**Primary 5-11 Curriculum Map (Geography)**

***Postgraduate PGCE***

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| **University Curriculum – PGCE** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours**  Primary geography: rationale, key concepts and geographical enquiry | Geography has its own rationale, identity, key values and underpinning principles.  The primary geography curriculum is organised into locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.  Encourage children’s geographical thinking and use enquiry approaches in their planning and teaching of geography lessons to enhance pupils’ disciplinary knowledge  Consider the principles behind planning a learning experience in geography that harnesses pupils’ enquiry skills and fosters a ‘sense of place’ of the locality and further afar | **3.1, 3.2, 3.3, 3.5** | **3a** | BARLOW, A and WHITEHOUSE, S., 2019. Mastering Primary Geography. London: Bloomsbury Academic.  CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.  THE GEOGRAPHICAL ASSOCIATION. 2022. A Framework for the School Geography Curriculum.  OFSTED, 2021. Research review series: geography.  OFSTED, 2021. Geography in outstanding primary schools. | Discussion and questioning  Group feedback after carrying out a collaborative geographical enquiry  Retrieval activity |
| **Session 2**  **2 hours**  Introducing dimensions of place study | Knowledge and experience of the world is determined by age, gender, social and cultural dimensions, economic considerations and location and that stereotypes and misconceptions are children’s ideas which are based on their past experience and interactions with others and these must be directly addressed  Identify and address the perpetuation of stereotypes about other people and places  Develop opportunities to teach children key place knowledge, knowing that developing a ‘sense of place’ is vital to children’s knowledge and understanding of the world | **1.2** | **2e, 2f**  **3b, 3g**  **6d** | MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.  OFSTED, 2021. Research review series: geography.  RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.  TAYLOR, L., 2015. Research on young people’s understandings of distant places. Geography. 100 (2), pp.110-113. | Questioning and discussion during lecture |
| **Session 3**  **2 hours**  Maps, map skills and planning | Map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place  Read maps, use a compass and use 4- and 6-figure grid references  Use fiction texts to support children’s progress in drawing maps which, in turn, supports children’s reading development  Planning for progression in maps skills including EYFS is vital and the Digimap progression document can be used to support this  Short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge (small manageable chunks so as not to overload the working memory) as well as approaches to adaptive teaching | **3.1 3.2, 3.3, 3.5**  **4.2** | **2c**  **3a, 3u**  **4a** | DIGIMAP FOR SCHOOLS, 2016. Progression in mapping.  DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge.  KENNINGTON, T. and ROTCHELL, E., 2023. Introducing maps in the Early Years. Primary Geography. 111, pp. 14-15.  OWENS, P., 2022. Teaching map skills to inspire a sense of place and adventure in the early years. Southampton: Ordnance Survey.  VUJAKOVIC, P., 2019. World maps in a time of crisis. Primary Geography. 44 (3), pp. 101-104. | Discussion and questioning  Group feedback after carrying out Ordnance Survey map skills activity  Group feedback on lesson plan evaluation  Retrieval activity |
| **Session 4**  **2 hours**  Fieldwork in the local area | Children should be given opportunities to undertake meaningful, high-quality, progressive fieldwork (from EYFS), utilising the local area  Behaviour management and effective grouping are vital to a successful fieldwork experience  Use the local area for meaningful and high-quality enquiry-based fieldwork, incorporating appropriate opportunities for map skills  Consider behaviour management approaches that could be used during fieldwork experiences | **1.1, 1.6**  **2.1**  **7.1** | **3a, 3c**  **7b, 7c** | TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17.  OFSTED, 2021. Research review series: geography.  OFSTED, 2021. Geography in outstanding primary schools. | Questioning and discussion  Group feedback on local area fieldwork activities |
| **Session 5**  **2 hours**  Physical geography: a focus on volcanoes | Secure subject knowledge for teaching about volcanoes in the primary geography curriculum is vital  There are strategies to support learning of key geographical vocabulary (e.g. concept maps) and that these strategies can help to embed this learning in children’s long-term memory including pre-learning and over-learning  High-quality visual resources can help to develop children’s knowledge and understanding of geographical concepts, processes and places  It is important to develop opportunities to teach children key place knowledge (e.g. of a region of South America) to enable children to develop and understanding of geographical similarities and differences through studying the human and physical geography  Adapt teaching for learners with differing needs e.g. SEND, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory  Research in preparation for teaching other areas of physical and human geography, ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for  Use models, analogies, images and drama to enhance children’s understanding of volcanoes and be able to apply this to other areas of geography | **1.3**  **2.2, 2.7, 2.8**  **3.2, 3.3, 3.5, 3.20**  **4.1,** | **2c**  **3c, 3d, 3g, 3t**  **4b, 4j, 4o, 4p**  **5a, 5e**  **6f** | OFSTED, 2021. Research review series: geography.  LINFIELD, R. and HOLBREY, C., 2021. Lava or vinegar? How science models can create misconceptions. *Primary Science.* 167, pp. 10-11  CATLING, S and WILLEY, T., 2018. *Understanding and Teaching Primary Geography.* 2nd ed. London: Sage. pp. 184-231. | Retrieval activity  Geography quiz (to inform intervention sessions)  Questioning and discussion  Group feedback on place-based planning activity |

