Geography Subject Audit  
Secondary Subject-Knowledge Development

 **Self-Audit** **page 2**Complete the following audit of your skills and understanding in this  
subject area. Rate yourself against each criterion by colour-coding the  
relevant box (None, Expected, Expected +, Good or Excellent):

**⬛ 4 None** No knowledge /confidence in this area and/or no experience.   
**(only grade yourself grey if you have no experience  
whatsoever of a particular aspect)**

**⬛ 3 Expected** Some knowledge in this area and/or limited experience and  
in need of further development

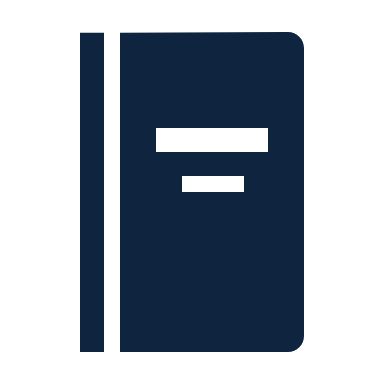
**⬛ 2.5 Expected+** Developing knowledge / growing experience in this area

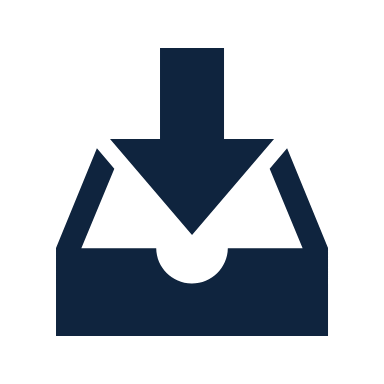
**⬛ 2 Good** Good knowledge in this area and /or some experience

**⬛ 1 Excellent** Totally confident in my knowledge of this area and/or lots  
of experience

The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan  
**NB:** In addition to the content of this audit there will be specific content that will need to be known prior to the teaching of specific qualifications. This audit is **not** exhaustive and there will be specific skills and capabilities that will need to be addressed in addition to this.

**Subject Knowledge Development**

 **SK Days Compulsory Reading**  **page 17**This is the list of reading to complete before and after each Subject Knowledge Day. Reflect on  
the reading as part of the weekly Academic Reading Reflection in your Reflective Journal.

 **SK Development Task Bank** **page 18**Once you have completed the Baseline self-assessment, please select and complete one of the tasks from the Subject Knowledge Development Task Bank.As you review your knowledge each term, continue identifying and completing relevant tasks from the Task Bank.

 **Evidence of SK Development** **page 30**Keep a record of your Subject-Knowledge Development in the evidence summary. This will be signed off by your mentor and SK tutor.

