# Curriculum: PGCE Geography (11-16) with QTS\*

# AY 21/22

## EHU Logo for the Department of Secondary and Further EducationRationale of curriculum sequence

**Course: PGCE Geography**

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Teaching across the geography schemes of learning is mapped against and underpinned by both the Core Content Framework and the Edge Hill Faculty of Education ITE Pillars: 1.personal and 2.professional values, attitudes and beliefs 2.Subject & curriculum knowledge 3.The craft of teaching and pedagogy. The design of the three academic modules reflects these Pillars and supports the delivery of the course.

Our curriculum considers the big picture of high-quality geography education in schools and what effective teaching of geography looks like. The end goal is to ensure a successful geography curriculum with purposeful thought of the sequencing of learning and relationships created through all forms of knowledge (Ofsted 2021). The need to combine understanding of substantive and disciplinary knowledge central to the scheme of learning. Locational, Place and Human/ physical processes are explored as central concepts in the early part of the course to understand the central pillars of geography education prior to commencing placement. This view is concurred by Ofsted (2021) citing Taylor’s (2008) ‘basic level understanding’ of the ‘messy complex concepts’ (place/space/scale/ environment/ cultural diversity etc) that Geography has. Whilst on professional placement the curriculum revisits these themes to develop greater expertise. The nature and purpose of geography education is explored in a similar vein- initially identifying base understanding moving to critiquing this in the context of Geography’s purpose on a larger scale and controversial issues in the subject area. Ofsted (2021) identify the importance of procedural knowledge (geographical skills) allowing access to gather, analyse, present, and interpret spatial information, identifying patterns and trends. In order to reach this point the building blocks of map-skills, Geographical Information systems (GIS) and photographic analysis are developed to ensure mastery towards application in combination with the substantive geographical knowledge and content to promote the learning process. A recurring theme evident across this and other modules is the idea of misconceptions in geography. This idea is interwoven throughout all sessions so that trainees fully understand the core content, skills reinforcing particular avenues through bespoke pedagogical approaches. The most effective teachers have deep knowledge of geography, equipping them to allows learns to progress, evaluate learning and tackle misconceptions (Geographical Association 2015). Another example of cross module consideration is that of enquiry. Trainees are required to undertake critical evaluation of geography education on professional practice. In order to do this the idea of ‘thinking like a geographer’, the enquiry approach and critical reflection must be sequenced accordingly, to develop trainee understanding and application.

Trainee geography teachers will consider their identity and educational philosophies throughout. This chronological journey and reflection raises their consciousness of the need for Geographical perspective and understanding others’ views as well as developing empathy in readiness for teaching placement and longer term as a working professional in terms of longevity (Heikonen 2017). Educational policy is then critiqued to enable the trainee to see geography in a wider context of policy and ideology. This raises their level of consciousness against geographical ideologies, policies and perspective. There are elements of practice such as professional behaviours and safeguarding which are sequenced prior to starting professional placement to ensure priority in these areas. The following content then builds upon the trainees’ knowledge and understanding of educational philosophies and how they may inform key issues in education; for example, by considering The understanding of decolonisation, social justice are central concepts to the subject and these threads run throughout all modules, identifying exemplars in substantive knowledge. SEND, EAL and PP and the implications for learning in geography become more prevalent and the need for expertise is demanded as the professional practice progresses, building and shaping identity and philosophy.

There is *c*onsideration for what teaching geography and what learning geography looks like, developing on the key concepts (place/ space/ environment for example) that have been taught earlier A variety of learning theories are explored that form the basis of the onward curriculum. This is an innovative approach where previous learning is revisited, interleaving pedagogical approaches with geography focused delivery. The curriculum is inter-woven into professional practice curriculum, revisiting and building upon key pedagogies such as modelling, assessment and questioning throughout. There is a significant focus on the relationship between cognitive load theory and effective geography teaching, linking geographical expertise with cognitive ability (Downs 1991). The preceding curriculum onwardly gathering momentum, complexity and depth with the climax clearly in sight. Trainees are able to build these into their own planning and sequencing of their own geography lessons and longer-term curriculum, with those earlier learning theories at the core of their approach as this is practiced and reflected upon in the classroom, innovating geography pedagogies for the future (Pauw 2015).

Downs, M. & Liben, L (1991) The Development of Expertise in Geography: A Cognitive-Developmental Approach to Geographic Education

Geographical Association (2015) Geography initial teacher education and teacher supply in England. A national research report by the Geographical Association.

Heikonen, l., Pietarinen, J., Pyhältö, K., Toom, A. and Soini, T., (2017). Early career teachers' sense of professional agency in the classroom: associations with turnover intentions and perceived inadequacy in teacher-student interaction. Asia-Pacific Journal of Teacher Education, 45(3), pp. 250-266.

