**Overview of the PGCE Geography Taught Programme**

**Autumn Term - Understanding the building blocks of teaching**

During the first 6 weeks of the course, you will either be on campus (at least once a week) or accessing learning from home. Each week your curriculum sessions are themed around a core area of teaching, which will be a fundamental building block in preparing you for your time in school (after October half term). As well as sessions where we explore research and practice, you will also have support with your assignment writing and time to enable personal reflection. Towards the end of the Autumn term (and the start of the spring term) we will return to our curriculum sessions to reflect on your school experiences to date and to identify and support any needs which may arise.

|  |  |  |
| --- | --- | --- |
| **Week/ Theme** | **Sessions to be covered** | **Link to the ITT Core Content Framework*****Trainees should learn how to...*** |
| **Wk 1 - W/B 14th Sep** **Induction week** *Reflecting on the importance of teaching geography and the geography curriculum* | * Introductions and overview of the year ahead
* Why teach geography?
* Exploring the geography curriculum
* Preparing for assignment 1
 | S1 - Use intentional and consistent language that promotes challenge and aspirationS1 - Create a positive environment where making mistakes and learning from … are part of the daily routineS3 - Analyse the rationale for curriculum choicesS3 - Draw explicit links between new content and the core concepts and principles in the subjectS8 - Manage workload and wellbeing |
| **Wk 2 - W/B 21st Sept***Understanding how students learn* | * Understanding working memory
* The principles of instruction
* Geography through enquiry
* Metacognition in the geography classroom
 | S2 - Avoid overloading working memoryS2 - Break complex material into smaller stepsS2 - Build on pupils’ prior knowledgeS2 - Increase likelihood of material being retainedS4 - Use tasks that scaffold pupils through meta-cognitive and procedural processes |
| **Wk 3 - W/B 28th Sept***Planning for learning* | * Using the learning plan
* Planning for progress
* Stimulating students thinking
* Peer teaching ‘show and share’ - focus on KS3
 | S4 - Plan effective lessonsS4 - Model effectivelyS4 - Stimulate pupil thinkingS8 - Collaborate with colleagues to share the load of planning and preparation and making use of shared resources  |
| **Wk 4 - W/B 5th Oct***Assessing student progress* | * Effective questioning
* Using mark schemes to assess student progress
* Checking learner progress using ICT
* Making marking manageable
 | S4 - Stimulate pupil thinking and check for understandingS4 - Include a range of types of questions in class discussions to extend and challenge pupils S6 - Check prior knowledge and understanding during lessonsS6 -Structure tasks and questions to enable the identification of knowledge gaps and misconceptions S6 - Make marking manageable and effective |
| **Wk 5 - W/B 12th Oct***Adaptive teaching* | * The literate geographer
* Challenging and supporting all learners
* Managing differentiation
* Using your classroom as a teaching resource
 | S3 - Develop pupils’ literacyS3 - Teach unfamiliar vocabulary explicitly S5 - Provide opportunity for all pupils to experience successS5 - Group pupils effectivelyS5 - Meet individual needs without creating unnecessary workload |
| **Wk 6 - W/B 19th Oct***Engaging learners with geography* | * Enhancing geography teaching using GIS
* Fieldwork and outdoor learning
* 1:1 progress meetings
 | S3 - Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subjectS3 - Use resources and materials aligned with the school curriculum  |
| **Wk 7 - W/B 26th Oct** | **Self Study** |
| **Wk 8 - 2nd Nov only***Reinforcing our learning around behaviour management*  | * Building on positive behaviour for learning
* Peer teaching ‘show and share’ - focus on checking learning
 | S1 - Seek opportunities to engage parents and carers in the education of their children S1 - Teach and rigorously maintain clear behavioural expectations S7 - Develop a positive, predictable and safe environment for pupilsS7 - Maximise time for learning ... about key transition pointsS7 - Motivate pupilsS8 - Collaborate with colleagues to share the load of planning and preparation and making use of shared resources  |
| **Wk 14 - W/B 14th Dec***Mid placement development* | * Open Q&A - responding to emerging needs
* Peer teaching ‘show and share’ - focus on your best idea this term
* Understanding assignment 2 and planning for progress over time
 | S3 - Deliver a carefully sequenced and coherent curriculumS3 - Analyse the rationale for curriculum choicesS3 - Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subjectS8 - Collaborate with colleagues to share the load of planning and preparation and making use of shared resources  |

**Spring term - Reflecting on and refining our practice**

The majority of this term is spent on placement within your 2 contrasting schools. However, we have three important points where we come together as a cohort to reflect, refocus and refine our practice. In the Spring term, you will participate in a human based field trip to Leeds, where you will consider the value, logistics and delivery of fieldwork. You will also consider the specific pedagogy and subject knowledge needed for teaching Post 16.

|  |  |  |
| --- | --- | --- |
| **Week/ Theme** | **Sessions to be covered** | **Link to the ITT Core Content Framework*****Trainees should learn how to...*** |
| **Wk 1 - W/B 4th Jan***Mid placement development* | * Narrowing the gap
* Preparing for fieldwork
* Fieldtrip - human (Leeds)
* Fieldwork follow up
* Revisiting our subject knowledge audits
 | S5 - Develop an understanding of different pupil needsS5 - Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculumS3 - Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subjectS3 - Use resources and materials aligned with the school curriculum  |
| **Wk 6 - W/B 8th Feb***Preparing for the next steps* | * Transitioning to your next placement
* Teaching post 16
* Peer teaching ‘show and share’ - focus on KS5
* Preparing for assignment 3
 | S3 - Use resources and materials aligned with the school curriculum S3 - Ensure pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subjectS3 - Balance exposition, repetition, practice of critical skills and knowledgeS8 - Collaborate with colleagues to share the load of planning and preparation and making use of shared resources  |
| **Wk 12 - 26 March (Fri only)***Thinking beyond the classroom - inspiring the next generation of geographers*  | * Representation and misrepresentation in the geography curriculum
* Launching ‘Young Geographer of the Year’ competition in your placement school.
 | S1 - Communicate a belief in the academic potential of all pupilsS1 - Seek opportunities to engage parents and carers in the education of their children |

**Summer term - Professional enrichment and preparing for your NQT year**

During the final 5 weeks of the course, you will engage in a programme of additional enrichment, to extend your learning and teaching experience beyond your 2 main placement schools, whilst preparing for your NQT year. You will participate in your second field trip where you will consider the value, logistics and delivery of physical fieldwork by visiting the Holderness Coastline. In addition to this, you will engage in a primary school placement as well as a period of professional enrichment, where trainees have the opportunity to further develop and explore an area of education which interests them but differs to the experience gained so far during the block placements. The final week of the course looks to share and celebrate the learning and progress that has been made throughout the year.