

Supporting the Teaching of Geography through the CCF



CCF 3: Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Deliver a carefully sequenced and coherent curriculum	Build up a bank of powerful geography analogies and examples for the topics that you are currently teaching and bring these to a mentor meeting. This could be something you do collaboratively with other trainees on your course.	Use part of a mentor meeting to discuss and further build the trainees collection of powerful analogies, illustrations, examples, explanations and demonstrations. The trainee should aim to use these in their current teaching topics.
	Read through the article on Maintaining your subject knowledge by Mark Enser (a geography specialist) on the Chartered college website and discuss your key ‘takeaways’ with your mentor.	Discuss the trainees takeaways from the Mark Enser, sharing your thoughts on how you maintain your own subject knowledge.
Support pupils to build increasingly complex mental models	Look at the curriculum plan for the geography department in your placement school and track some of the key concepts of geography progress through their curriculum model (see GA progression framework). Discuss your findings with your mentor/ Head of Department.	Discuss your department’s curriculum plan/ model with the trainee, with a focus on how the model revisits key ideas that underpin progress in geography.
Develop fluency	Observe an expert colleague over a small series of lessons and focus on how they use retrieval and spaced practice to build fluency and automatic recall, then deconstruct their approach together.	Signpost a colleague within the school, where the trainee can observe and deconstruct this retrieval and spaced practice to build fluency.
Help pupils apply knowledge and skills to other contexts	With support from your mentor, co-plan (and then deliver) a lesson where the focus is on getting the students to ‘think geographically’ and apply their learning to a new context.	Use part of a mentor meeting to co-plan (and then observe and offer feedback on) a lesson where the trainee focuses on getting the students to ‘think geographically’ and apply their learning to a new context.
Develop pupils’ literacy	Meet with a member of the English department or observe them teaching, with a focus on how they model reading comprehension and how they teach different forms of writing.	Signpost a colleague within the school, where the trainee can either observe or discuss approaches to modelling reading comprehension and how to teach different forms of writing.
	Plan a lesson where part of the focus is on promoting reading. Include approaches for modelling reading comprehensions and signpost students to relevant geography texts to promote reading for pleasure.	Offer feedback on the trainee’s lesson, with a particular focus on reading. Use part of a mentor meeting to discuss geography specific texts that can be used (by staff and students) to promote relevant aspects of teaching geography (for example Hans Rosling’s Factfulness for challenging development misconceptions).
	Create a list of new and unfamiliar vocabulary for an upcoming topic and plan how you will teach and repeatedly expose the students to these words.	Offer feedback on the trainees vocabulary list and their plans for how the trainee plans to teach and expose students to these words both before and after a lesson observation .

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