

## Geography Subject Specific Target exemplars:

This is a working document, intended to support the setting of subject specific targets on lesson observation forms and at weekly mentor meetings. Ideas for geography specific targets are here and can be adapted. Targets can require wider thinking and revisiting of prior learning at any stage in the course where it would be helpful to a trainee.

Target area:	Possible Geography Targets	Suggested activities to achieve this
<b>Curriculum</b>	Develop an understanding of how KS3 and KS4 are sequenced	Study scheme of work to identify key concepts and how they change and develop over the different year groups
	Explore how the school's Geography curriculum meets the requirements of the national curriculum	Focusing on the topic of X, work with the national curriculum (programme of study) for geography document to identify where the schools curriculum addresses this topic  Track the skills covered across KS3 in the school curriculum  Track how concepts in Geography are woven in (synoptic links) to schemes of learning across
	Become familiar with exam board specifications for GCSE (and where appropriate A level) courses in Geography	Focus on the examination board used to follow for GCSE/ A Level that the school are using. Examine the resources that are available for the specification on the AQA (for example) website
	Research local geography links for your lesson	Identify how you can link stories of local people and places, or local source material to the bigger scale stories and events in your lesson.
	Become familiar with GCSE question types	Read examiner reports from previous years trying to spot/ identify patterns/themes to get insight into what is required.
	Plan for progress of all learners in your geography classroom	Think about a specific learner and 'walk through' the lesson in their shoes thinking about the learning blocks they will encounter and how to remove them. eg remove misconceptions.
<b>Subject knowledge</b>	Understand the level of knowledge required by GCSE Geography pupils in the topic of X	Answer exam paper questions to develop knowledge of X topic in Geography and consider the knowledge and skills required by pupils.

Target area:	Possible Geography Targets	Suggested activities to achieve this
		<p>Update subject knowledge audit to reflect the teaching of X in Geography</p> <p>Read/watch/listen to <i>(insert resource)</i> to develop knowledge of <i>[X]</i>. This could include listening to GeoPods podcasts from the GA , BBC Bitesize etc - <i>please note all trainees have access to the GA journals and resources.</i></p> <p>Observe another colleague in the department with the teaching of X topic to gain knowledge of the level of subject knowledge in this topic of geography and see how they integrate skills too.</p>
	<p>Consider the foundational concepts and knowledge of Geography and how mastery of this topic is achieved and assessed.</p>	<p>Work with expert colleagues to understand the essential concepts, knowledge, skills and principles of Geography</p> <p>Update subject knowledge audit to reflect the teaching of X in Geography</p> <p>Read/watch/listen to <i>(insert resource)</i> to develop knowledge of <i>[X]</i>. This could include listening to GeoPods podcasts from the GA , BBC Bitesize etc - <i>please note all trainees have access to the GA journals and resources</i></p>
	<p>Understand how synoptic links are developed in the school curriculum</p>	<p>Track and explore synoptic links between topics in Geography through KS3/4/5 (appropriate).</p>
	<p>Develop your understanding of GIS by integrating a GIS activity into your lessons on <i>(insert topic)</i></p>	<p>Work through the relevant CPD unit on ArcGIS or use digimaps to help demonstrate <i>(insert relevant geographical concept)</i></p>

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	Integrate knowledge of careers into the subject knowledge	Make an activity specific to a career or link skill to a job type etc.
	Develop the idea of pupils 'thinking as a geographer'	Encourage the idea of debate in your lesson and pre plan questions that you may wish to use within a given geography lesson.
<b>Teaching &amp; Learning / Pedagogy</b>	Consider how to introduce new material by linking to prior learning	Make use of tasks that link to pupils prior learning and explicit link these to new material
	Learn how to develop students understanding of abstract ideas by modelling new processes and ideas	Practise using modelling to explain the key aspects of X
	Ensure context/ relevance is created	Try to create hooks that make links/ relevance to the geography you want the pupils to learn to their lives.
	<i>Ensure pupil progress in their ability to analyse figures (AO3 at A Level)</i>	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.

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	Develop your understanding of an enquiry based approach to learning in geography	<p>Plan your lessons to include starters which promote curiosity and intrigue and shape your lessons by using an overarching key geographical question</p> <p>Plan a short enquiry based sequence of learning on [insert topic].</p>
	Develop exposition of transition time between activities	Prepare scripts that create relevance of tasks or how activities interlink in transition time- providing geography context of completing activities
	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.
	Think how a geographer uses numeracy skills / logic and build these into your lessons.	Explore the geography numeracy skills listed in the GCSE syllabus and develop into your resources at GCSE and at KS3 (and KS5) where appropriate.

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	Develop understanding of geographical literacy and how to teach it	Explore a range of literacy strategies by observing colleagues in the geography and other departments across the school
<b>Assessment</b>	Develop the necessary skills for pupils to succeed in exams	Analyse sample exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer's like'. Use this to support pupils in developing the necessary skills needed to succeed in computing exams.
	Design an assessment to end a specific sequence or lesson	Consider the objectives of the learning sequence and consider the best way to assess students knowledge.
	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.
	Gain greater experience of KS5 personal study assessment	Read the exam spec requirements for the personal study and observe teaching of this part of A level.