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|  | Please return your completed audit on email to [a.tidd@leedstrinity.ac.uk](mailto:a.tidd@leedstrinity.ac.uk) |

**Current Level of Knowledge / Skill (write one grade only):**

4 Little or No Secure Knowledge.

3 Basic Personal Knowledge up to GCSE level, however you are not fully aware of possible misconceptions and how to address them and you may inadvertently reinforce misconceptions.

2 Secure knowledge / skill up to GCSE that would enable you to teach this to pupils. You would be aware of the common misconceptions in this skill area and you would be able to address these in a lesson.

1 Secure knowledge / skill up to A Level standard.

**Please self-grade and identify the source/s of your knowledge for each of the topics listed below.**

**Source of Knowledge / Skills (write one or two codes):**

N None (or below GCSE)

G GCSE (or O Level)

A Advanced Level (including AVCE, HNC)

D Degree Level (including HND)

P Post-graduate

W Work-related training

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| **Name:** | **Date:** |

|  |  |  |  |  |
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| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| 1. Map skills | 1.1 Ability to read maps accurately |  |  |  |
| 1.2 Identify maps of various projections & how they show the world differently |  |  |  |
| 1.3 Use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data |  |  |  |
| 1.4 Construct maps and plans at a range of scales |  |  |  |
| 1.5 Interpret atlas data and use it to analyse countries at a variety of scales of development |  |  |  |
| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| 2. GIS and digital media | 2.1 Obtain, present & analyse information using Geographical Information Systems |  |  |  |
| 2.2 Ability to utilise computerised mapping systems and manipulate them to highlight specific information |  |  |  |
| 2.3 Experience of using a range of ICT equipment such as digital and video cameras, visualisers, environmental sensors and interactive technology such as senteo voting pad systems |  |  |  |
| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| 3. Personnel characteristics and qualities | 3.1 Ability to enthuse students about Geography |  |  |  |
|  | 3.2 Apply creative thinking to geographical principles to enhance teaching and learning within Geography |  |  |  |
|  | 3.3 Nurture a creative teaching and learning environment where students feel confident and safe to experiment, explore and take risks |  |  |  |
|  | 3.4 Knowledge and understanding of current affairs and the relevance they have to Geography in the classroom |  |  |  |
| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| 4.Geographical knowledge and principles | 4.1 Understanding of the dynamic interrelationship between the physical and human world, appreciating the tensions between economic prosperity, social fairness and environmental quality |  |  |  |
| 4.2 Understand management strategies for counteracting hazards and risks that impact on communities |  |  |  |
| 4.3 Identify the impacts of risks and hazards on communities and how they differ across local, national and global scales |  |  |  |
| 4.4 Understand the physical nature of risks and hazards that affect our world |  |  |  |
| 4.5 Understand how local actions correlate to global consequences |  |  |  |
| 4.6 Demonstrate a knowledge and understanding of the criteria used to judge the quality of students work |  |  |  |
| 4.7 Ensure that case studies used to teach are up-to-date |  |  |  |
| 4.8 Understand how Geography complements other subject areas within the school curriculum across primary and secondary phases and be able to justify its inclusion in the National Curriculum |  |  |  |
| 4.9 Understand the distinctive contribution Geography makes towards the development of numeracy and literacy |  |  |  |
| 4.10 Understand how Geography contributes to the personal, learning and thinking skills agenda |  |  |  |
| 4.11 Understand the contribution Geography makes towards citizenship |  |  |  |
| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| 5. Research skills | 5.1 Appreciate the value of fieldwork within Geography |  |  |  |
| 5.2 Experience of Geography fieldwork practice |  |  |  |
| 5.3 Collect, record and display information from a variety of sources including fieldwork libraries, the internet and digital media, official agencies, GIS and publications |  |  |  |
| 5.4 Knowledge of sampling methods and bias |  |  |  |
| 5.5 Form and test hypotheses |  |  |  |
| 5.6 Design a questionnaire and analysing the results |  |  |  |
|  | 5.7 Identify bias, opinion and abuse of evidence in sources when investigating issues |  |  |  |
| 5.8 Analyse and evaluate evidence, presenting findings to draw and justify conclusions |  |  |  |
| 5.9 Plan geographical enquiries, suggesting appropriate sequences of investigation |  |  |  |
| 5.10 Select and use fieldwork tools and techniques appropriately, safely and efficiently |  |  |  |
| 5.11 Understand the safety requirements needed for students to carry out fieldwork |  |  |  |
| 5.12 Knowledge of various statistical methods that help to analyse geographical principles, for example Spearman’s Rank and the Lorenz Curv |  |  |  |
| **Area** | **Skill / Knowledge** | **Example of your experience if appropriate** | **Source**  **N/G/A/D/P/W** | **Level**  **1/2/3/4** |
| Topic overviews | |  |  |  |
|  | Population change |  |  |  |
|  | Migration |  |  |  |
|  | Local geography |  |  |  |
|  | Rivers |  |  |  |
|  | Flooding |  |  |  |
|  | Volcanoes / Earthquakes |  |  |  |
|  | Tectonics / Plate movement |  |  |  |
|  | Hurricanes |  |  |  |
|  | Tsunamis |  |  |  |
|  | Hazards e.g Landslides |  |  |  |
|  | Water cycle |  |  |  |
|  | Maps |  |  |  |
|  | City patterns |  |  |  |
|  | Urban change |  |  |  |
|  | Mega cities |  |  |  |
|  | Urbanisation |  |  |  |
|  | Employment structures |  |  |  |
|  | Farming |  |  |  |
|  | Resources |  |  |  |
|  | Economic Geography |  |  |  |
|  | Industrialisation |  |  |  |
|  | Tourism |  |  |  |
|  | Development |  |  |  |
|  | Interdependence |  |  |  |
|  | Weather and Climate |  |  |  |
|  | Ecosystems |  |  |  |
|  | Rocks and soils |  |  |  |
|  | Coasts |  |  |  |
|  | Glaciation |  |  |  |
|  | Climate change |  |  |  |
|  | Recycling / waste |  |  |  |

Additional relevant information (optional):

**Conclusions and target areas for PGCE year:**

|  |  |
| --- | --- |
| 1. **Physical Geography**   **(Identify specific topics)** |  |
| 1. **Human Geography**   **(Identify specific topics)** |  |
| 1. **GIS** |  |
| 1. **Maps** |  |
| 1. **Use of data** |  |
| 1. **Fieldwork** |  |
| 1. **Research skills** |  |
| 1. **Other**   **Please state.** |  |