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**Interview for the PGCE in Geography**

Congratulations on having been offered an interview for a place on the PCGE course for September 2024. As you will have read from the pre-interview information online, the interview process provides an insight into the course and an opportunity for you to ask questions. The day will comprise of specific activities that enable you to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom and therefore is fair and rigorous.

This document provides an overview of the subject element of the interview and should be read in conjunction with other information you receive. There are two key processes that make up the subject element of the selection process:

# THE SUBJECT INTERVIEW

In the specialist subject interview, you will explore with me a range of topics. These are likely to include:

* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your subject knowledge and how you intend to convey this to young people
* your view of Geography as a discipline
* your view of how Geography could/should be taught in the classroom

# THE INITIAL SUBJECT KNOWLEDGE AUDIT IN GEOGRAPHY

Below you will find a copy of the Initial Subject Knowledge Audit in Geography which will help you and I to assess your current level of readiness for the course.

I would be grateful if you would return your completed version of this document to me via email at least two days prior to the interview day. Should this not be possible, I would ask you to contact me in advance. My email address is lucie.towse@canterbury.ac.uk

I wish you luck with your preparations for the interview and I look forward to meeting you.

With best wishes,

Lucie Towse

Secondary Geography Curriculum Tutor

Canterbury Christ Church University



**Geography - Initial Subject Knowledge Audit**

**Your name:**

**Date completed:**

**At this stage, how comfortable are you with the prospect of teaching National Curriculum Geography (KS3) and GSCE Geography (KS4)?**

This is a place to record your subject knowledge prior to starting on an ITE course. Whatever your geographical pedigree there is no expectation that you have all the knowledge you will need to be a Geography teacher. The aim of this exercise is to audit where you are in relation to the subject areas you might be called upon to teach across key stages 3 and 4. This will provide a starting point for you and your school mentors / CCCU tutors to discuss and to help you to focus on where you might need to begin to develop as you prepare to start training.

The most recent National Curriculum for Geography (KS3) began in 2014. For further details of each KS3 element listed below please examine a copy of the current curriculum [here.](https://assets.publishing.service.gov.uk/media/5a7b8699ed915d131105fd16/SECONDARY_national_curriculum_-_Geography.pdf) Please also examine the Geography GCSE subject content which is prescribed by the DfE. Details can be found [here](https://assets.publishing.service.gov.uk/media/5a7d5754e5274a33be64898e/GCSE_geography.pdf)

**For each area listed below indicate where you assess your level of competence to be currently. Please use the descriptions provided and be frank and honest in your self-assessment**.

1. **Some/None**: No idea or unsure, insecure knowledge. Need to look it up or refresh knowledge.
2. **I know and can do:** Quickly recall, answer exam style questions without a prompt. Know the key information, meanings and have the knowledge.
3. **I understand and can explain:** Focus on teaching: I can explain how and why to someone else. I can use analogies, models or similar. I can link prior knowledge and next development stages. Understand progression in topic.
4. **I can help others to learn:** Focus on learning and understanding: I can interconnect and link to other topics. Use relevance and everyday applications. Anticipate problems and difficulties through use of common misconceptions and other strategies. Understand conceptual structure. Deconstruct learning into manageable chunks. Enable meta-cognition.

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| **OVERARCHING THEMES IN GEOGRAPHY**  | **1** | **2** | **3** | **4** |
| Place  |  |  |  |  |
| Space |  |  |  |  |
| Scale |  |  |  |  |
| Interdependence |  |  |  |  |
| Physical and Human Processes. |  |  |  |  |
| Environmental interaction and sustainable development |  |  |  |  |
| Cultural Understanding and Diversity |  |  |  |  |

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| 1. **Locational Knowledge at KS3**

Locational knowledge and 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:  | **1** | **2** | **3** | **4** |
| Their environmental regions (including polar and hot deserts). |  |  |  |  |
| Their key physical characteristics. |  |  |  |  |
| Their key human characterises. |  |  |  |  |
| Countries and major cities. |  |  |  |  |

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| 1. **Locational Knowledge at KS4**

Locational knowledge and contextual knowledge of the world’s continents, countries, regions and their physical, environmental and human features should be developed. **Exemplars and case studies relate to at least two countries other than the UK.** | **1** | **2** | **3** | **4** |
| Appreciation of different spatial, cultural and political contexts.  |  |  |  |  |
| Recognition of important links and inter-relationships between places and environments at a range of scales from local to global. |  |  |  |  |
| Contextual knowledge of any countries from which case studies and exemplars are chosen. |  |  |  |  |

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| **2. Place knowledge at KS3** | **1** | **2** | **3** | **4** |
| Understanding geographical similarities, differences and links between places through the study of the human and physical of a region in Africa and a region in Asia. |  |  |  |  |

