

PGCE Secondary Geography

Phase 1 Mentor Curriculum Guide



This guide provides essential information for mentors supporting student teachers during Phase 1 of their placement. It outlines your role, key responsibilities, and the structures in place to ensure student teachers receive comprehensive training and support.

As a mentor, you play a crucial role in bridging theoretical learning with practical classroom experience. This guide will help you provide structured support while ensuring student teachers meet the required standards and competencies.

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Phase 1 Expectations and Timetable

All aspects of education and training for student teachers must align with the Secondary Phased Expectations.

These expectations are structured around ten curriculum questions, each containing three components with clearly defined expectations for each phase. Rather than serving as a checklist, these expectations provide a comprehensive picture of expected student teacher progress by the end of each phase.

You can find the full phased expectations here: <https://itt-placement.com/pgce-secondary/course-overview.php>

Purpose of Phase 1

Phase 1 primarily focuses on providing student teachers with opportunities to observe, develop awareness, and begin practicing teaching skills in a supportive, low-stakes environment.

Required Experiences

By the end of Phase 1, student teachers should have completed:

- Observations of multiple teachers with varied teaching styles
- One-to-one work with individual pupils
- Small group instruction
- Planning components of lessons
- Delivering specific lesson segments (such as starters and activities)
- Teaching one or two complete lessons

Timetabling Requirements

Student teachers require a timetable that supports these experiences, including a minimum of 15 hours of mentor-directed activity.

While there is no prescribed number of lessons that student teachers must teach by the end of Phase 1, it is essential that they gain experience leading various activities within lessons and deliver at least one or two complete lessons independently.

Induction into Home School

A comprehensive induction is essential for all student teachers, regardless of their prior experience in school settings.

Week One Requirements

By the end of the first week on placement, please ensure student teachers have completed:

- An initial meeting with both Subject Mentor and Professional Mentor to discuss expectations for student teachers within the school
- Introductions to key departmental staff
- A tour of school facilities
- Introduction to the SENDCo
- Introduction to the Designated Safeguarding Lead and completion of school-specific safeguarding briefing/training*
- Health and Safety briefing
- Overview of the school's behaviour management systems and procedures
- Briefing on absence reporting procedures and expectations

*Note: All student teachers will have completed the Hayes Level 2 Safeguarding Certificate prior to placement.

Phase 1 Professional Studies

Professional Studies introduces student teachers to key aspects of professional practice through a combination of lectures and mixed-subject workshops.

Below is a summary of the Phase 1 Professional Studies curriculum.

Week One: 8th–11th September All student teachers attend the following sessions at LJMU:

- Introduction to Professional Standards
- How Pupils Learn
- Reflective Practice
- Planning for Learning
- Introduction to SEND
- Trauma-Informed Practice
- Teaching for Educational Advantage
- Safeguarding Level 2 (online certificate)

Week Two: Variable Delivery

University-Led (Core) Route: Sessions at LJMU, 15th–18th September

School-Led Route: Sessions delivered within Lead Schools between September and December. For queries about School-Led professional studies, please contact your School-Led Lead.

Sessions include:

- Key Stage 2 Transition
- Early Reading and Phonics
- Anti-racism and Teaching
- Pastoral Care and the Form Tutor
- AI and the Classroom
- Principles of Oracy and Dialogic Teaching
- Inclusive Classroom and Adaptive Teaching
- Student Teacher Wellbeing

Phase 1 Subject Studies

All student teachers will have attended the following subject studies sessions during Phase 1. The full subject curriculum map can be found <https://itt-placement.com/pgce-secondary/course-overview.php>.

The weekly up-date sent to mentors will contain the specific foci for the week.

In addition to the mentor follow up each week trainees are expected to complete a task and upload the result into their SKE file on their 1 drive and also to share a reflection through their whatsapp group.

The Phase 1 workshops will particularly develop trainees knowledge and understanding of Christianity, Islam and Judaism.

