

# Geography Feedback Prompts

## Substantive knowledge

Trainees' substantive knowledge should be evident in both their planning and their teaching:

- **Human and physical processes** - (also includes 'environmental') - includes phenomena, human and natural, that are central to the interest of a geographer. Knowing why a phenomenon occurs and the impacts that it has are at the core of the discipline.
- **Geographical skills** – this is the procedural knowledge and includes the knowledge necessary to carry out fieldwork, map skills and GIS. Geographical skills allow pupils to collect, represent and interpret spatial information and their acquisition is an important dimension of the geography curriculum.
- **Place knowledge** - place is a physical area that can be located (found on a map) and that has a personal meaning, attachment or distinct identity. It is “place” that connects the physical topography and physical or human geography processes with personal experience and how geographical conceptualisation brings meaning to undifferentiated ‘space’. This then gives meaning to a location.
- **Locational knowledge** – ‘knowing where’s where.’

## Disciplinary knowledge

Disciplinary knowledge considers how geographical knowledge originates (e.g. through enquiry) and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers. This should allow pupils to gain an understanding of the interconnectedness of the subject and give some insight into the ways of academic geographers.

Effective approaches
Objectives are enquiry led with a key question evident.
Accurate use of geographical vocabulary, and an ability to identify and address geographical misconceptions, adapting teaching accordingly.
Evidence of direct action (through learning activities or questioning etc.) to address and avoid the perpetuation of stereotypes about different people and places.

Developing disciplinary knowledge through teaching children to 'think' like geographers and 'work' as geographers, e.g. using elements of an enquiry approach.

Evidence of teaching geographical processes through 'place' as a context.

Trainees draw upon geographical organising concepts (*e.g. place, space, scale, interdependence, physical and human processes, environmental impact, sustainable development, cultural awareness, cultural diversity*) to recognise the interconnectedness of geographical content.

Effective approaches used to interleave and retrieve previous geographical learning e.g. revisiting geographical skills/procedural knowledge.

Appropriate assessment opportunities are used to review geographical learning e.g. effective use of questioning to promote geographical discussion, as a formative assessment strategy and to develop geographical understanding and responding accordingly, end of session quizzes for retrieval purposes.