Ofsted (2021) Research review series: geography.

Pauw, I.(2015) Educating for the future: The position of school geography. Int. Res. Geography. Env. Educ. 2015, 24,1–18.

Taylor , L (2008), ‘Key concepts and medium term planning’, in ‘Teaching Geography’, Volume 33, Issue 2.

|  |  | Trainees should… | Prior to PP | End of Introductory PP | End of Developmental PP | Interim on Consolidation PP | End of Consolidation/Course |
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| PILLAR 1 | Personal & Professional values, attitudes and beliefs | *Learn that:* | -Pupils’ identity and behaviour is influenced by teacher so role modelling is essential  -There are standards within the teaching professional that must be upheld. | - Teachers have a responsibility in school in loco parentis to keep students safe.  -Staff in school perform a number of roles in curriculum and pastoral settings. | -Geography teachers are required to contribute to the wider life of the school.  -Each school has its own ethos and values that must be upheld | -There are routes for professional development which will impact on student outcomes  - Teachers of Geography have a significant part to play in the production of subject knowledge | -Teachers’ standards are important within schools and form part of future target setting.  -Geography teachers need to set personal views aside and be impartial when debating. |
| *Learn how to:* | -Act in a professional manner and to develop relationships with students/parents & carers.  -Meet the standards expected of a teacher. | - Report any safeguarding concerns to the relevant named member of staff  -Effectively communicate with other members of staff contributing to the curriculum and pastoral side of the school. | -Contextualise geography in a way that is pertinent and benefits the students outside of the geography classroom.  -Uphold the values and ethos of a school and contribute to the culture of the school. | -Understand the impact CPD can have on the students’ outcomes.  - Test and trial new pedagogies within the field of geography to further develop chances of student success. | -Develop as a teacher knowing the pathway that a teacher must take following recommendation for QTS  - Critically evaluate practice and suggest areas for development. |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | -Geographical knowledge is sequenced in a way that allows progression to occur.  -There are theories of learning that support the teaching and learning of Geography | -Subject knowledge and progression in Geography can have a ‘golden thread’ approach.  -Pupils have a range of intelligences that allows for them to learn in different ways. | -Retrieval practice and other principles are essential to embed learning  -Cognitive load can be reduced to allow for learning to take place. | -Metacognitive strategies can be used to enable pupils to think in different way  -Teacher talk can provide a range of analogies that can be used aid geographical learning. | -Geographical enquiry, allows pupils to ask geographical questions and think like a geographer combining a range of skills (eg collecting and analysing geographical data).  -Critical reflection is ongoing and Geography directed. |
| *Learn how to:* | -Develop lesson plans , with support, that encompasses knowledge and skills in Geography.  -Develop some teaching resources and activities based on different theories of learning. | -Integrate geographical golden threads into schemes of learning to revisit  -Begin to plan for bespoke needs of learners. | -Use Rosenshine’s Principles of Instruction to guide planning.  -Incorporate the use of modelling and scaffolding into planning. | -Teach by using a range of theories that allows students to learn.  -Contextualise the geography when discussing issues such as race, class and identity to make it bespoke to the individual. | -Ask philosophical and challenging questions that stimulates and spark curiosity within pupils.  -Approach critical refection and use Geography subject associations to further progression of knowledge. |
| Curriculum & subject knowledge | *Learn that:* | -Geography education is structured into key pillars and concepts.  -The Geography National Curriculum can be critiqued to allow for contemporary Geographies e.g. geographies of sexuality or studentification. | -Inclusivity is required to be incorporated into the Geography curriculum  -Controversial geographical issues such as climate, conflict and culture can influence the lives of students. | -There are a range of misconceptions to be aware of in the Geography curriculum for example within tectonic hazards (lava/magma)  - There are non-statutory and statutory frameworks that influence the Geography curriculum . | -Some concepts in geography are more difficult to understand e.g. globalisation and sustainability. | -Geography links to the wider curriculum e.g. Citizenship/History/RE and Science.  -The Geography curriculum can be continually expanded upon with contemporary geographies. |
| *Learn how to:* | -Use the key geographical skills needed to interpret knowledge e.g., Map skills, GIS and data manipulation.  -Bring existing expertise in Geography to begin to create units of learning. | -Critically evaluate the geography curriculum  -Use a range of pedagogical approaches such as talk and debate to challenge controversial issues. | -Plan lessons unaided that that incorporates the key elements of geography that avoids misconceptions being found.  - Critically evaluate the frameworks that the geography curriculum is based for example Geography POS/ geography examination boards. | - Relate learning to existing knowledge, gain perspective then introduce a range of examples to consolidate understanding. | -Plan an effective and substantive Geography curriculum in collaboration with other subject areas.  - Continually review the Geography curriculum – eg actions against the Ofsted Review series Geography |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Learn that:* | -There are a different types of assessment e.g. formative and summative and that they are approached in different ways.  - Know the differences between assessment for/of learning  - There are areas regarded as the ‘building blocks for successful AFL’ | -Assessment can inform teachers about the bespoke needs of pupils and allows for teaching to be adapted  -There are common assessment strategies used in Geography and understand the theory behind why this is so.  - Students’ bespoke needs mean that feedback/feedforward are interpretated in different ways. | -Teaching and learning cycles e.g., Accelerated Learning Cycle means that assessment needs to be fully integrated into lessons  -There is a relationship between formative and summative assessment and the link between these needs to be evaluated. | -Data from assessment and appropriate support can be used to close the knowledge gap  - Student motivation is linked to assessment and learning outcomes  - Geographical concepts such as Place and Locational knowledge can be assessed in conjunction with the spiral/ level of difficulty approach of sequencing. | -Effective use of assessment should include a combination of geographical enquiry and working towards success criteria via assessment for learning.  NAHT model as an example to work towards  - Thinking as a Geographer includes to need to ask questions and begin to understand what critical evaluation looks like |
