and long profile changes downstream.	Field studies council Fieldwork for Rivers – Field Studies Council (field-studies-council.org)Links to an external site.	Discuss what physical geography fieldwork your school completes	Q1 Q3 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3, 3e,3g,3l,3p,4e,8a,8f
23 rd April PM	Loggerheads country park fieldwork	Meneer, H (2021) GCSE Fieldwork: tackling the shift from content to process. Teaching Geography, Sheffield 46 (3) 119-121		Q1 Q3 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3, 3e,3g,3l,3p,4e,8a,8f
30 th April AM	Follow up on rivers work Curriculum planning	Meneer, H (2021) GCSE Fieldwork: tackling the shift from content to process. Teaching Geography, Sheffield 46 (3) 119-121 Post session activity – complete the river fieldwork booklet activities.		Q1 Q3 Q5	3.2,3.3,3.4,3.5,3.6,4.6,4.7,8.2,8.3, 3e,3g,3l,3p,4e,8a,8f
30 th April PM	Curriculum planning Joint humanities session.	Enser, M (2021) Powerful Geography: A curriculum with purpose in practice. Wales: Crown House Publishing	Consider how your placement	Q3 Q9 Q10	3.1,3.2,.33,3.4,3.5,3.6,3.7,3.8,3.9,8.1,8.2,

	Lo to explore the different ways in which a holistic curriculum can be planned and implemented.	Post session activity – share your curriculum plan with your mentor in school.	school has built I cohesive, developmental curriculum for key stage 3		3e,3g,3l,3m,8a
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