Disclaimer: This prospectus is a guide to courses in the School of Education and Lifelong Learning. We have taken every care to be as accurate as possible but content should be read as subject to change at any time and without notice - It is not to be regarded as incorporated in any way in the document which records the formal relationships between a student and the university.

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The **Secondary PGCE (M) course in Teaching Geography** is intended to support and build on the PD programme of lectures and activities at UEA, as well as to support your work in each of your school placements.

The course is intended to guide your thinking and learning in geographical teaching and also to develop your knowledge and understanding of how pupils learn in geography. The guide is simply that - it is a guide! It will need to be used as such and adapted to suit your particular needs and circumstances as your teaching and learning develop. The guide provides a basis for common practice and shared understanding of teaching and learning in geography.

The course has been prepared in the light of experience in Initial Teacher Education over the last eleven years. It is hoped that the close partnership between UEA and all Partnership Schools will develop further and that this course will meet the needs of Trainee Teachers, Schools and the UEA. There is no course in the country which has higher Ofsted grades than ours! We will endeavour to ensure that these high standards are maintained for you and by you.

We hope that you have a successful and satisfying year that will launch you into a career in teaching - inspired, enthusiastic and confident!

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WORKING IN PARTNERSHIP

A key strength of the UEA PGCE (M) course is the active involvement and commitment of partnership schools. The whole PGCE programme has been designed in partnership with schools, many of whom contribute above and beyond mentoring trainees within schools.

Geography mentors are actively involved in many facets of the PGCE year including:

- interviewing course applicants
- planning & delivering joint fieldwork
- collaborating over the delivery of conferences and collapsed timetable days
- designing course documentation
- shaping seminar content
- assignment marking and review
- delivering PD lectures
- delivering Geography curriculum sessions
- evaluating and reflecting on the programme.

Throughout the year we participate in a range of joint events including fieldwork and conferences.
THE AUTUMN SEMESTER PROGRAMME

The main aim of the PGCE Autumn semester programme is to prepare you for your first period of teaching. The key elements of teaching and learning in geography will be explored and developed at UEA and in your placement school. You will identify what constitutes good practice in teaching and learning in the geography classroom and then gain experience and confidence in your own practice.

The Partnership PGCE programme provides a structure to support and develop your own learning about teaching in geography. Each week the course contains lectures and activities at UEA which could be developed and exemplified through suggested activities in your placement school. Some of these activities may not be applicable to all schools or to all geography departments and they may not completely dovetail with the school or department programmes and therefore cannot be addressed at the same time necessarily. You should look at the whole programme of lectures and suggested activities and aim to cover them over the whole placement. The realities of life in schools may mean that some do not get covered. Remember that you are just one learner in the school and that several hundred others have needs and make demands on the staff in the school. Try to become as actively involved as possible in your school placement making sure that you take the lead from the direction given by the staff in the school, especially those in the geography department.

You are a learner but also a teacher in your Placement School and as such you need to establish a good working relationship with the staff at the school, especially those in the geography department. To get the most from your experience in your school you need to spend time observing pupils and teachers in the classroom as they engage in the learning process. Try to find opportunities to work with and for your new colleagues in practical ways such as supporting individual pupils in a lesson, making notes for a slow writer or producing resources. As your confidence and knowledge grow you are likely to take some responsibility for teaching individual pupils, groups of pupils and eventually whole classes. Try to ensure that you have a wide range of experience throughout your placement.

Your ability as a teacher will be judged against a set of Teachers’ Standards which are described in detail in the Secondary Partnership PGCE Handbook. This course guide indicates the range of activities engaged in each week and how they are intended to develop your competences as a newly qualified teacher!
WORK IN SCHOOL

To assist your induction into your placement schools, it is important that you find out details of the organisation of the school, its aims, how the geography department fits into the overall structure of the school, the range of tasks that teachers carry out, their resources and facilities.

* Structured Observation
Observation and reflection as the basis for both practice and development underpin the PGCE Partnership Programme. Staff will do their best to provide opportunities for you to observe a range of classroom situations, different teaching styles, different groupings and classes of different age and attainment levels.

* Working Collaboratively
You are both a learner in a school and a beginning teacher. Try to collaborate with your new colleagues and with other trainee teachers in a practical way. Spend time with individual pupils when they are working independently, help with resources, do some marking, be self motivated!

* Teaching
The PGCE programme assumes that you will progress from the structured observation stage into teaching relatively quickly. You should gain some experience of teaching in a range of developmental situations. Opportunities for sustained work with an individual pupil and with a small group of pupils will be particularly valuable in increasing your awareness and understanding of how children learn. Teaching in such situations will also provide you with opportunities to practise questioning, diagnosis and explanation. These activities provide a good introduction to organising, motivating and managing pupils in anticipation of subsequent stages of team teaching and eventual progression to taking on responsibility for teaching a whole class. Each one of you is different and it is most likely that you will progress through these stages at different rates.

Throughout your placement you must remember that teachers are always very busy and that their first responsibility is to the education of their pupils!

* Reflection
This year is about your development as a teacher and reflection is an essential element of that development. Reflection should be evident in your observations, assignments, lesson planning and evaluations. Use primary and secondary evidence to support and challenge your ideas. Try to demonstrate your analysis of events and avoid self-indulgent anecdote. What issues underpin the observations you have made? How are your values shaped by your experiences this year and how far do your values affect your understanding of your experiences?
ICT IN THE PGCE (M) GEOGRAPHY COURSE

As a geography teacher you will want to make use of every suitable, appropriate and available technique to enable you to make your lessons and pupil learning most effective. ICT, including GIS has a crucial role to play in geography teaching and learning.

