

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.

Curriculum Frameworks: ATs are aware that geography is included for EYFS within the Early Years Framework under Understanding The World, and for KS1 and KS2 in the National Curriculum (NC) (2013).

Schools will make use of their own geographical setting and local area to inform some aspects of their curriculum and will choose specific countries and areas of countries to study as part of the National Curriculum requirements.

Geography Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

Substantive knowledge: this should be evident in both planning and teaching: The NC presents this through 4 interrelated forms:

- locational knowledge
- place knowledge
- human and physical processes
- geographical skills

Disciplinary knowledge: considers how geographical knowledge originates and is revised. This should allow pupils to understand the connections between different areas of the subject and apply their geographical knowledge and understanding to a variety of contexts.

The following prompts are designed to support in giving subject-specific feedback and are informed by current curriculum documentation and the Geographical Association.

Key Idea:	What to look for
Substantive knowledge and concepts: Pupils should make progress in terms of their substantive knowledge (see 4 key areas, above). ATs should be aware of, and able to develop, understanding of substantive knowledge.	➤ Are concepts taught within a clear geographical context? ➤ Are pupils supported to develop their use of geographical specific vocabulary to communicate their knowledge and understanding? ➤ Does the AT 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)
Locational Knowledge	➤ Do ATs enable pupils to develop understanding of how place can be personal? ➤ Do ATs support pupils to 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?
Place Knowledge	➤ Do ATs support understanding of how locations can be different and how different processes, both human and physical, can affect them? ➤ Do ATs make use of familiar locations to develop understanding of new ones? Can pupils see similarities and differences between the locations? ➤ Do pupils develop understanding of how different aspects can connect different locations, such as coastal areas, urban areas, deserts etc.?
Human and Physical Processes	➤ Do ATs develop pupils' understanding of how different experiences will affect understanding of location and place? ➤ Are ATs able to develop pupils' 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?
Geographical Skills	➤ Are pupils supported in being able to use geographical skills including map reading, compass reading to plan and follow routes? ➤ Are pupils supported to use geographical skills to identify land use, such as sketch maps? ➤ Do ATs support pupils to develop understanding of analysing fieldwork findings?
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 this is 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.	

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility

Business Ethics and Corporate Social Responsibility