# Subject Knowledge Audit

**Name:**

Please level each of the areas in the Subject Knowledge Audit (SKA) below. You may prefer to colour code your table using the key. If completing this in preparation for a PGCE interview, please insert levels/colours in ‘Pre-course /starting point level’ column only.

* **Level 1:** Very good subject knowledge/skill/understanding, enabling trainee to teach effectively across the whole ability range at KS3 and KS4 (can break down concepts, sequence learning logically, answer questions confidently, respond to misconceptions, analyse progress and make effective interventions);
* **Level 2:** Good subject knowledge – accurate and up to date, but needing some development before being able to provide stretch, challenge and scaffold interventions for full ability range at KS3 and KS4;
* **Level 3:** Subject knowledge secure and sufficient to teach a satisfactory lesson in KS3 or KS4;
* **Level 4:** No subject knowledge in this area at this stage, or subject knowledge out of date, in need of revision or too sketchy to teach a satisfactory lesson.

**Developing your subject knowledge is very important**. The SKA, while a useful indicator of what you may be expected to teach, can seem daunting. You might be thinking that it is a lot to learn, that your degree didn’t cover some of what is listed or that you have simply forgotten much of what you studied. Take comfort from the fact that you will be supported in this journey, that you won’t need to have mastered everything before you start and that this is a **developmental process**. You will discuss your subject knowledge needs with your Academic Tutor; SMART targets will be agreed and support will be offered from a range of sources.

Having a sound subject knowledge will enable you to fulfil and show evidence towards the [Teachers Standards](https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers__Standards_Dec_2021.pdf), particularly standard 3 (below): This SKA was produced using the [Key Stage 3 National Curriculum for Geography](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf) and various GCSE and A Level specifications including those from [AQA](https://www.aqa.org.uk/subjects/geography).

## Teachers Standards

### 3. Demonstrate good subject and curriculum knowledge

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

It is broadly organised into human and physical geography and fieldwork, however, in reality there is significant cross-over between topics. For example, when looking a resource security - *a human topic* - food supply is massively influenced by climate and soils which are of course physical topics.

Consequently, you will find there is a large degree of variation in the way that geographical content is organised. The Department for Education organises its geographical content under 4 headings in the National Curriculum for Geography: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

This is very different to the way in which specifications like those published by AQA, Edexcel or WJEC, organise their content (or indeed that way in which some schools organise their KS3 programmes of study). It is important then, to keep in mind the synoptic nature of our subject and the interrelationships that exist between different geographical components.

