**Geography Subject Specific Target Examples**

This document is to support the setting of subject specific targets on the weekly mentor form. These can of course be adapted to meet the requirements of your school and trainee, but I thought the subject specific focus here might be helpful.

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| **Target area** | **Potential target** | **Actions to help achieve this target** |
| **Geography Curriculum** | Become familiar with exam board specifications for the A level/ GCSE geography course | Consult the exam board website and compare this with the lessons/ scheme of work in the shared resource area. Are there any areas of the specification that could be further developed? |
| Develop the ability to plan geographical sequences of learning | Take the KS3/ KS4 SoW for *[insert topic]* and track the progression of geographical skills across the Key Stage. |
| Work with *[insert member of staff]* on the development of the scheme of work for *[insert topic]* |
| **Subject Knowledge** | Develop the geographical knowledge, understanding and skills for the required KS3/KS4/5 courses | Update your subject-knowledge audit, to address any gaps in your current knowledge, with evidence of how you have moved your subject knowledge on. |
| Read/watch/listen to *[insert relevant resource]* to develop knowledge of *[insert topic*]. This could include listening to GeoPods podcasts from the GA, attending public lectures at the UoY, completing a unit on Seneca Learning etc - *please note all trainees have access to the GA journals and resources.* |
| Observe *[insert member of staff]* teaching *[insert topic]* to see how they integrate skills into their application of this topic. |
| Integrate relevant knowledge of geography careers into the topic of *[insert topic]* | Use the RGS careers hub to research geographical careers relevant to this topic. |
| Explore synoptic links within the KS3/4/5 curriculum | Use your lessons with *[insert class]* to model the synoptic links with other units and demonstrate how the students can use these links to further their geographical understanding.  |
| Develop your understanding of GIS by integrating a GIS activity into your lessons on *[insert topic]* | Work through the relevant CPD unit on ArcGIS or use digimaps to help demonstrate *[insert relevant geographical concept]* |
| **Target area** | **Potential target** | **Actions to help achieve this target** |
| **Geography Pedagogy/ Teaching and Learning** | Ensure pupil progress in their ability to analyse figures (AO3 at KS5) | Develop a set of tools, which can be used by pupils to help them understand how to approach an analysis question and model an example of a KS5 AO3 style question. |
| Develop your understanding of an enquiry based approach to learning in geography | Plan your lessons to include starters which promote curiosity and intrigue and shape your lessons by using an overarching key geographical question. |
| Plan a short enquiry based sequence of learning on *[insert topic].* |
| Integrate a small scale fieldwork activity into the unit on *[insert topic]* | Plan a sequence of three lessons, which involves a) planning a fieldwork enquiry, b) collecting data/ observations in the school grounds, c) presenting/ analysing findings to draw geographical conclusions. |
| **Assessment** | Develop the necessary skills for pupils to succeed in GCSE/ A level geography high tariff questions (9 & 20 markers) | Analyse sample geography exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer looks like'. Use this to support pupils in developing the necessary skills needed to succeed in geography exams. |
| Design an appropriate assessment to end specific sequence of learning on *[insert topic]*  | Access the GCSE/ A Level sample assessments/ past papers to help model the approach/ assessment structure that should be mirrored for this assessment.  |
| Encourage students to engage in their feedback to understand how they can progress their geographical understanding further. | Explore different ways of engaging students with feedback and supporting students to improve their geographical responses. |