**Appendix**

**Appendix A: SK in the Carter Review and the ITT CCF**  **page 31**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | **Geography** | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject Knowledge & Understanding** | | | | | | |
| **KS3 Subject Content** | | | | | | |
| GKS3.1 | An understanding of the difference between Human and Physical Geography | |  |  |  |  |
| GKS3.2 | Map Skills to include:   * Grid References (4&6) * Measuring distance (straight line and actual) * Scale * OS Map Symbols   Relief and Contours | |  |  |  |  |
| GKS3.3 | Settlement   * Development of Site * Settlement Patterns and Hierarchy   Land Use Models | |  |  |  |  |
| GKS3.4 | Weather and Climate   * Weather or Climate * Climate Graphs * Climate Regions * Measuring the Weather * Cloud Formation   High and Low Pressure | |  |  |  |  |
| GKS3.5 | Population   * Variations in Birth Rates/Death Rates * Demographic Indicators * Population Pyramids   Managing Populations | |  |  |  |  |
| GKS3.6 | Development   * Measuring development * Barriers to development * The Development Gap   Fairtrade | |  |  |  |  |
| GKS3.7 | Tectonic Activity   * Volcanoes * Earthquakes * Predicting Tectonic Events   Case study of contrasting tectonic events | |  |  |  |  |
| GKS3.8 | Basic Processes of Erosion and Weathering and their application to multiple environments (Fluvial, coastal, glacial). | |  |  |  |  |
| GKS3.9 | Basic Mathematical Skills   * Identifying Trends * Spotting Anomalies   Measures of Central Tendency | |  |  |  |  |
| GKS3.10 | Basic Graphical Skills   * Bar Charts * Pie Charts * Pictograms   Scattergraphs | |  |  |  |  |
| **KS4 Subject Content** | | | | | | |
| KS4 Subject Area: The challenge of Natural Hazards | | | | | | |
| GKS4.1 | Definition of a natural hazard.  Types of natural hazard.  Factors affecting hazard risk. | |  |  |  |  |
| GKS4.2 | Global distribution of earthquakes and volcanic eruptions and their relationship to plate boundaries. | |  |  |  |  |
| GKS4.3 | The physical processes taking place at different types of plate boundaries (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. | |  |  |  |  |
| GKS4.4 | A case study of two countries of contrasting levels of wealth to show the primary and secondary effects of a tectonic hazard | |  |  |  |  |
| GKS4.5 | A case study of two countries of contrasting levels of wealth to show the immediate and long-term responses to, a tectonic hazard. | |  |  |  |  |
| GKS4.6 | Reasons why people continue to live in areas at risk from tectonic hazards. | |  |  |  |  |
| GKS4.7 | How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. | |  |  |  |  |
| GKS4.8 | General atmospheric circulation model: pressure belts and surface winds. | |  |  |  |  |
| GKS4.9 | Global distribution of tropical storms (hurricanes, cyclones, typhoons). | |  |  |  |  |
| GKS4.10 | Conditions leading to the formation of a tropical storm. | |  |  |  |  |
| GKS4.11 | The structure and features of a tropical storm. | |  |  |  |  |
| GKS4.12 | How climate change might affect the distribution, frequency and intensity of tropical storms. | |  |  |  |  |
| GKS4.13 | A case study of a tropical storm to illustrate The primary and secondary effects | |  |  |  |  |
| GKS4.14 | A case study of a tropical storm to illustrate The immediate and long-term responses. | |  |  |  |  |
| GKS4.15 | How monitoring, prediction, protection and planning can reduce the effects of tropical storms. | |  |  |  |  |
| GKS4.16 | Types of weather hazard experienced in the UK. | |  |  |  |  |
| GKS4.17 | Evidence that weather is becoming more extreme in the UK. | |  |  |  |  |
| GKS4.18 | An example of a recent extreme weather event in the UK to illustrate:  Causes  Social, economic and environmental impacts | |  |  |  |  |
| GKS4.19 | An example of a recent extreme weather event in the UK to illustrate how management strategies can reduce risk | |  |  |  |  |
| GKS4.20 | Evidence for climate change from the beginning of the Quaternary period to the present day. | |  |  |  |  |
| GKS4.21 | Possible causes of climate change:  natural factors – orbital changes, volcanic activity and solar output | |  |  |  |  |
| GKS4.22 | Possible causes of climate change: Human factors – use of fossil fuels, agriculture and deforestation | |  |  |  |  |
| GKS4.23 | Managing the impacts of climate change:  MITIGATION – alternative energy production, carbon capture, planting trees, international agreements | |  |  |  |  |
| GKS4.24 | Managing the impacts of climate change:  ADAPTATION – change in agricultural systems, managing water supply, reducing risk from rising sea levels. | |  |  |  |  |
| The Living World | | | | | | |
| GKS4.25 | An example of a small-scale UK ecosystem to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. | |  |  |  |  |
| GKS4.26 | The balance between components. The impact of changing one component on the ecosystem. | |  |  |  |  |
| GKS4.27 | The distribution of large scale global ecosystems and an overview of their characteristics. | |  |  |  |  |
| GKS4.28 | Characteristics of a tropical rainforest – climate, water, soils, plants and animals. | |  |  |  |  |
| GKS4.29 | How vegetation adapts to the physical conditions in the TRf | |  |  |  |  |
| GKS4.30 | Changing rates of deforestation. | |  |  |  |  |
| GKS4.31 | A case study of a tropical rainforest to  illustrate:  Causes of deforestation – subsistence and commercial farming, loGCSEing, road building, mineral extraction, energy development, settlement, population growth | |  |  |  |  |
| GKS4.32 | A case study of a tropical rainforest to  illustrate: Impacts and issues resulting from deforestation – soil erosion, loss of biodiversity, contribution to climate change, economic development. | |  |  |  |  |
| GKS4.33 | Why the tropical rainforest environment should be protected. | |  |  |  |  |
| GKS4.34 | Strategies used to manage the rainforest sustainably – selective loGCSEing and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. | |  |  |  |  |
