Curriculum – Geography

Curriculum questions – preparation/introductory	Curriculum questions - development	Curriculum questions – enhancement/extending	Secondary development tasks
How do you ensure that your own subject knowledge is current?	How do you prepare for topics that are new or relatively unfamiliar to you?	How can you enrich the portfolio of your Geography department by bringing in your own specialist knowledge?	
How do you identify essential concepts, knowledge and skills in this topic or in Geography more broadly?	What misconceptions might a pupil have for this topic? How might prior knowledge contribute to the development of these?	Can you identify any threshold concepts in Geography and how would you explore these with pupils?	Lesson observations focussing on how keywords and other vocabulary are introduced and developed with pupils - mentor observing trainee and trainee observing colleagues
What questions can you ask pupils to help them develop their own learning (Thinking through Geography / metacognition)?	Can you give an example of when you have modelled your own thinking processes in the classroom?	Can you give examples of how you have developed metacognition with a clear geographical focus with pupils?	Create a lesson activity which explicitly focuses on metacognition within Geography.
Give an example of when you have used a geographical model to help explain a concept or skill in Geography.	How have you used scaffolding to support students in developing their knowledge?	Have you considered how to use concrete examples to help you to convey abstract concepts?	
Give an example of when you have used retrieval practice and it has helped support learning.	How can you use spaced reviews and retrieval practice to improve learning?	How can you build elaborative interrogation into your teaching?	Plan and teach a lesson which focuses on questioning techniques that increase in complexity and are designed to steadily develop geographical understanding.
When planning fieldwork, how do you consider what you intend the pupils to learn?	How can you link prior subject knowledge and development of new knowledge when students are undertaking fieldwork?	How can you make fieldwork as purposeful as possible? Consider different approaches.	Bring in and develop ideas from your own undergraduate experiences that could be used with secondary geography classes.
What are the key words and definitions that pupils need to know and use for this topic?	How will you encourage pupils to use the correct terminology when speaking and writing?	How can you support more complex arguments and explanations both verbally and in written form?	Develop an appropriate pedagogy for a lesson where there is a significant element of geographical terminology introduced (eg the water cycle).
What numerical skills are needed in this topic?	How will you help pupils develop their numerical skills within the context of this topic?	How do you develop an awareness of the importance of number in relation to the real world (eg how wet is 650mm /year?)	