

Supporting the Teaching of Geography through the CCF



CCF 2: How Pupils Learn (Standard 2 – ‘Promote good progress’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Avoid overloading working memory	With support from your mentor, co-plan (and then deliver) a lesson where there is a focus on taking a complex concept and breaking it down into smaller steps.	Use part of a mentor meeting to co-plan (and then observe and offer feedback on) a lesson where the trainee focusses on taking a complex concept and breaking it down into smaller steps.
Build on pupils' prior knowledge	Look at the curriculum plan for the geography department in your placement school and summarise the reasons why you think the curriculum has been sequenced in this way. Discuss your ideas and the rationale for the curriculum in a mentor meeting.	Discuss your department's curriculum plan/ model with the trainee, with a focus on how the model takes into account pupils' prior knowledge.
	For a topic you are teaching, make a list of possible misconceptions that you think might arise and take these to a mentor meeting.	Use part of a mentor meeting to discuss the possible misconceptions that the trainee has identified for the topic they are teaching and co-plan how to tackle these.
	Plan part of a lesson where pupils are encouraged to share emerging understanding and points of confusion so that misconceptions can be addressed in the lesson (or a follow up lesson).	Focus an observation and feedback on how the trainee plans for and tackles misconceptions in their lessons.
Increase likelihood of material being retained	Observe an expert colleague over a small series of lessons and focus on how they plan regular review and practice of key ideas and concepts and deconstruct their approach together.	Signpost a colleague within the school, where the trainee can observe and deconstruct this regular review and practice of key ideas and concepts.