| GKS4.35 | Characteristics of a hot desert – climate, water, soils | |  |  |  |  |
| GKS4.36 | How plants and animals adapt to the physical conditions of desert environments | |  |  |  |  |
| GKS4.37 | A case study of a hot desert to illustrate:  Development opportunities in hot desert environments: mineral extraction, energy, farming, tourism | |  |  |  |  |
| GKS4.38 | A case study of a hot desert to illustrate:  Challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. | |  |  |  |  |
| GKS4.39 | Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. | |  |  |  |  |
| GKS4.40 | Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. | |  |  |  |  |
| GKS4.41 | Characteristics of a cold environment – climate, permafrost, soils, plants and animals. | |  |  |  |  |
| GKS4.42 | How vegetation adapts to the physical conditions of cold environments | |  |  |  |  |
| GKS4.43 | Challenges of developing cold environments: extreme temperature, inaccessibility, provision of buildings and infrastructure. | |  |  |  |  |
| GKS4.44 | Wilderness (The value of cold environments as wilderness areas and why these fragile environments should be protected) | |  |  |  |  |
| GKS4.45 | A case study of a cold environment to  illustrate:  development opportunities in cold  environments: mineral extraction, energy,  fishing and tourism | |  |  |  |  |
| GKS4.46 | Strategies used to balance the needs of economic development and conservation in cold environments – use of technology, role of governments, international agreements and conservation groups. | |  |  |  |  |
| Physical landscapes of the UK: Coasts | | | | | | |
| GKS4.47 | Location of major upland/lowland areas and river systems. | |  |  |  |  |
| GKS4.48 | Wave types and characteristics. | |  |  |  |  |
| GKS4.49 | Coastal processes:  weathering processes – mechanical, chemical  mass movement – sliding and slumping | |  |  |  |  |
| GKS4.50 | Coastal processes- erosion – hydraulic power, abrasion, attrition and solution  Transportation – longshore drift, traction, saltation, suspension and solution  Deposition – why sediment is deposited in coastal areas. | |  |  |  |  |
| GKS4.51 | Characteristics and formation of landforms resulting from erosion Headlands and bays, cliffs and wave cut platforms | |  |  |  |  |
| GKS4.52 | Characteristics and formation of landforms resulting from erosion- –caves, arches and stacks | |  |  |  |  |
| GKS4.53 | Characteristics and formation of landforms resulting from deposition – beaches, spits and bars. | |  |  |  |  |
| GKS4.54 | Characteristics and formation of landforms resulting from deposition - sand dunes | |  |  |  |  |
| GKS4.55 | An example of a section of coastline in the UK  to identify its major landforms of erosion and deposition. | |  |  |  |  |
| GKS4.56 | OS Coastal Map skills work | |  |  |  |  |
| GKS4.57 | The costs and benefits of the following  management strategies:  Hard engineering – sea walls, rock armour, gabions and groynes | |  |  |  |  |
| GKS4.58 | The costs and benefits of the following  Soft engineering – beach nourishment and reprofiling, dune regeneration,  Managed retreat – coastal realignment and monitoring. | |  |  |  |  |
| GKS4.59 | A case study of a coastal management  scheme in the UK to show:  The reasons for management  The measures taken  The resulting effects and possible conflicts. | |  |  |  |  |
| Physical landscapes of the UK: River and fluvial landscapes | | | | | | |
| GKS4.60 | The long profile and changing cross profile of a river and its valley.  Fluvial processes:  erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion  transportation – traction, saltation, suspension and solution  Deposition – why rivers deposit sediment. | |  |  |  |  |
| GKS4.61 | Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. | |  |  |  |  |
| GKS4.62 | Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. | |  |  |  |  |
| GKS4.63 | Characteristics and formation of landforms resulting from deposition – levées, flood plains deltas and estuaries | |  |  |  |  |
| GKS4.64 | An example of a river valley in the UK to identify its major landforms of erosion and deposition. | |  |  |  |  |
| GKS4.65 | How physical and human factors increase the flood risk – precipitation, geology, relief and land use. | |  |  |  |  |
| GKS4.66 | The use of hydrographs to show the relationship between precipitation and discharge. | |  |  |  |  |
| GKS4.67 | The costs and benefits of the following  management strategies:  hard engineering – dams and reservoirs, straightening, embankments, flood relief channels | |  |  |  |  |
| GKS4.68 | The costs and benefits of the following  soft engineering – flood warnings and preparation, flood plain zoning. | |  |  |  |  |
| GKS4.69 | A case study of a flood management scheme  in the UK to show:  why the scheme was required  The measures taken;  the social, economic and environmental issues involved. | |  |  |  |  |
| Physical landscapes of the UK: Glaciated Landscapes | | | | | | |
| GKS4.70 | Maximum extent of ice cover across the UK during the last ice age. | |  |  |  |  |
| GKS4.71 | Glacial processes:   * freeze-thaw weathering * erosion – abrasion and plucking * movement and transportation – rotational slip and bulldozing   deposition – why glaciers deposit sediment (till and outwash). | |  |  |  |  |
| GKS4.72 | Characteristics and formation of landforms resulting from erosion – corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes and hanging valleys. | |  |  |  |  |
| GKS4.73 | Characteristics and formation of landforms resulting from transportation and deposition – erratics, drumlins, types of moraine. | |  |  |  |  |
| GKS4.74 | An example of an upland area in the UK affected by glaciation to identify its major landforms of erosion and deposition. | |  |  |  |  |
| GKS4.75 | An overview of economic activities in glaciated upland areas – tourism, farming, forestry and quarrying. | |  |  |  |  |
| GKS4.76 | Conflicts between different land uses, and between development and conservation. | |  |  |  |  |
