SCHOOL OF EDUCATION

PGCE SECONDARY GEOGRAPHY

September 2024

PRE-COURSE INFORMATION

AND TASKS

# Welcome to the Exeter PGCE in Secondary Geography

The PGCE Secondary Geography Tutors welcome you to the PGCE Secondary Geography programme and look forward to meeting you in person on the 16th September 2024.

This pack contains information about the programme and some tasks that you should carry out before you join us in Exeter.

The University input is at its most intensive in the first term and to prepare you for school-based work in the following terms we have to cover many elements of teaching. It is therefore very important that you begin your studies during this pre-course phase.

### Becoming a geography teacher

The Secondary PGCE Geography course is designed to help you understand how pupils learn geography and how you can teach it effectively, safely and in an interesting way to all the pupils you will meet in schools. Both major course components (the university-based work and the school-based work) are essential to your development as a geography teacher. We do a great deal to ensure that the components are inter-related. You have a major role in being analytical, creative and critical by using what you learn in one component to raise questions and generate possible answers about the things you see and do in the other.

Teaching is an exciting and multi-faceted profession with many different elements. This means that teachers need to be able to manage their time well and stay organised. You will need to use similar skills on the PGCE course, and we will, of course, support you to develop them. To start this process, we encourage you to think about how you will organise your time and course materials from the outset.

The PGCE Secondary Geography course is exciting, demanding and rewarding. Our aim is to support you to develop into inspiring, effective teachers of geography with fantastic potential and the skills you will need to develop throughout your career as a teacher. You will become a teacher who is able to reflect on your teaching and that of others, as well as access, interpret and conduct research to inform and inspire your own teaching. You will be making a difference to young people’s lives from the outset, and we hope you enjoy the PGCE as the start of this professional journey.

### Possible field trip

We hope that one of the sessions will involve a field trip (weather permitting). There is no charge for this, trainees typically share transportation. Details will be given in advance.

### Subject specific tasks

You will get far more out of the course if you arrive with some understanding of the issues and ideas concerning the teaching of geography. This booklet comes with details of tasks that we would like you to complete before the Autumn Term begins.

The geography specific tasks require you to:

* Reflect on reading about geography teaching and learning.
* Begin to develop self-selected aspects of your geography subject knowledge.
* Prepare a teaching activity.

Key action points   
Before the course starts in September you need to:

1. Carry out the geography specific tasks.
2. Carry out the Fundamental Skills audits detailed on the pre-course tasks section of our [offer holders site](https://www.exeter.ac.uk/study/teachertraining/offerholders/pre-courseinformationandtasks/secondarypre-coursetasks/).
3. Keep all correspondence from the University for future reference.
4. Begin to organise paperwork relating to the course.

We will ask you to bring some of your tasks to sessions in the first week.

### Tutor contacts

With best wishes on behalf of the Secondary Geography PGCE tutors.

Bryan Smith (Geography Subject Lead)

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If you want more information about the course or about anything in this booklet, please get in touch with Luke Graham (PGCE Secondary Programme Director)

[l.graham@exeter.ac.uk](mailto:l.graham@exeter.ac.uk)

# Pre-course tasks

1. Drawing links between readings – what is school geography for?
2. Developing your subject knowledge
3. Curriculum Planning
4. Preparing for teaching

#### Drawing links between readings

**Purpose**: You are starting on a master’s level PGCE. One of the skills in master’s level writing is analysing and comparing sources and you will need to make links between different pieces of research. In this task you will need to read the following documents:

A framework for the geography curriculum

<https://geography.org.uk/wp-content/uploads/2023/07/GA-Curriculum-Framework-2022-WEB-final.pdf>

The relevant secondary sections for the recent OFSTED report on geography teaching

<https://www.gov.uk/government/publications/subject-report-series-geography/getting-our-bearings-geography-subject-report>

Review the KS1 to KS4 content of the National Curriculum

<https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf>

<https://assets.publishing.service.gov.uk/media/5a7b8699ed915d131105fd16/SECONDARY_national_curriculum_-_Geography.pdf>

You might want to think about a note taking method – [for example the Cornell Method](https://medium.goodnotes.com/study-with-ease-the-best-way-to-take-notes-2749a3e8297b), for this task.

Product for Task 1 – You will discuss this in week 1 of the course

When you have read the papers write no more than 200 words on ‘the value of geography in the English schools’. It will be an opportunity to get some feedback on your writing, building towards your M-level assignments.

#### Developing your geography subject knowledge

You will need to refer to the National Curriculum for geography for this task.

**Purpose**: To familiarise yourself with the National Curriculum for geography and begin to develop your knowledge of what students in secondary schools need to learn in geography lessons.

Consider how you will revise your own subject knowledge in areas where you identify gaps. People revise in different ways and time spent considering methods that may be most effective is well spent and may help you to support your students in future.

Product for Task 2: You will discuss this at your first tutorial

2.1 a completed subject knowledge audit

2.2 evidence of engagement in subject knowledge development

#### Curriculum planning

**Purpose**: To reflect on the nature of geography as a discipline and how it is developed and taught through the curriculum from Key Stage 2 to Key Stage 5.

Assume you are planning to teach a new group in year 7. You have one hour a week for geography. You can choose any topic and assume the pupils have covered the KS1/2 content.

Plan your 6 weeks in the table at the end of this document.

Product for Task 3: You will need this for week 2 of the course

Completed 6 week lesson plan and activity or resource

#### Preparing for the course

In September (once you are registered) you will be able to access the PGCE geography VLE (our website for trainees) called ELE.

Product for Task 4

Visit the pre-course tab on ELE

#### Preparing for teaching – extension

If you have time, you can consider how each lesson from task 4 might flow (assume 1 hour per lesson).

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| --- | --- | --- | --- | --- |
| Week | Learning Objective: | Teacher activity | Student activity | AfL: what and how |
| 1 | What Knowledge, Understanding or Skills are being developed? | Plan for engagement  Link to prior learning  Make the learning focus explicit  Think about how to develop the learning systematically through the lesson  Think about how to consolidate learning from this lesson and point forward to what comes next | Consider a ‘do now’ task, or response to marking, or a ‘hook’ e.g. image, scenario or big question to consider  Build in tasks which allow for pupil independence – pair/group/individual work  Can the students reflect on what they’ve learned | Draw out prior knowledge and use this to judge the pace and focus of activities in the lesson  You may want mini plenaries, or consider other AfL opportunities  Consider using peer/self assessment |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |

Planning prompts:

* What do you want them to learn?
* How will you know they have learned it?
* Sequencing in relation to past and future learning – what might be recalled, how might it be built on? What is the learning building towards?
* Activities appropriate to the learning objective
* Direct instruction vs exploratory learning – which is more appropriate? How might they be combined?
* Opportunities for application and practise
* Engaging activities or resources
* Balance of teacher-led, group, pair and individual work
* Assessment for learning, including plenaries, peer and self-assessment
* Questions and dialogue
* Transitions
* General differentiation – opportunities for support/challenge
* Specific differentiation – personalised support or challenge for targeted individuals