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| **School Based Curriculum – PGCE Introductory Professional Practice** | | | | |
| **Observing :** Observe how expert colleagues use **maps** and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components in **map skills** for one lesson  **Teaching :** Rehearse and refine particular approaches for a group/whole class. Plan for group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that a school’s primary geography curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  Observe or discuss with geography subject leader (or recommended colleague) to understand how scaffolding provided is gradually removed (fading) at the appropriate so children gain independence.  To use school’s medium-term plans (or schemes of work) to plan and deliver a geography lesson which teaches **map skills** and builds on children’s prior knowledge and chunks content so as not to overload working memory **OR** observe a geography lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload.  To embed opportunities for children to learn and use key geographical vocabulary through teaching **OR** observe a geography lesson in their own or another year group with a focus on how geographical vocabulary is taught. | **2.7, 2.8, 2.9, 2.11**  **3.1**  **4.4** | **3t**  **4a, 4o, 4p** | OFSTED, 2021. Research review series: geography.  OFSTED, 2021. Geography in outstanding primary schools.  BARLOW, A and WHITEHOUSE, S., 2019. Mastering Primary Geography. London: Bloomsbury Academic.  CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage. | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Pebble Pad  Reflective conversations with mentor |

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| **School Based Curriculum – PGCE Developmental Professional Practice** | | | | |
| **Observing :** Observe how expert colleagues use a **geographical enquiry** and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan for lessons in all core and selected foundation subjects.  Plan one lesson in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Discuss with geography subject lead (or recommended colleague) about the role of **geographical enquiry** in children’s geography learning.  Understand how children are sufficiently prepared to undertake a geographical enquiry through embedding necessary prior knowledge and skills.  Discuss with geography subject lead (or recommended colleague) to understand strategies used for the ongoing formative assessment of pupils in geography and how this informs future planning.  Know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks.  Use school’s medium-term plans to devise a series of geography lessons that address the four dimensions of the subject and geographical enquiry **OR** annotate the school’s medium-term plans, identifying the sequence of learning used, how this builds upon prior learning across the primary phases. Use the medium-term plans to identify the role of additional adults and adaptive teaching for SEND and EAL learners. | **6.1**  **5.1, 5.3, 5.7** | **3a, 3b, 3c**  **4a** | MAGDEN, B., DOLAN, A. and LISTON, J., 2022. Going with the flow: an enquiry approach to teaching rivers. *Primary Geography.* 108, pp. 16-18.  OFSTED, 2021. Research review series: geography. | Weekly Development Summary  Lesson Observations  Link Tutor visit  Blue Book  Pebble Pad  Reflective conversations with mentor |

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| **School Based Curriculum – PGCE Consolidation Professional Practice** | | | | |
| **Observing :** Observe how expert colleagues use **geography fieldwork** and deconstruct this approach in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Observe or discuss with the subject leader (or recommended colleague) how pupils are prepared for fieldwork using pre-fieldwork in-class sessions, map work, visual images of the fieldwork location etc.  Observe a class teacher as they teach to understand happroaches to collecting data during fieldwork e.g. field sketches, photographs, surveys, environmental assessments etc.  Observe and discuss with the class teacher about the school’s approach to risk assessment for fieldwork activities as well as specific approaches to behaviour management in a fieldwork environment.  **EITHER** plan, teach and assess a sequence of lessons for geography based on the school’s medium term plans **OR** annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) how it might be used to plan a sequence of geography lessons (which incorporates a fieldwork opportunity), including planning for additional adults and adapting teaching and learning for SEND and EAL learners.  Use the Geographical Association’s progression framework (<https://geography.org.uk/ga-curriculum-framework/>) to discuss children’s progress in the 4 dimensions of the curriculum (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork) **EITHER** across the sequence of lessons taught by the trainee **OR** how this progression is planned for using the school’s medium term plans. | **2.2, 2.6**  **3.1, 3.3, 3.5, 3.7**  **4.2, 4.8, 4.10**  **5.2, 5.7**  **6.1, 6.7**  **7.1, 7.4**  **8.5** | **2a, 2c, 2d, 2e, 2h**  **3a, 3b, 3c, 3d, 3g**  **4a, 4b, 4d, 4h, 4l**  **5b, 5e, 5g**  **6e**  **7d, 7e, 7g, 7h**  **8l** | TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17.  THE GEOGRAPHICAL ASSOCIATION. 2022. A Framework for the School Geography Curriculum.  OFSTED, 2021. Research review series: geography. | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Pebble Pad  Reflective conversations with mentor |