| GKS4.77 | An example of a glaciated upland area in the UK used for tourism to show:   * the attractions for tourists * social, economic and environmental impacts of tourism   strategies used to manage the impact of tourism. | |  |  |  |  |
| GKS4.78 | Interpreting Glacial Features on an OS Map | |  |  |  |  |
| GKS4.79 | Glacial Change over time | |  |  |  |  |
| Urban issues and challenges | | | | | | |
| GKS4.80 | The global pattern of urban change. Urban trends in different parts of the world. | |  |  |  |  |
| GKS4.81 | Factors affecting the rate of urbanisation and the emergence of mega-cities. | |  |  |  |  |
| GKS4.82 | A case study of a major city in an LIC or NEE to illustrate:  • the location and importance of the city, both nationally and internationally  • causes of growth: natural increase and migration | |  |  |  |  |
| GKS4.83 | A case study of a major city in an LIC or NEE to illustrate:  Opportunities:  • social: access to services – health, education, water supply, energy  • economic: employment, formal and informal economy  Challenges:  • social and economic: the growth of squatter settlements, access to clean water and sanitation systems, poor health, education, unemployment, crime  • environmental: waste, air and water pollution, traffic congestion | |  |  |  |  |
| GKS4.84 | An example of how urban planning is improving the quality of life for the urban poor. | |  |  |  |  |
| GKS4.85 | Overview of the distribution of population and the major cities in the UK. | |  |  |  |  |
| GKS4.86 | A case study of a major city in the UK to illustrate:  • the location and importance of the city in the UK and the wider world  • impacts of national and international migration on the growth and character of the city | |  |  |  |  |
| GKS4.87 | Opportunities:  • social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems  • environmental: urban greening | |  |  |  |  |
| GKS4.88 | Challenges:  • social and economic: urban decline and deprivation, inequalities in housing, education, health and employment  • environmental: dereliction, the impact of urban sprawl on the rural–urban fringe, building on brownfield and greenfield sites, waste disposal and atmospheric pollution | |  |  |  |  |
| GKS4.89 | An example of an urban regeneration project to show why the area needed regeneration and how the project improved social, economic and environmental conditions. | |  |  |  |  |
| GKS4.90 | Features of sustainable urban living:  • water and energy conservation  • waste recycling  • creating green space. | |  |  |  |  |
| GKS4.91 | An example of how urban transport strategies are being used to reduce traffic congestion in one urban area. | |  |  |  |  |
| The Changing economic world | | | | | | |
| GKS4.92 | Different economic and social measures of development: gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI).  Limitations of economic and social measures. | |  |  |  |  |
| GKS4.93 | Different ways of classifying parts of the world according to their level of economic development and quality of life. | |  |  |  |  |
| GKS4.94 | Geographic skills lesson – scatter graphing | |  |  |  |  |
| GKS4.95 | Causes of uneven development: physical, economic and historical. | |  |  |  |  |
| GKS4.96 | Consequences of uneven development, disparities in wealth and health, international  migration | |  |  |  |  |
| GKS4.97 | Link between stages of the Demographic  Transition Model and the level of development. | |  |  |  |  |
| GKS4.98 | An overview of the strategies used to reduce  the development gap: investment, industrial  development and tourism, aid, using  intermediate technology, fair trade, debt relief,  microfinance loans. | |  |  |  |  |
| GKS4.99 | An example of how the growth of tourism in an LIC or NEE helps to reduce the development gap. | |  |  |  |  |
| GKS4.100 | A case study of one LIC or NEE to illustrate:  • the location and importance of the country,  regionally and globally  • the wider political, social, cultural and  environmental context within which the  country is placed | |  |  |  |  |
| GKS4.101 | The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development | |  |  |  |  |
| GKS4.102 | The role of transnational corporations (TNCs) in relation to industrial development.  Advantages and disadvantages of TNC(s) to the host country | |  |  |  |  |
| GKS4.103 | The changing political and trading relationships with the wider world  International aid: types of aid, impacts of aid on the receiving country | |  |  |  |  |
| GKS4.104 | How economic development is improving the quality of life for the population. | |  |  |  |  |
| GKS4.105 | Causes of economic change: deindustrialisation  and decline of traditional  industrial base, globalisation and  government policies | |  |  |  |  |
| GKS4.106 | Moving towards a post-industrial economy: development of information technology, service industries, finance and research, and science and business parks | |  |  |  |  |
| GKS4.107 | Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable | |  |  |  |  |
| GKS4.108 | Social and economic changes in the rural  landscape in one area of population growth and one area of population decline | |  |  |  |  |
| GKS4.109 | Improvements and new developments in road and rail infrastructure, port and airport capacity | |  |  |  |  |
| GKS4.110 | The North–South divide. Strategies used in an attempt to resolve regional differences | |  |  |  |  |
| GKS4.111 | The place of the UK in the wider world. Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth. | |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | **Geography** | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject-Specific Pedagogy** | | | | | | |
| **Knowledge of Subject Specific Pedagogy** | | | | | | |
| SSP.1 | Understanding the importance for a Geography department to have a clear curriculum intent | |  |  |  |  |
| SSP.2 | How to ensure precise and correct use of subject-specific language | |  |  |  |  |
| SSP.3 | How to lead a class discussion around key Geography concepts | |  |  |  |  |