You may have some limited or perhaps quite considerable competence in using ICT, but it is important that you develop your personal competence further. Throughout the PGCE course at UEA you will have opportunities to develop your knowledge, understanding and skills in using ICT & GIS in the geography curriculum and in the geography classroom, thus ensuring that it becomes an integral part of your teaching in schools.

There are scheduled sessions within the course where ICT will feature. You will also find opportunities in your Placement Schools as well as in unscheduled time at UEA to develop your ICT competence as well as observing how ICT is used to enhance learning in the classroom.

You must take responsibility for the development of your ICT skills and competences in relation to your teaching. Everyone will start with a different background in ICT and therefore opportunities and activities will vary. Individual geography teachers, departments and schools will vary in terms of facilities, opportunities, confidence and competence in the use of ICT in the curriculum, so you will need to discuss your own development in relation to that of your Placement Schools.

It is also important that you are aware of issues surrounding the use of ICT, highlighted in the Byron Review:

ICT Resources and References

Mitchell, D. (2007) Making the most of your department website, Teaching Geography 32,1 p 60, Geographical Association,

Selected Geography Teaching Websites

www.geographypages.co.uk
www.geographyteachingtoday.org.uk
www.rgs.org.uk
www.juicygeography.co.uk
www.georesources.co.uk
www.puzzlemaker.co.uk
www.geography.org.uk
www.bbc.co.uk/bitesize
www.greenpeace.org
www.s-cool.co.uk
www.internetgeographer.co.uk
www.mapzone.co.uk
www.oxfam.org.uk
www.geographyatthemovies.co.uk
www.esri.com/what-is-gis/index.html
www.geography.org.uk/gtip/thinkpieces/gis/#9
www.ordnancesurvey.co.uk/oswebsite/education-and-research/schools.html
www.ordnancesurvey.co.uk/oswebsite/web-services/os-openspace/gallery.html
http://getamap.ordnancesurvey.co.uk/getamap/frames.htm
www.esriuk.com/industries/education/community_education.asp
www.arcgis.com/home/
http://maps.google.co.uk/maps
www.openstreetmap.org/
http://wikimapia.org
www.norfolkinsight.org.uk
www.geographyalltheway.com
www.discover-geography.co.uk
THE GEOGRAPHICAL ASSOCIATION
NORWICH & NORFOLK BRANCH

The local branch of the Geographical Association holds a number of evening meetings (usually in Norwich) which are well worth attending. The topics have a direct link with our local area and with issues currently being debated by geographers. They provide opportunities to meet other local geographers, teachers and those interested in the subject as well as bringing you up to date.

This year the programme is being arranged by the GA and the RGS.
GENERAL COURSE OVERVIEW

TOPICS

Preparing for Teaching.

What is learning? Planning for learning.

The Geography Curriculum.

Differentiation and supporting pupils with special educational needs.

Purposeful teaching and talking. Developing thinking skills.

Assessment in Geography.

Classroom management.

First block placement.

Review of first block placement experiences.

Fieldwork in Geography. Medium term planning.

The entitlement curriculum – sustainable development, citizenship and values education.

Equal opportunities in Geography.

Geography 14-19; vocational education.

Assessment issues; tracking and target setting.

Behaviour management. Progression in competence and job applications.

Geographical Information Systems.

Geography matters.

Preparing for second block placement.

Review of progress on placement.

Career Entry Development Profile.

NQT Induction & continuing teacher development.
PREPARING TO BE A GEOGRAPHY TEACHER

Aims:
* To make use of our own learning experiences as a starting point for learning about teaching;
* To encourage the use of observations in schools to help inform about teaching and learning;
* To identify the factors which can affect learning in geography;
* To examine what constitutes good practice in teaching and learning in geography;
* To identify a variety of resources which enable and enhance learning.

This week's sessions will be introducing all the Teachers' Standards.

At UEA:
* We will begin by using our own experiences in the classroom to identify what we have learnt in our geographical education. We will try to identify the reasons why we want to teach geography and then try to identify what makes good geography, a good geography lesson and an outstanding geography teacher.
* We will use the observation schedules to begin to identify the factors which affect learning in geography.
* We will consider the wide variety of resources available to geography teachers and how we might use them in teaching and learning about the subject.

Links to your work in Schools:
* You will not be in your placement schools yet but we will make use of your pre-course observation schedules.

Key Questions:
* What is Geography?
* Why do we want to teach Geography?
* What makes good Geography?
* What factors affect teaching and learning in geography?
* How can geography be used to motivate & challenge the learner?
Resources and references:

WHAT IS LEARNING? PLANNING FOR LEARNING IN GEOGRAPHY

Aims:
* To identify the different components and activities which constitute a lesson;
* To produce a planning framework for lessons;
* To develop an awareness of appropriate strategies to enable effective pupil learning in geography;
* To identify strategies and procedures necessary for the successful introduction of learning activities in geography lessons;
* To identify a series of questions to set up a geographical enquiry.

This week's sessions will be addressing the following Teachers’ Standards: T 2, T4

AT UEA:
* We will identify the key elements of a lesson and introduce a planning framework.
* We will identify strategies which enable successful teaching and learning in geography lessons.
* We will identify questions to develop geographical enquiry.

Links to your work in schools:
* You will not be in your placement schools this week but we shall make reference to pre-course observations in schools.

