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| **SUBJECT KNOWLEDGE AUDIT & TRACKER**  **Geography 22/23** |  | Secondary  PGCE |

**Purpose of the Audit**

Your indications of specialist subject knowledge strengths and areas for development are used as a basis for discussion during your PGCE training.

At the start of the course, the audit will also be used to inform planning for the development of key ‘gap’ areas of subject knowledge, and then in subsequent school placements alongside your School Based Mentor to identify areas of curriculum about which you have less security of knowledge/which need revision. In terms of a tracker, you are able to chart the progression of both your knowledge and application of knowledge over the training year.

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| **Colour & date** | **Pre-course** | **End-SE1** | **End-SE2** | **End-SE3** |
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|  | | **I don’t know this** | **SK insecure** | **SK secure** | **I can teach this** | **I know several ways to teach this** |
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| **General pedagogical knowledge** | | | | | | |
| **General geographical knowledge** | Content of the KS1 and 2 National Curriculum for geography |  |  |  |  |  |
| Content of the KS3 National Curriculum for geography |  |  |  |  |  |
| Content of KS4 specifications for geography |  |  |  |  |  |
| Content of a level specifications for geography |  |  |  |  |  |
| **Physical geography** | Process of erosion, transport and deposition in coasts, rivers and glaciers |  |  |  |  |  |
| Coastal landforms and management |  |  |  |  |  |
| River landforms and management |  |  |  |  |  |
| Glacial landforms and management |  |  |  |  |  |
| Climate change and global warming |  |  |  |  |  |
| Arid environments |  |  |  |  |  |
| Ecosystems and biomes |  |  |  |  |  |
| Environmental issues |  |  |  |  |  |
| Geology and geological timescales |  |  |  |  |  |
| Geomorphology- weathering and erosion |  |  |  |  |  |
| Natural hazards |  |  |  |  |  |
| Soils |  |  |  |  |  |
| Tectonic activity |  |  |  |  |  |
| Water and carbon cycles |  |  |  |  |  |
| Weather and climate |  |  |  |  |  |
| **Human Geography** | Development |  |  |  |  |  |
| Economic geography including agriculture, industrial change, transport and trade |  |  |  |  |  |
| Energy |  |  |  |  |  |
| Food |  |  |  |  |  |
| globalisation |  |  |  |  |  |
| Health and welfare of populations |  |  |  |  |  |
| Leisure, tourism and recreation |  |  |  |  |  |
| Population and migration |  |  |  |  |  |
| Poverty |  |  |  |  |  |
| Resource management |  |  |  |  |  |
| Retail |  |  |  |  |  |
| Urban and rural geography |  |  |  |  |  |
| Settlement patterns and processes |  |  |  |  |  |
| Sustainable development |  |  |  |  |  |
| **Geographical skills** | Using quantitative data |  |  |  |  |  |
| Using qualitative data |  |  |  |  |  |
| Geographical enquiry |  |  |  |  |  |
| Creating graphs from data |  |  |  |  |  |
| Mapping skills |  |  |  |  |  |
| GIS |  |  |  |  |  |
| Fieldwork techniques, including measurement and questionnaires. |  |  |  |  |  |
| Globes and atlas maps |  |  |  |  |  |
| Using aerial and satellite photos |  |  |  |  |  |
| Using interactive whiteboards or smartboards |  |  |  |  |  |