| SSP.4 | How to build on prior knowledge, encouraging students to make links and connections | |  |  |  |  |
| SSP.5 | How to break down complex Geography content/skills/tasks into smaller steps | |  |  |  |  |
| SSP.6 | How to sequence a Geography lesson / series of lessons to move from foundational knowledge to more complex content? | |  |  |  |  |
| SSP.7 | How to anticipate and address misconceptions in Geography / How to answer students’ questions | |  |  |  |  |
| SSP.8 | How to scaffold Geography activities to make new knowledge more accessible / How to differentiate complex topics to higher and lower-ability students | |  |  |  |  |
| SSP.9 | How to present, model, give examples / clear explanations for and clarify key Geography concepts | |  |  |  |  |
| SSP.10 | How to advise a group or individual on how to improve their skill level in your subject | |  |  |  |  |
| SSP.11 | How to extend 'general knowledge' about subject, including cross-curricular links historical and multi-cultural aspects | |  |  |  |  |
| **Knowledge of Subject Assessment & Development** | | | | | | |
| SAD.1 | How confident would you be in assessing students’ knowledge and understanding of Geography? | |  |  |  |  |
| SAD.2 | How confident would you be in assessing students’ skill development in Geography? | |  |  |  |  |
| SAD.3 | How confident are you in deploying formative assessment strategies linked to lesson objectives during lessons (incl. hinge questions to pinpoint knowledge gaps, self and peer-assessment, etc.)? | |  |  |  |  |
| SAD.4 | How confident would you be to write a Geography summative assessment on a topic chosen by the subject mentor, choosing, where possible, externally validated materials? | |  |  |  |  |
| SAD.5 | How confident are you in using data (assessment, homework, etc.) to inform your planning? | |  |  |  |  |
| SAD.6 | How confident are you in using data to set appropriate targets? | |  |  |  |  |
| SAD.7 | How confident are you in planning for progression (short, medium and long-term)? | |  |  |  |  |
| SAD.8 | Some schools teach Geography in mixed ability groups. How confident are you that you can involve every pupil in the learning process? | |  |  |  |  |
| SAD.9 | How confident are you in checking prior knowledge to identify knowledge gaps and misconceptions? | |  |  |  |  |
| SAD.10 | How confident are you in drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments to inform future planning? | |  |  |  |  |
| SAD.11 | How confident are you in assessing written answers to questions and identifying ways of improving the answer given through high-quality feedback and specific actions? | |  |  |  |  |
| SAD.12 | How confident are you in making marking manageable and effective? (incl. use of verbal feedback, whole-class feedback, abbreviations, codes, peer-self-assessment, error highlighting, etc.) | |  |  |  |  |
| SAD.13 | How secure is your knowledge of the Geography A-Level Content and Assessment Objectives? | |  |  |  |  |
| SAD.14 | How secure is your knowledge of the Geography GCSE Content and Assessment Objectives? | |  |  |  |  |
| SAD.15 | How would you rate your understanding of the 9-1 grades in Geography? | |  |  |  |  |
| SAD.16 | How confident would you be in assessing students’ soft skills such as resilience, teamwork, empathy, fairness and collaboration in your subject? | |  |  |  |  |
| **Child & Adolescent Development within your Subject** | | | | | | |
| CAD.1 | How do you feel about creating effective learning environments? | |  |  |  |  |
| CAD.2 | How do you feel about securing all pupils’ motivation and concentration? | |  |  |  |  |
| CAD.3 | How confident are you creating challenging learning opportunities and promoting high aspirations for all learners, especially those from a disadvantaged background? | |  |  |  |  |
| CAD.4 | How confident are you implementing effective strategies to engage students with behavioural, mental health or SEN within Geography? | |  |  |  |  |
| CAD.5 | How confident are you working with pupils who may be disaffected in Geography lessons and raising their level of engagement and motivation? | |  |  |  |  |
| CAD.6 | How confident are you building pupils’ confidence to attempt more complex tasks / multi-step problems. | |  |  |  |  |
| CAD.7 | How confident are you at creating competitive and celebratory opportunities for students in your subject? | |  |  |  |  |
| CAD.8 | How confident are you supporting out-of-classroom Geography learning (e.g. through your extra-curricular involvement) to increase participation in your subject and contribute to the holistic development of your students? | |  |  |  |  |
| CAD.9 | How confident are you promoting effective behaviour for learning from students? | |  |  |  |  |
| CAD.10 | How confident are you engaging parents in your students’ learning? | |  |  |  |  |
| **Professional Skills (Literacy & Numeracy)** | | | | | | |
| PS.1 | Own literacy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | |  |  |  |  |
| PS.2 | Ability to support the development of students’ literacy within Geography. | |  |  |  |  |
| PS.3 | Own numeracy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | |  |  |  |  |
| PS.4 | Ability to support the development of students’ numeracy within Geography. | |  |  |  |  |
| **Effective Use of ICT** | | | | | | |
| ICT.1 | Word | |  |  |  |  |
| ICT.2 | Excel | |  |  |  |  |
| ICT.3 | PowerPoint | |  |  |  |  |
| ICT.4 | Interactive Whiteboard | |  |  |  |  |
| ICT.5 | School’s Online Learning Platform (Teams, Google Classroom, SharePoint, etc.) | |  |  |  |  |
| ICT.6 | School’s Systems (SIMS, CPOMS, Class Charts, etc.) | |  |  |  |  |
| ICT.7 | Understanding of e-Safety and how to support it | |  |  |  |  |
| ICT.8 | How to use ICT in the classroom to raise engagement and support the individual? | |  |  |  |  |
| ICT.9 | How to use ICT and online resources to help manage your workload? | |  |  |  |  |
| ICT.10 | How to deliver an effective remote lesson / blended lesson? | |  |  |  |  |