| *Learn how to* | -Practice using a variety of questioning strategies for use in the geography classroom  - Begin to plan, with support, strategies that embeds AFL into lessons. | -Use marking and feedback/feedforward effectively to allow for individualised student progress through learning  - Use a variety of methods to present feedback/feedforward  - Recognise what Geographical enquiry looks like, developing the use of key skills such e.g. analytical | -Teach lessons using geographical enquiry  - Plan lessons independently that has opportunity for hot and cold questions.  - Use consistent application of assessment/feedback feedforward in the geography classroom. | -Plan for bespoke intervention by creating individual learning grids based on assessment of geography (for day to day, periodic and transitional)  -Develop progressive curriculum sequencing using understanding assessment strategies to embed. | - Analyse how models of assessment in geography are in line with whole school and national policies on assessment- e.g. interpreting maps/ data.  -Critique the assessment approaches and develop further. |
| Adaptive Teaching | *Learn that:* | - Students learn at different rates and there are teacher support strategies to enable this to happen.  - The learning pit analogy is useful to use. | -Talk and debate are important within the Geography curriculum to adapt teaching to learner needs- Philosophy for children is introduced.  - Students are from different backgrounds and this may influence them. | -The Vygotskian idea of too much scaffolding hinders progress  - Modifications dependent on ability may be required based on subject knowledge/strategy used. | - Geography curriculum is inclusive and must cater for the needs of all learners.  - Some pupils are mislabelled and that this needs to be addressed | -Teaching needs to be made bespoke to the individual’s needs-  -Geography as a subject is open to critique and that specific pedagogies such as dilemmas and living graphs can be aligned depending on content. |
| *Learn how to* | -Begin to plan variety of strategies such as modelling and scaffolding  -Ensure that teaching strategies set high expectations for all and that stereotypes and subgroups are avoided. | * Reframe questions to provide greater scaffolding or greater stretch. * Observe the role that teaching assistants use in the classroom * Identifying pupils who need new content further broken down. | -Further develop the use of writing frames and other methods of support- supporting geographical facts and concepts to build debate and argument particularly in human geography.  - Build in additional practice or removing unnecessary expositions. | - Balance input of new content so that pupils master important concepts.  -Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. | -Teach controversial Geographical issues (eg conflict/climate change/sexualities) with the concept of culture/ identity developing teacher philosophy.  - Use a range of research informed strategies to develop adaptive teaching strategies. |
| Behaviour | *Learn that:* | -Setting high expectations e.g. modelling behaviours through strategies such as meet and greet sets a standard for students to replicate, in order for them to succeed.  -Building effective relationships is an effective strategy in behaviour management.  - Pupils are motivated | -It is not a ‘one size fits all’ approach to behaviour management  -Create an effective learning environment that incorporates consistent routines  - Experiences in the area of Geography may have specific requirements for behaviour e.g., on a fieldtrip | -Student behaviour can be influenced by a range of needs  -Student behaviour can be influenced by their experiences outside the classroom.  - Seating plans can be used to support in lesson planning | - Emotional Intelligence aids the teacher in responding to behavioural issues  -Communication with student/parent/ staff members are important in following up the behaviour conversation | -There are links between additional needs and behaviour  -Pupils’ feelings can be addressed which ultimately influences their behaviour. |
| *Learn how to:* | - Be aware of common behaviour issues that occur in the classroom.  -Investigate behaviour strategies that exist and begin to consider their effectiveness.  - Reward students (intrinsically or extrinsically) | -Observe mentors and other staff members showcasing high quality behaviour management  -Develop positive working relationship classrooms and  -Use mini plenaries effectively to consolidate short term retention and to refocus student attention.  - Understand how to access whole-school support | -Cater for student bespoke needs through a range of fostering relationships  -Create classroom routines as a fundamental source of high  expectation, a scaffold for conduct, and a community vision of optimal  habits and behaviours. | -Use strategies and interventions for de-escalating  confrontation, resolving conflict, redirecting unproductive (or destructive) behaviours, and reacting to antisocial behaviour in a just,  productive and proportional way.  -Use data to inform future strategies to inform teaching of behaviour management. | -Regulating one’s own emotional state; understanding  personal triggers in one’s own behaviour, expectations or reactions and the impact this can have on influencing student behaviours. - Embed and consistently apply high quality approaches and reactions to poor classroom behaviour reflecting upon experiences and setting targets for future development.  -Use performance feedback to develop own teaching |
