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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Curriculum – Geography**   |  |  |  |  | | --- | --- | --- | --- | | **Curriculum questions – preparation/introductory** | **Curriculum questions - development** | **Curriculum questions – enhancement/extending** | **Secondary development tasks** | | What misconceptions might a pupil have for this topic? How might prior knowledge contribute to the development of these?  What questions can you ask pupils to help them develop their own learning (metacognition)?  Give an example of when you have used a model to help explain a concept or skill in Geography.  Give an example of when you have used retrieval practice and it has helped support learning.  When planning fieldwork, how do you consider what you intend the pupils to learn?  What are the key words and definitions that pupils need to know and use for this topic?  What numerical skills are needed in this topic?  How do you check for secure understanding before moving on to independent activity? | How do you identify essential concepts, knowledge and skills in this topic or in Geography more broadly?  Can you give an example of when you have modelled your own thinking processes in the classroom?  How have you used scaffolding to support students in developing their knowledge?  How can you use spaced reviews and retrieval practice to improve learning?  How can you link prior subject knowledge and development of new knowledge when students are undertaking fieldwork?  How will you encourage pupils to use the correct terminology when speaking and writing?  How will you help pupils develop their numerical skills within the context of this topic?  How can pupils improve their knowledge and skills from feedback you have provided? Can you give an example? | Can you identify any threshold concepts in Geography and how would you explore these with pupils?  Can you give examples of how you have developed metacognition and motivation with pupils? For example, developing a weak argument into a stronger one?  Have you considered how to use concrete examples to help you to convey abstract concepts?  How can you build elaborative interrogation into your teaching?  How can you make fieldwork as purposeful as possible? Consider different approaches.  How can you support more complex arguments and explanations both verbally and in written form?  How do you ensure that your own subject knowledge is current?  How might you encourage students to think critically, like designers? | • Lesson observations focussing on how keywords and other vocabulary are introduced and developed with pupils - mentor observing trainee and trainee observing colleagues (Use ‘8. Choose your own focus’ observation proforma)  • School-based reflective task 6: Subject & pedagogical knowledge, planning and progress | | |