Date	Learning Outcomes	Mentor follow-up (MF)/ Trainee Task (TT) /Trainee Reflection (TR).
8/9	Welcome to the course To familiarise yourself with the geography National Curriculum	TR – Read the geography review report
12/9	Recognise the importance of clear lesson objectives for effective learning in Geography. Plan a lesson using the LJMU lesson plan. Recognise the wider importance of Geography in, for example, Humanities, SMSC, Cultural Capital	TR- How has geography changed since you were in school
19/9	Understand the requirements for the assignment 1 (literary review). Recognise the different strategies to create a safe and secure learning environment.	MF-How is the content identified for the school's sequence of learning? TT-From observations which strategies engaged pupils? TR-How is visual literacy used within geography lessons
26/9	Consider different strategies for effective class management	MF- Strategies for Questioning. TT- Read article on questioning TR-Share one key finding.
3/10	Identify strategies for effective questioning.	MF-How retrieval is used

	Research and present considerations for teaching specific areas of SEND .	TT- Review how questioning is used in geography lessons TR-Which questioning and retrieval strategies are most effective?
10/10	Consider how modelling and explanations are used in geography Create examples of effective retrieval practice.	MF- How do pupils know how they can make progress? TT-Identify modelling strategies TR-Share examples from your placement
17/10	Recognise strategies for formative assessment Create lesson plans with opportunities for formative assessment.	MF- How learners are assessed in geography TT-observe how teachers use assessment to inform progress and check understanding TR- How effective was the assessment you observed?
24/10	Recognise the importance of developing cultural capital Identify the challenges and benefits of Fieldwork.	MF-When do the learners complete fieldwork? TT- Scrutinise the schools fieldwork provision TR-How ell does the schools fieldwork support the classroom teaching?

Phase 1 Intensive Training and Practice (ITAP)

ITAP is a compulsory component of teacher education that introduces student teachers to foundational aspects of teaching practice. Through lectures and seminars, student teachers explore the relationship between theory and practice and deconstruct examples of practice.

Placement Expectations During ITAP

Student teachers will attend their placement as usual during ITAP periods. However, they must **not** follow their regular placement timetable. Instead, they will complete a structured series of activities focused on the specific aspect of practice being studied.

Mentor Responsibilities

As a mentor, you must ensure student teachers can complete all ITAP activities, which include:

- Focused observations of practice
- Planning specific aspects of practice
- Implementing their planning in classroom settings

Phase 1 ITAP Schedule

The following ITAPs occur during Phase 1:

- ITAP 1: Behaviour Management
- ITAP 2: Introduction to Assessment

Detailed guidance for supporting student teachers during each ITAP is available at:

<https://itt-placement.com/pgce-secondary/course-overview.php>

Mentor Meetings

Weekly Mentor Meetings

Student teachers must meet with their mentor once per week throughout the programme. These meetings are essential for monitoring progress and maintaining consistent support.

Purpose of Weekly Meetings

Weekly meetings provide structured opportunities to:

- Review progress against Phase 1 expectations
- Discuss observations and teaching experiences from the previous week

- Set specific, achievable targets for the coming week
- Address any concerns or challenges
- Plan upcoming teaching opportunities

Meeting Structure

Each meeting should:

- Last approximately 45-60 minutes
- Take place at a consistent time each week where possible
- Be documented with brief notes on progress and agreed targets
- Focus on developmental feedback linked to the Phase 1 expectations

Setting Effective Targets

Targets are one of the primary mechanisms for ensuring student teachers make progress against the phased expectations and subject studies curriculum. Effective target-setting drives development and provides clear direction for improvement.

SHARP Target Framework

All targets must follow the SHARP framework:

- **Specific** – What exactly needs to be achieved? Is the target clearly defined? Does it use the language of the phase expectations?
- **How** – How will the target be achieved? What actions will need to be taken?
- **Achievable** – Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related** – Is the target related to the LJMU ITE Curriculum questions and associated phase expectations so that progress can be tracked?
- **Progressive** – Is the target pitched in a progressive manner and appropriate for the current phase of training?

Target Requirements

Set a maximum of three targets each week, using the language of the phase expectations. Each phase has a distinct focus that should shape your targets:

- **Phase 1 – Observation and awareness:** Targets focus on watching, noticing, understanding
- **Phase 2 – Practice and collaboration:** Targets focus on trying strategies with support, working with others
- **Phase 3 – Confident application and evaluation:** Targets focus on independent implementation and assessing impact

Student teachers should review their targets before each weekly meeting and complete a self-evaluation on the weekly meeting form. Following discussion and review of the week's experiences, establish new targets with associated actions.

Drafting SHARP Targets: Four-Step Process

Step 1: Identify the area for improvement from recent lesson observations or discussions with the student teacher.

Step 2: Ensure the proposed target aligns with the appropriate phased expectation. All education and training (University and School-based) must align with phased expectations to ensure sustained, consistent progress.

Step 3: Check the Mentor Curriculum Guide to confirm what the student teacher has covered at University. For example, before setting a target about supporting EAL pupils, verify the student teacher has encountered EAL content at University.

Step 4: Ensure the 'actions' section includes specific tasks the student teacher will complete related to the target.