Key Questions:
* What makes a good lesson?
* How do you plan and organise a lesson?
* What questions should be asked to enable us to carry out a geographical enquiry?
* What resources enable and enhance effective learning in Geography?
Resources and references:

Morgan, J. (2011) Teaching Secondary Geography as if the Planet Matters, Routledge
THE GEOGRAPHY CURRICULUM AND CONTRIBUTION TO LITERACY AND NUMERACY ACROSS THE CURRICULUM

Aims:
* To examine the position of Geography in the curriculum;
* To identify policies which support the development of language in the geography classroom, including specialist Geographical language;
* To identify strategies to support pupils who have English as their second language;
* To identify opportunities and strategies to support the development of numeracy in the geography classroom;
* To identify a range of places for study in the geography curriculum;
* To identify opportunities for the use of case studies in the geography curriculum.

This week's sessions will be addressing the following Teachers' Standards:
T2, T3

At UEA:
* We will look at the position and role of geography in the National and in the school curriculum from 5 – 19.
* We will identify strategies to support the development and retention of specialist terminology and language in geography.
* We will identify strategies and resources to support pupils who have English as their second language.
* We will identify opportunities and strategies to incorporate numeracy into learning in geography.
* We will look for opportunities to integrate places, themes and skills in lessons.

Links to your work in Schools:
* Study the geography department scheme of work
* Examine the school's language policy in relation to geography
* Examine the content and readability of texts, resources and worksheets used in teaching geography.
* How are spelling, punctuation and grammar assessed in geography?
* Examine the school's number policy in relation to geography

Key Questions:
* What is national curriculum geography?
* What is the place of geography in the KS4 and 5 curriculum?
* What is the specialist geographical language needed by pupils?
* How can we cater for pupils of mixed ability in their knowledge and understanding of English in our teaching groups?
* What makes places memorable? How do you choose which places to study?
* What makes a good case study in geography?
* What strategies can be used to teach case studies effectively?
Resources and references:


Jefferis, T (2001) But this is maths, Sir!, Teaching Geography 26,4 p 183, Geographical Association.


DIFFERENTIATION AND SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Aims:
* To identify opportunities for the development of thinking skills through teaching geography;
* To identify the specific learning needs of individual pupils;
* To identify opportunities as well as appropriate strategies and procedures to develop and use differentiated tasks, resources and outcomes in the classroom;
* To identify policies and provision for SEN in geography departments as they relate to whole school policies and provision;
* To explore a variety of resources and strategies used to address SEN in geography.

This week's sessions will be addressing the following Teachers' Standards:
T1, T2, T5

At UEA:
* We will identify different strategies to achieve differentiation in learning in geography lessons and focus on differentiated tasks, resources and expected outcomes to meet the needs of individual pupils.
* We will look at ways of adapting resources to meet the needs of individual learners.
* We will create appropriate worksheets for pupils of different abilities and different needs?
* We will look at how provision can be made for pupils with SEN through schemes of work.

Links to your work in Schools:
* You should identify through observation and discussion with class teachers how differentiation is achieved in learning in the geography classroom.
* Plan a lesson which includes strategies for differentiated learning.
* Identify specific resources to support different groups of pupils in differentiated learning.
* You should identify the school and department provision for SEN pupils.
* Try to work with a SEN teacher, support staff or with a pupil with SEN to identify their specific learning difficulties and those strategies used to address them.
* Identify or adapt a resource to provide for pupils with SEN.

Key Questions:
* What is differentiated learning in geography?
* How can differentiation be achieved successfully in geography lessons?
* How can a differentiated curriculum deliver the entitlement curriculum for all pupils?
* Who are the pupils with Special Educational Needs?
* How do we provide the entitlement curriculum in geography to all pupils?
* How can we create appropriate worksheets for pupils of different abilities and different needs?
* Which resources are most effective in encouraging appropriate language development for pupils of different abilities and with different needs?
Resources and references:

PURPOSEFUL TEACHING AND TALKING
DEVELOPING THINKING SKILLS

Aims:
* To identify opportunities for purposeful talk in the classroom;
* To identify strategies and procedures necessary for the successful introduction of groupwork in the geography classroom;
* To examine different activities which promote thinking skills.

This week’s sessions will be addressing the following Teachers' Standards:
T3, T4

At UEA:
* We will identify strategies which enable successful teaching and learning in geography lessons including questioning, discussions, debates, active learning and group work.
* We will examine activities and design resources which help to promote pupils’ thinking skills.

Links to your work in schools:
* Identify different strategies; e.g. exposition, questioning, active learning, etc. used in the classroom which contribute to effective learning amongst pupils.
* Identify positive and negative features of groupwork activities in the geography classroom.
* Identify through observation and discussion with class teachers how thinking skills are promoted in the geography classroom.

Key Questions:
* Which resources are most effective in encouraging appropriate language development for pupils of different abilities and with different needs?
* How can we plan for progression in pupils' learning?
  ‘What is “active learning”?’
* What is groupwork and the purpose of groupwork? What are suitable activities?
* How can I organise successful group activities?
* How can groupwork contribute to successful learning for individual pupils?
* How can we develop pupils’ thinking skills?
Resources and references:

ASSESSMENT IN GEOGRAPHY

Aims:
* To identify the central issues in assessing pupil's learning in geography;
* To identify criteria for assessing knowledge, understanding and skills in geography;
* To understand and identify opportunities to include assessment for learning;
* To identify a range of appropriate homework tasks and activities.

This week's sessions will be addressing the following Teachers' Standards:
T2, T4, T6

At UEA:
* We will identify different methods of assessment which can be used in geography lessons.
* We will identify criteria to assess learning in geography and produce specific mark schemes which are appropriate to the tasks set.
* We will identify approaches and strategies for marking pupils' work.
* We will identify a range of appropriate homework tasks and activities.

