

Supporting the Teaching of Geography through the CCF



CCF 4: Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn how to ...	What could the trainee do to engage with this area of CCF?	How can the mentor support/ develop the trainee further?
Plan effective lessons	Spend part of a mentor meeting focusing on metacognitive approaches that are used within the geography department and wider school, then incorporate one of these approaches into the teaching of a relevant lesson that is coming up.	Discuss metacognitive strategies in one of your mentor meetings, then focus a lesson observation and feedback on the use of relevant metacognitive strategies, within the trainees teaching.
	Read through the GAs question bank for critical thinking . Plan an investigation/ enquiry based lesson where the focus is on critical thinking, incorporating some of these questions into your lesson and then evaluate this approach with your mentor.	Encourage the trainee to plan an investigation/ enquiry based lesson where the focus is on critical thinking. Use part of a mentor meeting to read through the GA’s question bank for critical thinking and later offer feedback on their lesson approach.
Make good use of expositions	Visit the GA website and read through the section on geography exposition , which focuses on the delivery of our subject, discussing any points of required clarification with your mentor.	Read through the GAs Guidance notes for ITT trainers/mentors on exposition and modelling which focuses on the delivery of our subject. You could use some of the activities that are suggested for trainees with your mentee.
	Record part of a lesson, where you are explaining a challenging concept (many schools have systems like IRIS to support this). Watch this back yourself, then alongside your mentor to deconstruct your expositions.	Arrange to record a part of the lesson where the training is explaining a particularly challenging concept (using IRIS is applicable). Deconstruct this with the trainee, once they have had a chance to reflect on this themselves.
Model effectively	Plan a lesson to include the use of a visualiser to help model an idea and narrate a thought process, if your placement school has access to one.	Focus a lesson observation and feedback on modelling, though the use of a visualiser, if your school has access to one.
Stimulate pupil thinking and check for understanding	Prior to a lesson based on discussion work or group work , read through this advice from the GA and discuss with your mentor how you are planning to group the students for this lesson/ task). After the lesson, evaluate the group/ discussion work alongside your mentor.	Encourage the trainee to plan a lesson that involves discussion/ group work. Discuss how the trainee might group the students for the task and evaluate the lesson alongside the trainee afterwards.

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