| **Topic** | **Pre-course /starting point level** | **Examples of relevant evidence at start of programme and notes of subsequent evidence produced. Please indicate date on which evidence produced.** | **Nov level** | **March level** | **May level** |
| --- | --- | --- | --- | --- | --- |
| Water (The following subtopics have strong geological links that must be considered in addition to what is stated – i.e. geology influences the rate of erosion we see along the course of a river and at the coastline) | | | | | |
| **The global hydrological cycle** - magnitude and changes to global stores of water and links with global carbon cycle. |  |  |  |  |  |
| **Rivers** - from source to mouth; erosion, transport, deposition and associated features - flooding, management and sustainability issues. |  |  |  |  |  |
| **Coasts** - erosion, transport, deposition and associated features - flooding, management and sustainability issues. |  |  |  |  |  |
| **Glaciers** - process, landforms and use. |  |  |  |  |  |
| Hazards (Almost always taught using contemporary case study events) | | | | | |
| **Seismic** - characteristics (inc. distribution related to plate boundaries), measurement and management. |  |  |  |  |  |
| **Volcanic** - characteristics (inc. distribution related to plate boundaries), measurement and management. |  |  |  |  |  |
| **Tropical Storms** - characteristics (inc. conditions in which they are formed), measurement and management. |  |  |  |  |  |
| **Wildfires** - characteristics (inc. conditions in which they are caused) and management. |  |  |  |  |  |
| Weather and Climate | | | | | |
| **Rainfall** - (frontal, relief, convectional), causes and characteristics of depressions and anticyclones, measuring and recording the weather (fieldwork), forecasting and reading synoptic charts and factors affecting global and national climate. |  |  |  |  |  |
| **Climate Change** - evidence, causes and management. |  |  |  |  |  |
| Soils | | | | | |
| **Soils** - horizons, erosion (leading to desertification), salinization, impact on food supply and drainage. |  |  |  |  |  |
| Ecosystems (A range studied in terms of size - from micro-habitats to global biomes - and distribution - to include tropical rainforests and deciduous oak woodlands) | | | | | |
| **Ecosystems** - characteristics, adaptation (of flora and fauna), the importance of biodiversity, how and why many are under intense stress and management/sustainability. |  |  |  |  |  |
| Rural and urban environments | | | | | |
| **Settlements** - situation, site, function, urban growth and change, regeneration, CBD’s, local area – patterns, processes, provision or services. |  |  |  |  |  |
| **Urban issues** - managing urban growth (inc. urban sprawl) and squatter settlements, deprivation and regeneration. |  |  |  |  |  |
| **Rural issues** - socio-economic changes in rural areas/managing rural decline in places like Cornwall. |  |  |  |  |  |
| Population | | | | | |
| **Population** - birth/death rate, demographic transition model, Chinese one-child policy, migration, pop. density/distribution, under/over/optimum population (in relation to resources), UK immigration and diversity - current examples. |  |  |  |  |  |
| Economic activity | | | | | |
| **Economic activity** - economic structures, temporal and spatial variation, factors affecting location of industry, de-industrialisation and post-industrial activity. |  |  |  |  |  |
| Development/globalisation | | | | | |
| **Quality of life** -variation and distribution of development,development indicators and measures (e.g. HDI), debt and aid. |  |  |  |  |  |
| **TNCs** - trade, fair trade, impacts of globalisation, concept of interdependence. |  |  |  |  |  |
| Resource security | | | | | |
| **Resources** - food, water, energy (renewable and non-renewable) and mineral; their distribution, importance, overuse and global futures. |  |  |  |  |  |
| Global Systems and Governance | | | | | |
| **Trade** - the EU, emerging economies and roles of TNCs. |  |  |  |  |  |
| The Global Commons - Antarctica! |  |  |  |  |  |
| Changing Places | | | | | |
| **Place** - location, locale and sense of place. Meaning and representation. Media vs experienced places, investigating real places; the perceptions people have of them and their socio-economic and demographic changes. |  |  |  |  |  |
| The UK (Major human and physical features of the UK) | | | | | |
| **The UK** - countries, key settlements, geographical patterns i.e. wealth, economic activity and social indicators /factors such as obesity. |  |  |  |  |  |
| Fieldwork | | | | | |
| **Risk assessments** - approaches to collecting, handling and interrogating data in the field. Qualitative/quantitative data and Big data (e.g. census or Met Office data). |  |  |  |  |  |
| Skills (Page 39 of the [AQA A Level specification](https://filestore.aqa.org.uk/resources/geography/specifications/AQA-7037-SP-2016.PDF) gives a clear indication of the skills students must develop - and therefore what you would be required to know – some of which are listed below) | | | | | |
| **Core** - analysing aerial and satellite photos. Developing and administering questionnaires and a range of interview techniques etc. |  |  |  |  |  |
| **Cartographic** - OS maps, map projections, longitude, latitude, atlases, 4 and 6 figure refs, sketch maps, directions and symbols, location of key places (world, EU, UK) etc. |  |  |  |  |  |
| **Graphical** - line, bar, scatter (produced using MS Excel). Isoline and choropleth maps, proportional symbols, population pyramids, line of best fit etc. |  |  |  |  |  |
| **Statistical** - measures of central tendency (mean, mode and median), standard deviation, Spearman’s Rank, Chi Squared and tests for significance. |  |  |  |  |  |
| **ICT** - GIS, Google Earth, Arc GIS etc. |  |  |  |  |  |

## To support you in your Subject Knowledge Development

* [**Geography Review Magazine**](https://www.hoddereducation.com/geography/geography-review) - contains up to date geographical case studies and theories which you may find very useful (it also contains exam-style questions which will help you to relate theory and geographical case studies with questions pupils might be faced with in an exam). BSU holds an electronic subscription but if you would prefer your own, please visit [Hodder Education](https://www.hoddereducation.com/geography/geography-review).
* **Geography Ultra page** - populated with videos, links and readings to help you develop your subject knowledge; right now, there is a link to an hour long YouTube video presented by Hans Rosling on the topic of Population. You will be invited to join the BSU Geography Ultra page just before you begin in September.
* **Textbooks** - the library holds school text books including the Nelson Key Geography series at Key Stage 3 and GCSE Geography AQA Student Handbook by Oxford University Press. We will use these books and others in our subject studies sessions in September, to enable you to become familiar with them.
* **Keep up to date with** - geographic news articles, TV programmes, and social media. This will help you to make learning relevant and contemporary in the classroom.

This aspect of your training (subject knowledge) will be one that is developed continually. You will therefore be asked to review your progress and share it with your Academic Tutor periodically (see overleaf):

| Month | Pre-course/starting point levels completed: | Subject Tutor: | Date |
| --- | --- | --- | --- |
| November levels agreed |  |  |  |
| March levels agreed |  |  |  |
| May levels agreed |  |  |  |