| SFE PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Learn that:* | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding * CALP and BIC skills are important for language acquisition and teachers need to plan for them * Developing an understanding of prior geographical knowledge and how to obtain this from learners. * That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL | * That it is important to address misconceptions such as learners with EAL have an additional need not special need * EAL learners are not a homogenous group * How context embedded and cognitively demanding is simply good teaching and useful for all learners   For example embedding experiences of learners into geography lessons on migration/globalisation/ population. | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent * That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage * There are stages of progression to language development and relate to Hilary Hester’s BEL stages * Group work and discussion is essential for language acquisition in all subject disciplines- e.g. philosophy for children. | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work   -for example geographical case studies Syria/ Afghanistan – common origins of EAL learners.   * It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers | * Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family * It is important to use the BEL stages for assessment but that there are other models * The importance of avoiding cultural appropriation- critical analysis of geographical topics eg rivers/population and inclusivity and ideas for re-writing the curriculum based on critical discussion. |
| *Learn how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline * Identify key vocabulary that will be needed in their subject discipline | * Ask the teacher questions about their practice. * To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group - developed through philosophy for children and embedded further through geographical enquiry. * Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition | * Use dual language books, flashcards, and visual aids to support reading comprehension * Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces – access to geography fieldwork for example. * Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition | * Use the BEL stages for assessment * How to celebrate culture, languages and difference in all classes and throughout a school * Be sympathetic to the needs of pupils with EAL and those who are refugees * Address ways of supporting families who have EAL * To include geography’s role in the wider community and cohesion through curriculum eg understanding of space/place/cultures | * Assess the stage of language development through assessment stages and consider support strategies * Evaluate (and if necessary, challenge) any poor EAL practices in school |
| Relationship & Sex Education (RSE) | *Learn that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it * There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context * Ground rules in RSE teaching are important. | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum * Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc. * The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms   Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach   RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience- linked with thinking skills in geography (eg coastal management decision making- analysing evidence and making choices) * Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated |
| *Learn how to* | * Reflect what the new guidance means for their own teaching practice * Appreciate the role, purpose and value of RSE in the curriculum * Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety | * Gently challenge misconceptions and misuse of language which emerge * Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships) | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint   Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships | * Respond to challenges that they might encounter in the RSE classroom * Avoid pedagogy that may be misleading and contribute to shame and stigma * Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator. | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond * Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context |
| Safeguarding &digital wellbeing | *Learn that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online. * All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s) * Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals. * Settings have their own Safeguarding Policies which must be followed by all in that setting. * Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns. * Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure. | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos. * Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures * Peer on Peer abuse and sexual harassment are current priorities for all settings. * The following are requirements to know and implement as a teacher: * 1) they are essential part of the safeguarding system for children. * 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating. * 3) Providing a safe learning environment for all pupils and young adults. * 4) Be prepared to identify children / young adults who may benefit from early help * 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting. * Bullying, including Cyberbulling is wrong and can take many forms. * Safeguarding involves promoting the welfare of children and colleagues within the school and wider community. | * The adverse experiences of pupils can have an affect upon learning and progress * The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).   A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns. | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential. * Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.   . |
| *Learn how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice. * Engage with further CPD development undertaken through Prevent training (Government link) * Identify the signs of possible abuse * Report disclosures to the necessary DSL including the DSL at Edge Hill * Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the pupil during their disclosure. | * Confidently and competently report safeguarding concerns in their setting and at University. * Conduct themselves in a professional and safe manner in educational Setting. * Respond to a pupil’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community. * Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL | * Identify how a safe and secure environment is established for pupils. * Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community. * Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding. | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’ * Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education. | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context. * Identity when to act upon situations and the professional manner this must uphold. * Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE. |