Links to your work in Schools:
* You should try to identify and discuss departmental marking and assessment policies and gain some experience in marking pupil's learning.
* Identify different tasks and opportunities for different forms of assessment in pupil learning in geography.

Key Questions:
* How do we assess achievement in learning in geography?
* What methods of assessment are most appropriate for assessing learning for different pupils?
  * How and when do we mark pupils' work?
* How do we identify and plan for progress in learning in geography?
* How do we identify appropriate targets to enable progress in learning?
* What are good homework tasks and activities?
Resources and references:

Morgan, J. (2011) Teaching Secondary Geography as if the Planet Matters, Routledge
CLASSROOM MANAGEMENT STRATEGIES

Aims:
* To identify strategies and personal resources which can be employed in lessons to maintain discipline, control and a positive working atmosphere conducive to learning;
* To identify strategies and sanctions which can be employed to combat inappropriate pupil responses or behaviour.
* To make final preparations for first block placement.

This week’s sessions will be addressing the following Teachers’ Standards:
T1, T2, T7, T8

At UEA:
* We will use our observations in schools of successful strategies and resources used to maintain discipline, control and a working atmosphere in geography lessons.
* We will try to identify strategies used to combat inappropriate pupil behaviour in lessons.
* We will explore strategies which encourage pupils to take an interest in learning in geography.

Links to your work in Schools:
* Discuss different strategies you observe being used by teachers with different pupils or groups of pupils to maintain discipline and control in lessons.
* Make a note of different sanctions and the reporting procedures used in the school when inappropriate behaviour is identified.
* Try to discuss some of these issues and strategies with different teachers.

Key Questions:
* How do I create and maintain a positive working environment in my classroom?
* How can we best structure a series of lessons to motivate and engage the pupils and facilitate learning?
* How do I make my classroom attractive and encourage learning in pupils?
* How can we raise the profile of geography to pupils and raise their level of interest in the subject?
* What strategies do I need to adopt to be successful on first block placement?
Resources and references:

FIRST BLOCK PLACEMENT

This is a six week block placement. Its purpose is to:
* allow you the opportunity to build on the ideas and experiences you have encountered in school and the university in the first eight weeks of the course;
* provide a systematic introduction to classroom teaching;
* to provide an opportunity for you, in discussion with your mentor, to diagnose your strengths and weaknesses as a basis for work you will undertake in the second semester.

You should take the opportunity to develop your classroom teaching skills, to work with other teachers as a support teacher, observer and colleague and to extend your knowledge and understanding of pupils' learning in geography.

The first block placement is about re-enforcing and extending the work and experiences you have gained so far. These experiences should form the basis of review and discussion. No-one expects that you should end, let alone begin this period of your PGCE year as an expert teacher; it is part of the process of your development, reflection and review.

Although you will be doing some whole class teaching, it is important that you continue to work with individual pupils, with small groups of pupils, as a support teacher and with focused observation of experienced teachers and of fellow trainees.

Undertake a series of extension tasks such as:
* rewriting a KS3 resource for less able pupils
* developing a classroom resource for the most able pupils
* reviewing a textbook used in the department
* writing a worksheet to support a video clip
* developing a mark scheme for a piece of work and comparing it with the school mark scheme
* producing a display of pupils' work
* planning a fieldwork activity in the local area
REVIEW OF THE FIRST BLOCK PLACEMENT EXPERIENCES

Aims:
* To share experiences gained on first placement.
* To identify strengths and weaknesses in individual’s teaching practice.
* To identify targets for future development of competence in subject knowledge, planning, teaching and assessment of pupils’ learning.
* To evaluate the effectiveness of the first term of the course.

At UEA
* We will discuss our experiences of first placement;
* We will identify successful strategies employed in the classroom
* We will evaluate the effectiveness of the first term’s programme.

Key Questions:
* What was your best experience on block placement and why?
* Which was your most successful lesson and why?
* Which was the pupils’ most successful lesson with you and why?
* Which was your least successful lesson and why?
* What are your strengths and priorities for your further professional development?
* How well did the first term prepare you for your experiences on block placement?

This week’s session will be reviewing all the Teachers’ Standards.
THE SPRING SEMESTER PROGRAMME

The aim of the PGCE (M) spring semester programme is to consolidate and develop further the knowledge, understanding, skills, experiences and competences gained in the autumn semester. It is intended to draw on the experiences gained during your first placement to help consolidate your thinking about what constitutes good practice in teaching and learning in the geography classroom. It is also intended to enable you to become more competent, confident and experienced in your own practice during your second school placement.

The Partnership PGCE programme continues to provide the structure and support to develop your own learning about teaching in geography. The course lectures and activities at UEA will again offer ideas and suggestions for further development in your placement schools. Some of these activities may not be applicable or relevant to all schools or to all geography departments. Remember again that you are just one learner in the school and that several hundred others have needs and make demands on the staff in the school. Try to become as actively involved as possible in your Placement Schools making sure that you take the lead from the direction given by the staff of the school, especially those in the geography department.

As in the first semester, you are a learner but also a teacher in each of your Placement Schools and as such, you will need to establish good working relationships with the staff at the school, especially those in the geography department. You should continue to observe pupils and teachers in the classroom as well as finding opportunities to work with and for colleagues in practical ways. You should also try to ensure that you continue to have some individual and some small group experience throughout each placement.

The spring semester course also broadens the focus from that on the classroom to one on the whole school and the wider community it serves. Topics and activities will encourage you to look beyond your own classroom observations and experiences to those involving the geography department, the school as a whole and to the community.

