

## **Subject Knowledge Audit Geography**

### **Pre course tasks:**

**Task 1:** Look at the **latest** programmes of study for both KS2, KS3, KS4 in Geography so that you are familiar with them

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study#key-stage-2>

**Task 2:** Complete the GCSE papers in blue pen. In red pen answer it as you think a student would do. In green pen write down any misconceptions you think students are likely to make.

### **Task 3 – Subject Knowledge audit**

During your PGCE training with Cheshire East SCITT you will need to identify your strengths and weaknesses within your own Subject Knowledge. When the course begins, the audit will also be used to inform planning for further development of “key gap areas” of subject knowledge, which alongside your subject specialist will identify areas of the curriculum about which you have less security of knowledge and need revision.

Please self-grade and identify the source/s of your knowledge for each of the topics listed below.

Source of Knowledge / Skills (write one or two codes):

- N None (or below GCSE)
- G GCSE (or O Level)
- A Advanced Level (including AVCE, HNC)
- D Degree Level (including HND)
- P Post-graduate
- W Work-related training

Current Level of Knowledge / Skill (write one grade only):

- 4 Little or No Secure Knowledge.
- 3 Basic Personal Knowledge up to GCSE level, however you are not fully aware of possible misconceptions and how to address them and you may inadvertently reinforce misconceptions.
- 2 Secure knowledge / skill up to GCSE that would enable you to teach this to pupils. You would be aware of the common misconceptions in this skill area and you would be able to address these in a lesson.
- 1 Secure knowledge / skill up to A Level standard.

Name:

Date:

Area	Skill / Knowledge	Example of your experience	Source N/G/A/D/P /W	Level 0/1/2
1. Map & Graph skills	1.1 Ability to read maps accurately.			
	1.2 Identify maps of various projections & how they show the world differently.			
	1.3 Use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.			
	1.4 Ability to produce & interpret a range of graphs including bar, line (simple/comparative/divergent & compound), histogram, pie, radial, triangular, scatter, star graphs, proportional divided circles, logarithmic scales, kite & dispersion diagrams.			
	1.5 Ability to analyse and evaluate ICT generated data and materials, such as satellite photographs.			
	1.6 Interpret atlas data and use it to analyse countries at a variety of scales of development.			
	1.7 Experience of using Ordnance Survey maps at a range of scales.			
	1.8 Experience of using maps showing movement – flow lines, desire lines and trip lines.			
	1.9 Experience of using maps with located proportional symbols including squares, circles, semi-circles and bars.			
	2.1 Obtain, present & analyse information			

2. GIS and digital media	using Geographical Information Systems.			
	2.2 Ability to use computerised mapping systems and manipulate them to highlight specific information.			
	2.3 Experience of using a range of ICT equipment such as digital and video cameras, visualisers and interactive technology such as senteo voting pad systems.			
	2.4 Experience of using databases, e.g census data, Environment Agency data; meteorological office data.			
	2.5 Experience of presenting both text & graphical (including cartographic) information using ICT.			
	2.6 Experience of using remotely sensed data e.g. photographs and digital images (including those captured by satellite).			

### 3. GEOGRAPHICAL KNOWLEDGE & PRINCIPLES

	3.1 Understand the physical nature of risks and hazards that affect our world, such as the causes of weather hazards associated with both high and low atmospheric pressure.			
	3.2 Identify and understand the causes and main characteristics of natural hazards e.g. earthquakes: focus and epicentre; seismic waves and earthquake measurement.			
	3.3 Understand the physical factors that lead to variations in climate in different regions of the world.			
	3.4 Understand how extreme weather hazards affect different groups of people and awareness of management strategies for counteracting hazards and risks that			

CORE <b>PHYSICAL</b> GEOGRAPHICAL KNOWLEDGE	impact on communities.			
	3.5 Identify the impacts of risks and hazards on communities and how they differ across local, national and global scales.			
	3.6 Understand how physical processes connect living and non-living elements of ecosystems & how ecosystems can be managed effectively.			
	3.7 Understand what processes are active within a drainage basin and how geomorphological processes contribute to the development of distinctive fluvial landforms.			
	3.8 Understand what physical and human factors contribute to river and coastal flooding, the effects that flooding has and how this can be managed.			
	3.9 Understand how geomorphological processes contribute to the development of distinctive coastal landforms, why coastal processes need to be managed and how this is done.			
	3.10 Understand how countries are interdependent, how international trade operates and how different trade systems affect quality of life for producers.			
	3.11 Identify how effective international aid is in narrowing the economic gap between countries.			
	3.12 Understand how economic activity affects people and the environment, how environments can be damaged by economic activity and how this can be managed.			
3.13 Identify the human causes of climate change, what the social, economic and environmental consequences of climate change are and what steps can be taken to reduce the consequences of climate change to ensure a sustainable future.				
3.14 Identify factors that influence the location of different economic activities and how and why the locations of different				