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| **2. Place: processes and relationships at KS4** | **1** | **2** | **3** | **4** |
| 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 the relationships with the wider world. |  |  |  |  |

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| **3. Physical geography at KS3**Understand through the use of detailed place-based exemplars at a variety of scales, the key processes in | **1** | **2** | **3** | **4** |
| Geological timescales and plate tectonics |  |  |  |  |
| Rocks, weathering and soils |  |  |  |  |
| Weather and climate (including the change in climate from the Ice Age to the present). |  |  |  |  |
| Glaciation |  |  |  |  |
| Hydrology  |  |  |  |  |
| Coasts |  |  |  |  |

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| **3. Physical geography: process and change at KS4** | **1** | **2** | **3** | **4** |
| **Geomorphic processes and landscape** – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence two different and distinct landscapes of the UK. |  |  |  |  |
| **Changing weather and climate** – The causes, consequences of and responses to extreme weather conditions and natural weather hazards recognising their changing distribution in time and space. |  |  |  |  |

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| **3. Human geography at KS3**Understand through the use of detailed place-based exemplars at a variety of scales, the key processes in |  |  |  |  |
| Population |  |  |  |  |
| Urbanisation |  |  |  |  |
| International Development |  |  |  |  |
| Economic Activity in the primary, secondary, tertiary and quaternary sectors. |  |  |  |  |
| Use of natural resources |  |  |  |  |

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| **3. Human geography: processes and change at KS4** | **1** | **2** | **3** | **4** |
| **Cities and urban society** – 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.  |  |  |  |  |
| **Cities and urban society** – Be able to examine ways of life and contemporary challenges arising from and influencing urban change.   |  |  |  |  |
| **Global economic development issues** – 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. |  |  |  |  |

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| **3. Understand how Human and Physical processes interact to influence and change at KS3:** |  |  |  |  |
| 1. Landscapes
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| 1. Environments
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| 1. The Climate
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| How human activity relies on the effective functioning of natural systems. |  |  |  |  |

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| **3. People & environment: process and interactions at KS4**  | **1** | **2** | **3** | **4** |
| **Global ecosystems and biodiversity** – Have an overview of the distribution and characteristics of large scale natural global ecosystems.  |  |  |  |  |
| **Global ecosystems and biodiversity –** For two selected ecosystems, draw out the interdependence of climate, soil, water, plants, animals and humans; the processes and interactions that operate within them at different scales; and issues related to biodiversity and to their sustainable use and management. |  |  |  |  |
| **Resources and their management** – To have an overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources.  |  |  |  |  |
| **Resources and their management** – To have detailed knowledge of one of either **food**, **energy** or **water**, recognising the changing characteristics and distribution of demand and supply, past and present impacts of human intervention, and issues related to their sustainable use and management at a variety of scales. |  |  |  |  |

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| **4. Geographical skills, enquiry and fieldwork at KS3** | **1** | **2** | **3** | **4** |
| Knowledge of globes, maps and atlas and being able to apply and develop this knowledge (routinely in the classroom and in the field). |  |  |  |  |
| Interpret Ordnance Survey maps (in the classroom and the field). Use of grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. |  |  |  |  |
| Use of Geographical Information Systems (GIS) to view, analyse and interpret places and data. |  |  |  |  |
| Use fieldwork (in contrasting locations to collect, analyse and draw conclusions form geographical data, using multiple sources of increasing complex information). |  |  |  |  |
| Geographical Enquiry |  |  |  |  |

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| **4. Maps, fieldwork and geographical skills at KS4** | **1** | **2** | **3** | **4** |
| Able to use a range of maps, atlases, OS maps, satellite imagery and other graphic and digital material including use of GIS, to obtain, illustrate, analyse and evaluate geographical information.  |  |  |  |  |
| To be able to make maps and sketches to present and interpret geographical information. |  |  |  |  |
| To have undertaken different approaches to fieldwork in contrasting environments. \*Fieldwork overall should include exploration of physical and human processes and the interactions between them and should involve the collection of primary physical and human data. |  |  |  |  |
| To include ‘data’ which is both qualitative and quantitative data and data from both primary and secondary sources: fieldwork data; GIS material; written and digital sources; visual and graphical sources; and numerical and statistical information.  |  |  |  |  |
| Using data to include its collection, interpretation and analysis, including the application of appropriate quantitative and statistical techniques and the effective presentation, communication and evaluation of material. |  |  |  |  |
| The ability to identify questions and sequences of enquiry to write descriptively, analytically and critically, to communicate ideas effectively, to develop and extend written argument, and to draw well-evidenced and informed conclusions about geographical questions and issues. |  |  |  |  |