During second placement you will be working closely with your mentor to develop a pattern of classroom practice which builds on your strengths and capabilities and which responds to the nature and demands of the school. Your ability as a teacher will be judged against the Teachers’ Standards and you are responsible for gathering evidence to prove that you have covered all of the standards.
FIELDWORK IN GEOGRAPHY and PREPARING FOR THE CA: MEDIUM/LONG TERM PLANNING

Aims:
* To identify opportunities for fieldwork in geography.
* To identify the legal requirements, responsibilities and strategies for organising work beyond the classroom.
* To plan a series of lessons around a theme or issue

This week's sessions will be addressing the following Teachers' Standards:
T3, T4, T5

At UEA:
* We will examine the geography curriculum to identify opportunities for incorporating fieldwork.
* We will plan a schedule of fieldwork investigations supporting the curriculum.
* We will participate in fieldwork with a partnership school.
* We will identify the characteristics of good schemes of work to plan a series of lessons around a theme or issue

Links to your work in Schools:
* Identify the pattern of fieldwork activities supporting the geography curriculum.
* Examine the department, school and county guidelines relating to fieldwork, trips and visits.
* Discuss the resourcing issues for fieldwork.
* Evaluate the department’s schemes of work in relation to the QCA schemes

Key Questions:
* What opportunities are there for incorporating fieldwork in the geography curriculum?
* What is the potential of the local area for fieldwork?
* How do I plan fieldwork activities and investigations?
* What are the characteristics of a good scheme of work?
* How can we best structure a series of lessons to motivate pupils and enable successful learning to occur?
* How can we build variety into our lessons?
* How can we plan for progression in pupils' learning?
* How can we integrate the study of places and themes successfully into our schemes of work and into our lessons?
**Fieldwork Resources and references:**


GEOGRAPHY’S CONTRIBUTION TO THE ENTITLEMENT CURRICULUM. SUSTAINABLE DEVELOPMENT, CITIZENSHIP AND VALUES

Aims:
* To identify opportunities for geography to contribute to learning across the school curriculum;
* To identify strategies and opportunities to raise the profile and awareness of geography to everyone:
  * To identify appropriate strategies to teach about sustainability and the global dimension.

This week's sessions will be addressing the following Teachers' Standards:
T3, T8

At UEA:
* We will identify geography's potential to contribute to learning across the curriculum, to promote pupils' spiritual, moral, social and cultural development education for sustainable development and citizenship.
* We will identify opportunities and strategies to raise the level of awareness of the contribution made by geography to everyday life and to life-long learning, from the "cradle to the grave".
  * We will identify appropriate strategies to teach pupils about development issues in geography.

Links to your work in Schools:
* Examine the school's PSHE programme to identify opportunities to develop or enhance geographical knowledge, understanding and skills.
  * Identify opportunities to raise the profile and level of awareness of geography amongst pupils in the school especially with Year 9.

Key Questions:
* What contribution can geography make to learning across the curriculum to promote pupils’ spiritual, moral, social and cultural development?
* How can geography contribute to citizenship education?
* How can we raise the profile of geography to pupils?
* What are the appropriate strategies and resources to teach about education for sustainable development?
* What are "development issues"?
* What strategies are most appropriate and effective in teaching and learning about "development issues"?
* What would be appropriate in a scheme of work on "development".
Resources and references:


EQUAL OPPORTUNITIES IN GEOGRAPHY

Aims:
* To identify policies which support the development of equal opportunities, gender and multi-cultural issues in the geography classroom;
* To identify strategies to support the development of equal opportunities, gender and multi-cultural education in geography;
* To develop an awareness of equal opportunities, gender and multi-cultural issues in geography resources;
* To develop additional strategies to support pupils who have English as their second language.

This week's sessions will be addressing the following Teachers' Standards:
T1, T5

At UEA:
* We will identify strategies to support the development of equal opportunities in the geography classroom.
* We will evaluate texts and resources used in the geography classroom in terms of the images and bias they contain.

Links to your work in Schools:
* Examine the school's and department's policies on Equal Opportunities.
* Analyse the take up in GCSE and A level Geography groups.
* Carry out a critical examination of current resources used in lessons in relation to equal opportunities and multi-cultural issues.

Key Questions:
* How can we provide equal opportunities for all pupils through our teaching and their learning in our teaching groups and in our lessons?
* Which resources are most effective in promoting equal opportunities and positive gender images and multi-cultural attitudes amongst pupils?
Resources and references:

Connolly, J. (1993) Gender balanced geography: have we got it right yet? Teaching Geography 18,2, pp 61-64.
Plant, M. and Firth, R. (1995) Teaching through controversial issues, Nottingham Trent University Faculty of Education.
14-19 EDUCATION, VOCATIONAL EDUCATION AND THE WORK RELATED CURRICULUM

Aims:
* To review the choices for studying geography related subjects beyond KS3;
* To identify opportunities for developing a career using geography;
* To identify opportunities and strategies to link the geography curriculum to the work of work;
* To identify geography's potential to contribute to the key skills which help learners to improve their learning and performance in education, work and life;
* To identify opportunities for using other adults in the classroom;
* To think about the wider workforce in schools.

This week's sessions will be addressing the following Teachers' Standards:
T3, T8

At UEA
* We will examine the variety of examination syllabuses and courses available to pupils beyond KS3.
* We will identify opportunities and strategies to raise the level of awareness of the contribution made by geography to the world of work.
* We will look at opportunities for pupils to develop careers using geography.
* We will identify opportunities to work with and involve other adults in schools

Links to your work in Schools:
* Familiarise yourself with any non-A level courses offered to pupils beyond KS3.
* Discuss the work experience programme offered to pupils and examine the opportunities to relate it to the geography curriculum.
* Identify the careers programme offered to pupils pre 16 and 18 and the support offered by the geography department.
* Identify the opportunities and areas of the curriculum which involve adults other than teachers.