Example Target

Area identified: Improve questioning

Phase Expectation link (Secondary Q5, Phase 2): "I can implement questioning techniques that prompt deepening understanding."

Target: In classes 7b and 8a this week, use the 'Think-Pair-Share' questioning technique to deepen understanding at least twice per lesson.

Actions:

- Plan key questions for TPS and highlight them on plan
- Reflect on potential responses and prepare follow-up questions to deepen responses
- Reflect on effectiveness and be ready to discuss in next meeting

Phase 1 Subject Example Targets

Example SHARP Subject Specific Targets - Geography

Question 7 - How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?

Link to phase expectations, phase 3: *I scaffold self-assessment by sharing model work and highlighting key details.*

Target – I will use modelled answers to support the year 10 answering exam questions and self assessing their answers.

Actions

- Plan modelled answers and highlight in lesson plan
- Reflect on how well the learners used the modelled answers, adapt in light of your reflection

Question 4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?

Link to phase expectations, phase 2: *I can design and implement structured talk in my lessons, for example through think-pair-share activities.*

Target – I will use think pair share activities to develop oracy with my year 7 classes over the next two weeks.

Actions

- Planned lessons for year 7 using think pair share
- Reflect upon how well learners developed their oracy through use of think pair share
- Be ready to explore other ways of using oracy in lessons in weekly meeting.

Question 5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?

Link to phase expectations phase 3: *I create a classroom culture in which pupils provide high-quality responses using subject-specific vocabulary.*

Target – I will make confident use of subject specific vocabulary across all the classes I teach, by integrating the subject specific vocabulary into my teaching and challenging the pupils to use the technical words when answering questions.

Actions

- Identify in the lesson plan the key vocabulary to be used. In all lessons taught this week
- Design teaching activities in year 7 classes that explore the key subject vocabulary being used
- Reflect on how effective the strategies were in improving use of key vocabulary by the learners when answering questions.

Question 3 - How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupil's prior knowledge?

Link to phase expectations, phase 2: *I can teach a small sequence of lessons that build logically on previous learning.*

Target – I will plan a sequence of 3 lessons for my year 7 class which clearly identifies how previous learning is developed.

Actions

- The 3 lessons plans show clear progression of content
- Lessons plans annotated after lesson to show pupil progress and any required changes for next lesson in sequence
- Reflect on how effective the teaching of the sequence was.

Phase 1 Subject Observation Guidance

National Curriculum Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

6 Key Questions to ask when observing Geography lessons:

	Question	Additional Information
1	Does the student make the locational aspect of the lesson clear. Have they built on the pupil's place knowledge	<i>The teacher clearly describes and explains the place being studied and uses maps to help the pupils understand its geographical location</i>
2.	The lesson develops the pupil's knowledge of physical and or Human geography processes	<i>It is clear from the lesson which aspects of geographical knowledge are being developed and this is clearly linked to the national Curriculum/ exam specification.</i>
3	The pupils use geographical skills in the lesson to develop their understanding	<i>Geographical skills could include – mapwork, enquiry based learning, GIS, Graphacy, Numeracy, Use of images.</i>
4	Pupils are encouraged to think like a geographer – using the 5 w's framework	<i>Pupils challenged to consider key geographical questions of what, where, when, why, who.</i>
5.	Case studies are used (where applicable) with confidence to extend pupils knowledge and	<i>Most but not all geography lessons will use a case study to support the pupils</i>

	understanding of the key geographical knowledge being explored.	<i>understanding. Is the case study a suitable one. Is it recent i.e from the last 10 years, does it help the pupils to gain a deeper understanding of the concepts being explored in the lesson.</i>
6.	Is the learning experience considering decision making and or critical thinking	<i>The Royal Geographical Society see this as an absolute baseline of successful pedagogy in the subject as it encourages the pupils to reflect upon different opinions and ideas.</i>

Student Teacher Progress, Wellbeing and Support

Phase 1 represents a significant adjustment period for student teachers. For some, this marks their first professional experience, while others may find it intellectually and emotionally challenging.

Providing comprehensive support for student teachers' wellbeing is essential during this transition period, and mentors should maintain heightened awareness of their needs.

Available Support Resources

All student teachers have access to the 'I Need Help' page on Canvas (our virtual learning environment), which directs them to appropriate support services.

Raising Concerns

If you have concerns about a student teacher's wellbeing or welfare, please:

1. Contact your Lead Mentor in the first instance
2. Where appropriate, direct the student teacher to the LJMU student advice page:

[Student advice and wellbeing | Discover | Liverpool John Moores University](#)