SK Development  
Subject Knowledge Day Compulsory Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SK Day 1** |  | **Geography programmes of study: key stage 3**, DfE, 2013 ➌  *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.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf> |  | **AQA Glossaries** ➌➏  *GCSE Command Words*  <https://www.aqa.org.uk/resources/geography/gcse/geography/teach/command-words>  *GCSE Subject-Specific Vocabulary*  **\***<https://filestore.aqa.org.uk/resources/geography/AQA-8035-SSV.PDF>  *AS and A-Level Command Words*  <https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/teach/command-words>  *AS and A-Level Subject-Specific Vocabulary*  <https://www.aqa.org.uk/resources/geography/as-and-a-level/geography/teach/subject-specific-vocabulary> |
| **SK Day 2** |  | **Geography GCSE subject content**, DfE, 2014 ➌➏  *The GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/301253/GCSE_geography.pdf> |  | **Geography GCE AS and A Level subject content**, DfE, 2014 ➌➏  *The AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in geography.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/388857/GCE_AS_and_A_level_subject_content_for_geography.pdf> |
| **SK Day 3** |  | **Including students with SEN and/or disabilities in secondary geography,** TDA, 2009 ➎  *This booklet gives tutors and trainees information about subject-specific issues in the geography curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive geography lessons.*  <https://dera.ioe.ac.uk/13793/1/geography.pdf> |  | **Access and engagement in geography Teaching pupils for whom English is an additional language**, Department for Education and Skills, 2002 ➎  *The guidance is in two parts. Sections 1 to 4 are intended for subject leaders of geography and ethnic minority achievement (EMA) in secondary schools. These sections are designed to support a departmental meeting focused on reviewing the attainment of pupils learning English as an additional language (EAL), and should be read in conjunction with the later sections. Sections 5 to 8 are for all geography teachers and their EMA colleagues. They aim to help teachers support pupils learning EAL in the classroom, particularly those working at levels 3 to 4 and who have been learning in English for a minimum of two years, in order to raise their attainment in geography lessons.*  http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec\_ks3\_ge\_access\_engage\_eal.pdf |
| **SK Day 4** |  | **Refocusing Assessment geography**, NFER, 2017 ➏  *SSAT, ASCL and NFER have worked together to produce Refocusing Assessment, which is a resource to support schools in developing and reviewing their assessment practice.*  <https://www.nfer.ac.uk/publications/GTGA01/geography.pdf> |  | **Reading set by the SK Tutor**  Record details of the reading set below: |