Key Questions:
* What choices are there for pupils beyond KS3?
* How can geography contribute to the work related curriculum?
* What are the opportunities and prospects for pupils who wish to develop a career using geography?
* How can geography contribute to key skills?
Resources and references:

Talbot, P (2002) Geography ... more than a job, Teaching Geography 27,4 p140, Geographical Association.
The aim of this week's sessions are:
* To extend knowledge & understanding of assessment for learning and consider feedback to enable affective target setting;
* To encourage different forms of assessment in geography lessons appropriate to the needs of the pupils and the subject;
* To identify appropriate strategies for teaching & marking ‘A’ level geography;
* To identify appropriate strategies for teaching & marking geography controlled assessment.

This week's sessions will be addressing the following Teachers' Standards:
T2, T6

At UEA:
* We will assess pupils’ learning in geography and identify appropriate targets for pupils’ further progress and achievement.
* We will identify strategies to enable and encourage progression in learning in geography.
* We will mark examples of examination questions, A level essays and GCSE controlled assessment.

Links to your work in schools:
* You should try to identify and discuss departmental marking and assessment policies and gain some experience in marking pupil's learning.
* You should try to identify and discuss target setting for individual pupil’s progress in geography.

Key Questions:
* How do we record achievement in geography?
* How do we assess at A level?
* How do we identify and plan for progress in learning in geography?
* How do we identify appropriate targets to enable progress in learning?
Resources and references:


BEHAVIOUR MANAGEMENT
PROGRESSION IN COMPETENCE & JOB APPLICATIONS

Aims:
* To review strategies needed for effective classroom management.
* To identify appropriate strategies to establish and maintain a positive learning atmosphere in the classroom.
* To identify opportunities for personal research into one's own classroom practice.
* To identify strategies which enable critical appraisal of classroom teaching and pupil learning.
* To identify personal and professional needs for development as a teacher.
* To identify the processes and procedures involved in seeking and gaining a first teaching appointment.

This week's sessions will be addressing the following Teachers' Standards:
T7, T8

At UEA
* We will reconsider strategies needed for effective classroom management.
* We will identify appropriate strategies to establish and maintain a positive learning atmosphere in the classroom.
* We will identify opportunities and strategies for personal research into classroom management and effective learning.
* We will identify criteria to critically appraise classroom practice.
* We will identify personal and professional needs to become a newly qualified teacher.
* We will identify the processes and procedures in gaining a first teaching appointment.

Links to your work in Schools:
* Observe different pupils, classes and teachers to identify and analyse the strategies adopted to encourage positive participation in the lesson and in different set tasks.
* Review your classroom practice and experiences.
* Identify your personal professional development needs.
* Discuss the INSET programme for staff in the geography department as well as for the whole school.
* Discuss job applications with your mentor and link teacher.

Key Questions:
* Which strategies proved to be most successful in encouraging pupil learning in geography?
* Which strategies were most effective in establishing and maintaining a positive learning environment?
* How can I manage my classroom and the pupils' learning more effectively?
* What strategies, approaches and criteria are needed to develop critical analysis of my practice in teaching?
* What are my personal and professional targets for the remainder of the course?
* How do I apply for a job in teaching?
Resources and references:

GEOGRAPHICAL INFORMATION SYSTEMS

Aims:
* To explore the use of readily available applications to develop a “sense of place”;
* To explore the possibilities of map work, use of photos in “virtual fieldwork” and “DME” through ICT;
* To explore the potential and use of commercially available school GIS software packages and open-source mapping;
* To examine the place of GIS in A Level Syllabi;
* To share GIS experiences.

This week’s sessions will be addressing the following Teachers’ Standards:
T3

At UEA:
* You will use at least one school GIS software package.
* You will use at least one “open source” GIS software package.
* You will examine A Level syllabus/question.
* You will hear about latest developments in the development of GIS and its applications.
* You will practise teaching some aspect of GIS someone else in the group.

Links to your work in schools:
* Familiarise yourself with GIS on offer in KS3, KS4, KS5.
* Familiarise yourself with GIS in exam syllabuses.
* Consider how you would prepare pupils for at least one exam question, referring to GIS.
* Develop at least one potential lesson, using GIS.
* Consider your professional development needs in GIS over the next few years.

Key Questions:
* How do I develop GIS skills as a teacher?
* How can GIS contribute to the Geography Curriculum?
* How can geography contribute to key skills, in the curriculum as a whole?
* Are your pupils safe online? Visit http://www.education.gov.uk/ukccis
* Are you safe online? Visit http://newteachers.tes.co.uk/news/dont-let-facebook-harm-your-career/45634
Resources and References:


Useful websites/resources (also available as links on the Portal)

www.esri.com/what-is-gis/index.html
www.geography.org.uk/gtip/thinkpieces/gis/#9
www.ordnancesurvey.co.uk/oswebsite/education-and-research/schools.html
www.ordnancesurvey.co.uk/oswebsite/web-services/os-openspace/gallery.html
http://getamap.ordnancesurvey.co.uk/getamap/frames.htm
www.esriuk.com/industries/education/community_education.asp
www.arcgis.com/home/
http://maps.google.co.uk/maps
www.openstreetmap.org/
http://wikimapia.org
www.norfolkinsight.org.uk
http://digimapforschools.edina.ac.uk/

Activities

1. To explore the possibilities of map work, use of photos and “virtual fieldwork” through ICT
2. To explore the use of Google Map and Wikimapia (readily available applications) to develop a “sense of place”
3. To explore the potential of open-source mapping.
4. To explore the construction and editing of GIS, using AEGIS and other software.

