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| **Subject Knowledge Audit: Geography** | | | | | | |
| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | | | |
| **Area of subject knowledge** | | **Self-assessment grade 1-4** | | | | |
|  |  | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.** | **March At the end of the spring term** | **June At the end of the summer term.** |
| Curriculum content | How aware are you of the geography pupils will have been taught before KS3? |  |  |  |  |  |
|  | How aware are you of the content of GCSE geography and how this builds on the geography taught at KS3? |  |  |  |  |  |
|  | How aware are you of the content of A'level geography and how this builds on the geography taught at KS4? |  |  |  |  |  |
| **KS3** | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
| Locational knowledge | ...to extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities? |  |  |  |  |  |
| Place Knowledge | ...to understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia? |  |  |  |  |  |
| Human and physical geography | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
|  | …... topics which build on what they have studied at KS 1and 2? |  |  |  |  |  |
|  | ...physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts? |  |  |  |  |  |
|  | ...human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources? |  |  |  |  |  |
|  | ...understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems? |  |  |  |  |  |
| Geographical skills and fieldwork | **How confident do you feel about teaching pupils to…** |  |  |  |  |  |
|  | ...build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field? |  |  |  |  |  |
|  | ...interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs? |  |  |  |  |  |
|  | ...use Geographical Information Systems (GIS) to view, analyse and interpret places and data? |  |  |  |  |  |
|  | ... use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information? |  |  |  |  |  |
| **KS4** | **How confident do you feel about the following:** |  |  |  |  |  |
| Location Knowledge | ...appreciation of different spatial, cultural and political contexts? |  |  |  |  |  |
|  | ...recognition of important links and inter-relationships between places and environments at local, regional, national and international scales? |  |  |  |  |  |
|  | ...more detailed contextual knowledge of two countries of contemporary global significance, in addition to the UK? |  |  |  |  |  |
| Place knowledge | **How confident do you feel about the following:** |  |  |  |  |  |
|  | geography of the UK – in-depth knowledge and understanding of the UK’s geography to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world? |  |  |  |  |  |
| Physical geography | **How confident do you feel about the following:** |  |  |  |  |  |
|  | ...how geomorphic processes (e.g. weathering, slope movement and erosion by water, wind and ice) have influenced and continue to influence the landscapes of the UK and the interaction of those processes with human activity. This should include detailed reference to some distinctive physical landscapes in the UK (e.g. chalk, limestone, glacial, coastal deposition, river valley)? |  |  |  |  |  |
|  | ...the causes, consequences of and responses to extreme weather conditions and natural weather hazards, together with their changing distribution in time and space. The spatial and temporal characteristics, evidence for and causes of climatic change over the past two million years to the present day? |  |  |  |  |  |
| People and environment | **How confident do you feel about the following:** |  |  |  |  |  |
|  | …giving pupils an overview of the distribution and characteristics of large scale natural global ecosystems? |  |  |  |  |  |
|  | …teaching pupils how humans use, modify and change natural ecosystems in ways that may be sustainable or unsustainable? |  |  |  |  |  |
| Human geography | **How confident do you feel about the following:** |  |  |  |  |  |
|  | …the causes and effects of rapid urbanisation and contrasting urban trends in different parts of the world with varying characteristics of economic and social development? |  |  |  |  |  |
|  | ..the causes and consequences of uneven development at global level as the background for considering the changing context of population, economy and society and of technological and political development in at least one poorer country or one that is within a newly emerging economy? |  |  |  |  |  |
| Maps, fieldwork and geographical change | **How confident do you feel about teaching pupils to develop and demonstrate skills in the following areas:** |  |  |  |  |  |
|  | ..the use of a range of maps, atlases, Ordnance Survey maps, satellite imagery and other graphic and digital material, including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographic information. To include making maps and sketches to present and interpret geographical information? |  |  |  |  |  |
|  | ..different approaches to fieldwork undertaken in at least two contrasting environments in order to explore physical and human processes and the interactions between them (e.g. city street, beach, woodland, suburban estate, moorland edge). This should involve the collection of primary physical and human data? |  |  |  |  |  |
|  | ..the collection, interpretation, analysis, presentation, application and evaluation of primary and secondary data. This should include: fieldwork data; GIS material; library and digital sources; visual and graphical data; and numerical and statistical information? |  |  |  |  |  |
|  | ..to write descriptively, analytically and critically, to communicate their ideas effectively, to develop an extended written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues? |  |  |  |  |  |
| **Using technology in the teaching of geography** | **Do you feel confident about..** |  |  |  |  |  |
|  | ..creating, renaming, moving, copying and deleting files? |  |  |  |  |  |
|  | ..downloading and printing files? |  |  |  |  |  |
|  | ..creating an Excel spreadsheet? |  |  |  |  |  |
|  | ..using a database? |  |  |  |  |  |
|  | ..creating an electronic presentation, e.g. PowerPoint or Prezi? |  |  |  |  |  |
|  | ..sending and receiving email? |  |  |  |  |  |
|  | ..locating documents on a hard drive, CD ROM, USB or network? |  |  |  |  |  |
|  | ..using interactive whiteboards, e.g. Smartboard, Promethean? |  |  |  |  |  |
|  | ..using tablets, e.g. iPads? |  |  |  |  |  |
|  | ..using online forums or class blogs? |  |  |  |  |  |
|  | ..using social media for educational purposes? |  |  |  |  |  |