SK Development  
Task Bank

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 1: The Challenge of Natural Environments**

Produce a resource (card sort activity, PowerPoint, movie) as the basis of a case study. Causes, consequences, short – term response and long-term responses.

Earthquake LIC

Earthquake HIC



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 2: The Physical Landscapes of the UK**

Using The River Tees as a case study, outline the characteristics and formation of a wide range of fluvial features.

|  |
| --- |
|  |

****

Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 3: The Challenge of Natural Environments**

Produce a mind map identifying how hurricanes are formed, their specific characteristics and management strategies to reduce their impacts

|  |
| --- |
|  |

****

Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 4: The Living World**

Choosing The Tropical Rainforest ecosystems, produce a map showing:

* location
* the climate characteristics
* adaptations of plants and animals to survive
* the issues surrounding the economic development of your chosen ecosystem

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 5: The Physical Landscape of the UK**

Describe and explain the formation of one feature of coastal erosion and one feature of coastal deposition. Use annotated diagrams to aid understanding.

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 6: Urban Issues and Challenges**

Describe the location and importance of a city in a LIC or a NEE. You MUST use a case study of a city in a Lower Income Country (LIC) or a Newly Emerging Economy (NEE).

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 7: Urban Issues and Challenges**

Discuss the opportunities of living in a major city in the UK

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 8: The Changing Economic World**

Use an example to describe how tourism can help to bridge the development gap

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 9: The Changing Economic World**

Use an example of a LIC to explain how its industrial structure has changed

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 10: Urban Issues and Challenges**

Describe how urban areas provide challenges for people and governments. Use a case study of a city in a lower income country (LIC) or a newly emerging economy (NEE).