Outcomes

1. Use at least one GIS package
2. Have at least one potential lesson, using GIS
3. Try the OCR AS Question
4. Be able to show someone else in the group how to use some aspect of GIS
GEOGRAPHY MATTERS

Aims:
* To consider the contribution of Geography to pupils’ development;
* To consider the contribution of Geography to the wider curriculum;
* To consider the contribution of Geography to the School;
* To consider the contribution of Geography.

At UEA
We will provide opportunities to:
* Review items/issues from previous sessions.
* Examine Global Citizenship Resources.
* Consider that “Geography Teachers Make a Difference!”
* Enjoy a “Sense of Place.”

Links to your work in schools:
* You will develop your ideas to take to your second placement about what Geography can offer?

Key thoughts:

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”
Kofi Annan, Former Secretary-General, (1997-2007) United Nations

“… the "environment" is where we all live; and "development" is what we all do in attempting to improve our lot within that abode. The two are inseparable. Further, development issues must be seen as crucial by the political leaders who feel that their countries have reached a plateau towards which other nations must strive. Many of the development paths of the industrialized nations are clearly unsustainable. And the development decisions of these countries, because of their great economic and political power, will have a profound effect upon the ability of all peoples to sustain human progress for generations to come.”
Gro Harlem Brundtland, (20/03/1987) Foreword: Our Common Future, Oslo, OUP

“We must follow the wisdom of the Brundtland Report. We must pursue “development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.”

“Many say our world is at a tipping point. If we do not act together, if we do not act responsibly, if we do not act now, we risk slipping into a cycle of poverty, degradation, and despair.”
Ban Ki-moon, Secretary-General, (2007-present) United Nations
PREPARING FOR SECOND BLOCK PLACEMENT. PROGRESSION IN THE TEACHERS’ STANDARDS

Aims:
* To make final arrangements for second placements;
* To evaluate how progression in the standards can be achieved and monitored.

This week's sessions will be addressing all of the Teachers’ Standards.

At UEA:
* We will re-examine all the Teachers’ standards
* We will review progress on first placement and identify potential for Progression.

Links to your work in Schools:
* Discuss with your Mentor opportunities for building upon strengths in first placement.
* Identify opportunities for addressing areas for development.

Key Questions:
* What are the Teachers’ Standards against which judgments are made & how do I gather evidence for these?
* How can we ensure progression in competence against the standards?

Resources and references:
SECOND BLOCK PLACEMENT

Throughout your second block placement you should be building on and extending your experiences from first placement and integrating the learning from the course. You will be working closely with your mentor to develop a pattern of classroom practice which builds on your strengths and capabilities and which responds to the nature and demands of the school.

The purposes of your second placement are to contribute further to the curriculum and professional development elements of the course by:

* providing further opportunities to develop your competence in teaching geography
* providing increased opportunities to develop your competence and understanding in areas of non-subject expertise
* paying increased attention to your role as an autonomous classroom manager and teacher
* providing experience of working with a tutor group for which you will take increasing responsibility
* developing your awareness of the whole school as an organised community and of your role in that organisation
* encouraging you to contribute to the school other skills and resources which you bring with you to the PGCE course, such as personal skills, interests and enthusiasms as well as previous work experience.

Second placement will be characterised by increasing independence on your part and by opportunities to play a wider part in the work of the department and in the life of the school. Amongst your wider priorities should be:

* developing your personal and professional use of ICT
* taking opportunities to participate in departmental planning and INSET
* considering ways in which the geography department relates to other departments in the school
* joining in the planning, organisation and evaluation of fieldwork activities with KS3, GCSE or "A" level teaching groups.
* joining in the planning, organisation and moderation of assessment of pupils in their KS3, GCSE and ‘A’ level teaching groups.
REVIEW OF PROGRESS ON PLACEMENT

Aims:
* To review your achievement and progress made so far on second placement
* To identify specific targets for your continued professional development
* To share good practice and teaching experiences gained on placement

This week’s sessions will be addressing all the Teachers’ Standards.

At UEA:
* We will review your achievement and progress made so far on second placement.
* We will identify specific targets for your continued professional development.
* We will share good practice and teaching experiences gained on placement.

Key Questions:
* What progress have you made so far in relation to achieving the Standards?
* What are your specific targets for the next two weeks?
* What has been your most successful lesson so far and why?
* What has been your least successful lesson so far and why?
CAREER ENTRY DEVELOPMENT PROFILE

Aims:
* To identify your personal strengths and areas for further development in relation to the Standards;
* To produce a draft of the Career Entry Profile.

At UEA:
* We will identify your personal strengths and areas for further development in relation to the Standards.
* We will produce a draft of Section B of the Career Entry Profile.

Key Questions:
* Which of the Standards represent my personal strengths?
* Which of the Standards do I need to develop further competence in?
* How do I best complete the Career entry development profile documentation?
INDUCTION AND CONTINUING TEACHER DEVELOPMENT

The aims of this week’s session are:

* To share experiences gained on second placement;
* To identify strengths and weaknesses in individual’s teaching practice;
* To identify strategies and targets for future development of competence in the classroom as newly qualified teachers.
* To evaluate the effectiveness of the course.
* To discuss the reality of the first year of teaching.

This week’s sessions will be addressing all the Teachers’ Standards.

At UEA

* We will discuss our experiences of second placement.
* We will identify successful strategies employed in the classroom.
* We will evaluate the effectiveness of the PGCE programme.
* We will discuss the first year of teaching with trainees from last year’s course.

