

Geography Feedback Prompts

Please refer to the Geography section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

National Curriculum – Geography programmes of study: Key Stages 1 and 2

Reference should be made to the Aims of the National Curriculum for geography, and Associate Teachers should demonstrate their understanding of the requirements of these. Associate Teachers should also ensure that they plan to meet statutory subject content as specified in the relevant programme of study (unless working to different curriculum requirements of their placement school).

Geography Subject Knowledge: Associate Teachers' geography subject knowledge should be evident in both their planning and their teaching.

Substantive knowledge:

Associate Teachers' substantive knowledge should be evident in both their planning and their teaching:

The national curriculum and other geography education literature presents this through 4 interrelated forms*:

- locational knowledge
- place knowledge
- human and physical processes (the geography community also includes 'environmental' as part of this)
- geographical skills.

*These 4 areas are also addressed through the Understanding the World element of the EYFS Development Matters framework

Disciplinary knowledge:

Disciplinary knowledge considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.

This should allow pupils to understand the connections between different areas of the subject and thus apply their increasingly fluent geographical knowledge and understanding to a variety of contexts.

Consideration should also be given to opportunities for pupils to develop their metacognitive skills for instance learning from their mistakes, misconceptions and approaching enquiry from different perspectives.

Key Idea:	What to look for
Building on prior learning	<ul style="list-style-type: none"> ➤ Does the Associate Teacher have secure understanding of children's prior learning and intended future learning? ➤ Has the Associate Teacher identified prior knowledge pupils need in order to understand and access the lesson content? ➤ How does the Associate Teacher ensure prior knowledge is secure (e.g. through the use of retrieval practice)? ➤ Do pupils refer to prior learning during the lesson? ➤ How does the lesson contribute to building pupils' geographical knowledge? ➤ Is intended learning assessed at the end of the lesson?
Locational Knowledge: Pupils should be able to: <ul style="list-style-type: none"> • build their own identity and develop their sense of place • develop an appreciation of distance and scale • learn about the orientation of the world, including references such as the continents and oceans that they can navigate from 	<ul style="list-style-type: none"> ➤ Do pupils develop understanding of how place can be personal to each person? ➤ Do pupils develop understanding of the use of scales and how this can be different in different maps and impact on our understanding of other information, such as photographs? ➤ Do pupils develop understanding of the continents and oceans? Do they understand the difference between a country and a continent and a sea and an ocean? Do pupils develop understanding of different areas of the world, such as the equator and the poles?
Place Knowledge: Pupils should be able to: <ul style="list-style-type: none"> • understand that locations can have different meanings and are affected by different processes 	<ul style="list-style-type: none"> ➤ Do pupils develop understanding of how locations can be different and how different processes, both human and physical, can affect them? ➤ Do pupils develop understanding of different locations by relating these to those they are familiar with? Can they see similarities and differences between the locations?

<ul style="list-style-type: none"> • build knowledge of place by linking to places they already know or are familiar with (from personal experience or through what they have been taught) • connect different aspects of geography through understanding what a place is like 	<ul style="list-style-type: none"> ➤ Do pupils develop understanding of how different aspects can connect different locations, such as coastal areas, urban areas, deserts etc.?
<p>Human and Physical Processes: Pupils should be able to:</p> <ul style="list-style-type: none"> • describe their own and others' environments • recognise the similarities and differences between the world around them and contrasting environments • understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife 	<ul style="list-style-type: none"> ➤ Do pupils develop understanding of how different experiences will affect understanding of location and place and how place can be personal to each person? ➤ Are pupils able to develop understanding of patterns and trends over time and location? For example, how a location has developed and why? ➤ Are pupils able to develop understanding of different environments, and ones which are contrasting to their local environment? ➤ Do pupils develop understanding of how different locations and environments can have similarities and differences?
<p>Geographical Skills: Pupils should be able to:</p> <ul style="list-style-type: none"> • use geographical skills to gather, analyse, present and interpret spatial information. • They should be able to identify patterns and trends use specific skills to represent and interpret geographical data experience data collection, analysis and presentation 	<ul style="list-style-type: none"> ➤ Are pupils able to use geographical skills including map reading, compass reading to plan and follow routes? ➤ Are pupils able to use geographical skills to identify land use, such as sketch maps and tallys? ➤ Are pupils able to use geographical skills to present and interpret information? ➤ Do pupils develop understanding of how to analyse their fieldwork findings? ➤ Do pupils develop understanding of fieldwork techniques?
<p>Substantive knowledge and concepts: Pupils should make progress in terms of their substantive knowledge (e.g. place, human and physical processes) The Associate Teacher should be aware of, and able to develop understanding of substantive knowledge and concepts in line with the school's curriculum expectations.</p>	<ul style="list-style-type: none"> ➤ Are specific content and concepts emphasised for explicit teaching? ➤ Are concepts taught and/or understanding of their meaning developed within a clear geographical context? ➤ Are pupils supported to develop their use of geographical specific vocabulary to communicate their knowledge and understanding? ➤ Does the Associate Teacher check pupils' knowledge and understanding of substantive knowledge and concepts? Do they address any gaps in knowledge or misconceptions which arise? ➤ What strategies are being used to support pupils to remember and recall key geographical information? (e.g. retrieval practice, low-stakes quizzes, use of knowledge organisers, working walls)
<p>Adaptive teaching in geography</p>	<ul style="list-style-type: none"> ➤ Are all pupils enabled to access the geography content taught? ➤ Are adaptations made in terms of how geography content is taught rather than the content itself? ➤ Which adaptive strategies are used to challenge and support pupils with SEND and/or EAL to access to the geography lesson? How effective are these?
<p>Assessing learning and progress in geography</p>	<ul style="list-style-type: none"> ➤ Has the Associate Teacher identified important content and concepts they will teach and assess? Do they check whether pupils know these? ➤ Does the Associate Teacher use a range of assessment methods effectively to assess knowledge, understanding and/or progress throughout the lesson? ➤ Does the Associate Teacher draw valid inferences about what pupils know from formative assessment used during the lesson? ➤ Does the Associate Teacher address any gaps in learning or misconceptions which are identified through formative assessment? ➤ How will assessment inform pupils' next steps in geography learning?
<p>Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why is this important (impact on pupil progress), and how will this be achieved (what actions are needed?) E.g. To embed effective use of mapping in your geography teaching in order to develop and secure children's knowledge of scale and distance by revisiting university taught sessions for specific examples, identifying appropriate maps for the lesson, and including them within your geography planning and teaching.</p>	