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 11: Urban Issues and Challenges**

Explain how urban planning is improving the quality of life of the urban poor.

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | Geography | **Knowledge and Understanding  Development Tasks** |

**Task 12: The Living World**

Identify the characteristics of the major ecosystems: climate, vegetation and uses.

|  |
| --- |
|  |



Task completed:

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Trainee) **Date**: \_\_\_\_\_\_\_\_\_\_\_

Evidence of SK Development  
Secondary Subject-Knowledge Development

**What work have you done to develop your subject knowledge?**Evidence what you did to improve your subject knowledge in the boxes below.

|  |  |  |
| --- | --- | --- |
| **Term 1** | September/ October | November/ December |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Term 2** | January/ February | March/ April |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Term 3** | May/ June | June/ July |
|  |  |

Notes:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mentor) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainer) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Guidance Notes & Definitions  
Appendix A

**Subject Knowledge Development**

*Evidence suggests that a high level of subject expertise is a characteristic of good teaching (Sadler and others, 2013 and Hill and others, 2005)*.

The Carter Review of ITT (2014) believes that though many ITT entrants will begin their courses with sound subject knowledge, ITT must nevertheless systematically address gaps and misconceptions in core subject knowledge. They have found that in some cases, there can be a perception, often from trainees themselves, that they begin ITT with all of the content knowledge they will need and that ITT only needs to teach new teachers how to translate that knowledge effectively. For example, evaluations from subject knowledge enhancement courses show trainees begin courses believing they have a reasonable level of subject knowledge in their subject of study, but after the course recognise that they over-estimated their levels of understanding of their subject (Department for Education (DfE), 2013).

Addressing subject knowledge systematically is important across all subjects. For secondary teachers a degree will form an important basis but not a guarantee of good subject knowledge across the breadth of the national curriculum in their subject.

They have found that these challenges mean it is important for subject knowledge to be treated as a priority in ITT. They consider the following practices as characteristics of effective teaching to address subject knowledge development:

◼ **Subject knowledge development should be addressed systematically**, through a process of auditing and tracking with specific on-going input to address subject knowledge gaps. There is a range of online tools provided by subject associations as well as subject knowledge specifications that can support this process.

◼ **Subject knowledge development in ITT should be sharply focused on “subject knowledge for teaching”**; it should focus on the content knowledge and concepts required to deliver the national curriculum and exam syllabi where relevant, ensuring that content reflects any changes to these. Emphasis should also be put on exploration of the importance of the subject and why it matters to the learner now and in the future.

◼ **Trainees need access to high-quality subject expertise** – making systematic use of subject expertise in schools (such as Specialist Leaders in Education (SLEs)), and cross-phase expertise in some cases.

The Teachers’ Standards require trainees to demonstrate good subject knowledge. Subject knowledge is an area that all teachers must continue to review and develop throughout their career. As such, ITT providers should instil an expectation and appetite for on-going development of subject knowledge beyond ITT and throughout a teacher’s career. Directing trainees towards subject communities and networks, as well as resources from subject associations, is a helpful way of supporting this.

**Subject-Specific Pedagogy**

*There is evidence to suggest that teachers who understand how pupils think about subjects, including their common misconceptions, are more likely to have a positive impact on pupil outcomes (Sadler and others, 2013 and Hill and others, 2005).*

The Carter Review of ITT (2014) believe that ITT programmes should address subject-specific issues, including phases of progression within the subject, linkages between subjects as well as common misconceptions and how to address them, as well as develop confidence in practical issues relating to their subject (for example, experiments in science and use of equipment in Design and Technology).

Providers and schools have also told us that it is important that both trainers and mentors have a strong grasp of subject-specific pedagogy. This relates to the issues above about trainees having access to sufficient subject expertise.

**Subject Knowledge in the ITT Core Content Framework**

◼ **Trainees must learn that…**

* Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge.
* Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.

◼ **Trainees must learn how to…**

* Identify essential concepts, knowledge, skills and principles of the subject.
* Ensure pupils’ thinking is focused on key ideas within the subject.
* Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
* Use resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
* Extend subject and pedagogic knowledge as part of the lesson preparation process.