Key Questions:

* What was your best experience on block placement and why?
* Which was your most successful lesson and why?
* Which was the pupils’ most successful lesson with you and why?
* Which was your least successful lesson and why?
* How well did the course prepare you for your experiences on block placement?
* What are your personal and professional needs as a newly qualified teacher?
* What will the first year of teaching be like?

Resources and references:


APPENDICES
Appendix A

PGCE SECONDARY PARTNERSHIP 2015/2016 - GEOGRAPHY IN PARTNERSHIP SCHOOLS

Name of School:

Name of Geography Mentor:

Names of other colleagues in the geography department:

Details of geography courses

KS3 course

Names of countries studied in detail:

Main textbook resources in:

Yr 7:

Yr 8:

Yr 9:

GCSE course

Syllabus:

Number and size of teaching groups

Yr 10:

Yr 11:

Main textbook resources in:

Yr 10:

Yr 11:

Fieldwork details - Timing & Location:

Coursework:
Post 16 courses:

AS level syllabus:

A level syllabus:

Number and size of teaching groups: Yr 12:

Yr 13:

Main textbook resources:

Fieldwork details - Timing & Location:

Other courses involving geography:

Nature of school catchment area:

Department development plan, main targets:

Dates of last OFSTED Inspection:

Other relevant information for student on placement:
# Appendix B  GEOGRAPHY LESSON PLAN – PLACEMENT A

<table>
<thead>
<tr>
<th>Year Group:</th>
<th>Class:</th>
<th>Room:</th>
<th>Date:</th>
<th>Time:</th>
<th>AoI:</th>
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**T3: SoW, Curriculum Reference**

**T4: LESSON OBJECTIVES/OUTCOMES (Follow Dept/School practice. This may include):**
1. Aims & Objectives: Knowledge, Understanding, Skills
2. Key Idea / Key Question / Learning Objectives
3. WALT/WILF

**T4 & T7: Classroom Activities and Strategies:**

<table>
<thead>
<tr>
<th>Time Plan</th>
<th>Learning (Pupil) Activities</th>
<th>Teaching Activities</th>
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**Resources**

**Differentiation**

<table>
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<tr>
<th>Homework Task(s)</th>
<th>Date Set</th>
<th>Date Due</th>
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# GEOGRAPHY LESSON PLAN – PLACEMENT B

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**T3: SoW, Curriculum Reference**

**T4: LESSON OBJECTIVES/OUTCOMES (Follow Dept practice – this may include)**
- 4. Aims & Objectives: Knowledge, Understanding, Skills
- 5. Key Idea / Key Question / Learning Objectives
- 6. WALT/WILF

**T4 & T7: Classroom Activities and Strategies:**

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<thead>
<tr>
<th>Time Plan</th>
<th>Learning (Pupil) Activities</th>
<th>T5: Differentiation</th>
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**Homework Task(s)**

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<th>Date Set</th>
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**T2 & T6: Assessment & Monitoring/Progress check (Follow Dept practice)**
## NQT STYLE LESSON PLANS

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<th>OBJECTIVES/OUTCOMES:</th>
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Lesson Evaluation proformas

Lesson Evaluation A:

1. Learning objectives clear and used

2. Subject Knowledge/ Understanding

3. Teaching Methods

4. Learning Activities

5. Pupil Behaviour

6. Pupil Learning, Assessment, Tracking

7. Use of time and resources

8. Homework

Plans for future action.
Their Learning

My Teaching

Specific Pupils
Lesson Evaluation B  

<table>
<thead>
<tr>
<th>Evaluation of Pupil Learning</th>
<th>Evaluation of My Teaching</th>
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**Pupil Behaviour**
- That helped the lesson …
- That hindered the lesson …

**Action Points**
- Planning for Learning … next time
- Planning for Behaviour … next time
- Planning for Individuals (Pupil, AOTT, Teacher) … next time
Lesson Evaluation C: Questions you might ask yourself.

Teaching
Did I?

1. Introduce the lesson YES/NO
2. Put the lesson in context YES/NO
3. Make sure pupils listened in silence YES/NO
4. Introduce key words to be used YES/NO
5. Maintain pace of lesson YES/NO
6. Maintain high expectations YES/NO
7. Differentiate the tasks appropriately YES/NO
8. Regularly interact with the pupils YES/NO

How might I help those who experienced difficulties?
Were the tasks differentiated?
If not, how could I extend access to them?
What parts of the lesson were confusing or dull? Why?
Were my instructions clear?
Were the questions appropriate?
Did all pupils have opportunity to participate?

Learning
Did I?

Re-state the learning intentions YES/NO
Summarise what had been achieved YES/NO
Explain the intentions for the next lesson YES/NO

Was the lesson a success?
Was my lesson plan adequate?
If I were to teach the lesson again, how would I change it?
Did I achieve my overall objectives?
Have I marked their work?
So, what was the evidence that pupils achieved learning objectives?

Behaviour
Were the pupils:

On task YES/NO
Actively engaged in their learning YES/NO
Aware of when they could talk or when they should remain silent YES/NO
Happy YES/NO

Did I?

Ensure that pupils were focused and listening in silence YES/NO

What was the atmosphere like? Which pupils worked well? Which didn’t?
Why?
What sort of misbehaviour was there? How did I deal with it?
Homework
Did I?
- Respond to the previous homework: YES/NO
- Set homework: YES/NO
- Make sure that the homework task was clearly understood: YES/NO
- Make sure that all pupils entered the task into their organisers: YES/NO
- Provided differentiated opportunities: YES/NO
- Set a deadline for completion: YES/NO

Can I Summarise:
Good points of the lesson
Areas for improvement

What are my targets for the next lesson?