CORE <b>HUMAN</b> GEOGRAPHICAL KNOWLEDGE	activities have changed over time.			
	3.15 Understand what MNCs are and how they affect the areas in which they operate, both economically and socially.			
	3.16 Understand the different forms of migration, why people move and the effects on both the source and host areas including the implications for the balance between population and resources.			
	3.17 Identify and interpret various population indicators – birth rate, death rate, fertility rate, infant mortality rate, life expectancy, migration rate and population density for countries at different stages of development.			
	3.18 Understand the demographic transition model (5 stages), its validity and applicability in countries at different stages of development.			
	3.19 Understand what is meant by development, and explain how and why countries are at different stages of development.			
	3.20 Experience of the concept of the North/South divide, and its relationship to the development continuum, including reasons for the social and economic groupings of nations (e.g. the EU) & the consequences of groupings of nations.			
Assessing students' abilities	3.21 Demonstrate a knowledge and understanding of the criteria used to judge the quality of students work.			
Geography within the wider learning framework	3.22 Understand how Geography complements other subject areas within the school curriculum across primary and secondary phases and be able to justify its inclusion in the National Curriculum.			
	3.23 Understand the distinctive contribution Geography makes towards the development of numeracy and literacy.			
	3.24 Understand how Geography contributes to the personal, learning and			

	thinking skills agenda.			
	3.25 Appreciate the contribution Geography makes towards citizenship.			
4. Research & Fieldwork skills	4.1 Appreciate the value of fieldwork within Geography.			
	4.2 Experience of fieldwork practice.			
	4.3 Collect, record and display information from a variety of sources including fieldwork libraries, the internet and digital media, official agencies and publications.			
	4.4 Knowledge of sampling methods and bias. To select appropriate sampling techniques for various fieldwork activities.			
	4.5 Form and test hypotheses, considering aims of fieldwork, geographical questions and issues, and to use effective approaches to the enquiry.			
	4.6 Design a questionnaire and analyse the results.			
	4.7 Identify bias, opinion and abuse of evidence in sources when investigating issues.			
	4.8 Analyse and evaluate evidence, presenting findings to draw and justify conclusions.			
	4.9 Plan geographical enquiries, suggesting appropriate sequences of investigation.			
	4.10 Select and use fieldwork tools and techniques appropriately, safely and efficiently.			
	4.11 Understand the safety requirements needed for students to carry out fieldwork including an awareness of risk assessment documents.			
	4.12 Knowledge of various statistical methods that help to analyse geographical principles, for example Spearman's Rank and the Lorenz Curve, measures of central			

	tendency – mean, mode, median, measures of dispersion – interquartile range and standard deviation, comparative tests – Chi-squared, Mann Whitney U Test.			
5. Personnel characteristics and qualities	5.1 Ability to enthuse students about Geography.			
	5.2 Apply creative thinking to geographical principles to enhance teaching and learning within Geography.			
	5.3 Nurture a creative teaching and learning environment where students feel confident and safe to experiment, explore and take risks.			
	5.4 Knowledge and understanding of current affairs and the relevance they have to Geography in the classroom.			

Additional relevant information (optional):

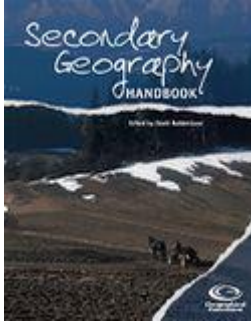


## **Explore some of the resources for Geography**

### **Course Reader**

#### **Secondary Geography Handbook**

**Author:** David Balderstone



Key Stage: 3 and 4, post-16

Pages: 528

ISBN: 978-1-84377-165-4

Published: 2006

### **Some key websites to visit to get you started:**

[www.qca.org.uk](http://www.qca.org.uk)

<http://www.ncaction.org.uk/subjects/geog/index.htm>

<http://www.nc.uk.net/webdav/harmonise?Page/@id=6004&Subject/@id=3449>

<http://www.ttrb.ac.uk/>

Also:

<http://www.geographyatthemovies.co.uk/>

<http://www.juicygeography.co.uk/>

<http://www.radicalgeography.co.uk/>

<http://www.geointeractive.co.uk/index.htm>

### **Professional Studies Reading**

The book recommended as a general course reader is

Capel, S., Leask, M. and Turner, T.(2005): *Learning to Teach in the Secondary School*, London, Routledge ISBN 0-415-25976-2.

Also useful are:

Kyriacou, C (1998) *Essential Teaching Skills*. Cheltenham, Nelson Thornes, ISBN 0-7487-3514-3

Kyriacou, C. (1997) *Effective Teaching in Schools* Cheltenham, Nelson Thornes, ISBN 0-7487-2888-0,

Ginnis, P. *Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner* ISBN:1899836764

## **Education press**

Begin to get an overview familiarisation and depth understanding of current educational issues. A large library will stock newspapers- 'education day' is Tuesday in the *Guardian* and Thursday in the *Independent*. The main newspaper you should read on a regular basis is the T.E.S. (Times Educational Supplement), published each Friday.

Please feel you can contact me if you need to do so or have queries –  
hmbuckton@hotmail.com. I look forward to seeing you in September.

Mrs Helen Carruthers – Cheshire East SCITT Geography Lead Teacher