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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **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 |
| **Lecture 1**  **1 hour**  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 2**  **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 3**  **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 4**  Physical geography: a place for 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 – Year 1** | | | | |
| **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 point in order for children to 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 |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **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**  The water cycle, the River Mersey and Liverpool | Secure substantive knowledge for teaching about rivers in the primary geography curriculum is vital.  There are natural curriculum links to be made between geography and science**,** e.g. rivers and water cycle, which can deepen children’s understanding and help them to build a comprehensive schema.  Make meaningful and relevant curriculum links with primary science in order to meet the ambitious national curriculum end points at KS1 and KS2.  Substantive knowledge of rivers can be taught through the lens of ‘place’ e.g. northwest England, the River Mersey.  Learn how to teach physical geography concepts and processes using visual images, worked examples, models and fieldwork to support.  Learn how to teach human geography curriculum content related to rivers (e.g types of settlement and land use, economic activity including trade links, distribution of natural resources).  Learn how to use maps to enhance children’s understanding of space and scale of physical and human geography features. | **1.3**  **3.1, 3.2, 3.3, 3.5, 3.6, 3.7** | **3a, 3c, 3d, 3e, 3f**  **4b, 4** | DOLAN, A., 2016. Place-based curriculum making: devising a synthesis between primary geography and outdoor learning. Journal of Adventure Education and Outdoor Learning. 16 (1), pp. 49-62.  OFSTED, 2021. Research review series: geography.  MARDIGAN, B., DOLAN, A. and LISTON, J., 2022. Going with the flow: an enquiry approach to teaching rivers. Primary Geography. 108, pp. 16-18.  OWENS, P., ROTCHELL, E.,SPRAKE, S. and WITT, S.,2022. Geography in the Early Years: guidance for doing wonderful and effective geography with young pupils. Primary Geography. 109, pp.19-22. | Questioning and discussion  Feedback from collaborative carousel group activities |
| **Session 2**  **2 hours**  Critically evaluating cross-curricular approaches to planning, teaching and learning: Central America | Sequencing of learning across a medium-term plan must allow all children (including those with SEND) to build on prior geographical knowledge (component and composite; substantive and disciplinary) and understanding.  Secure substantive geographical knowledge related to biomes, vegetation belts, climate zones, land use, economic activity, distribution of natural resources is vital.  Identify links between areas of the primary geography curriculum so that teaching of geography concepts is not isolated.  Plan a well-sequenced unit of learning around a ‘place’ that breaks learning down into small manageable chunks (to support all children, including those with SEND) and considers children’s component and composite knowledge.  Ensure curriculum goals retain their specificity when using a thematic approach to planning, ensuring learning remains meaningful and relevant. | **1.3**  **3.2, 3.3, 3.5**  **4.2** | **2c, 2d, 2e, 2i**  **3a, 3c, 3d** | DOLAN, A., 2016. Place-based curriculum making: devising a synthesis between primary geography and outdoor learning. Journal of Adventure Education and Outdoor Learning. 16 (1), pp. 49-62.  HOWARD-JONES, P., SANDS, D., DILLON, J. and FENTON-JONES, F., 2021. The views of teachers in England on an action-oriented climate change curriculum. Environmental Education Research. 21 (11), pp. 1660-1680  OFSTED, 2021. Research review series: geography. | Questioning and discussion  Retrieval activity  Locational knowledge quiz  Sorting activity – feedback from discussion  Lesson sequencing activity – feedback from discussion |
| **Session 3**  **2 hours**  Planning and risk assessing fieldwork in the local area | Geography fieldwork should be carefully, purposefully and progressively planned within the school geography curriculum.  Meaningful and relevant geography fieldwork is vital for children’s motivation and self-esteem.  The local area can be a valuable resource for primary geography fieldwork and can provide opportunities to enhance children’s cultural capital.  There are underlying principles behind learning through enquiry and they should consider pupils’ cognitive load when planning such an enquiry.  Plan and risk assess meaningful geography fieldwork experiences in the local area which take into account the role of additional adults.  Use resources provided by the Geographical Association and Royal Geographical Society to support professional development and children’s learning | **1.1, 1.2, 1.6**  **2.1, 2.4**  **4.10**  **7.4, 7.6**  **8.2** | **4c**  **5g**  **7b, 7c, 7d**  **8c, 8g, 8k, 8l, 8o** | HATWOOD, R., 2019. Leading fieldwork. Primary Geography. 98, pp. 21.  OFSTED, 2021. Research review series: geography.  RICHARDSON, P., 2019. Settling nerves: undertaking fieldwork in challenging locations. Primary Geography. 99, pp. 24-25.  TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17. | Questioning and discussion  Padlet post on chosen fieldwork plan and risk assessment  Geography quiz to inform intervention sessions |

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| **School Based Curriculum – Year 2** | | | | |
| **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 the strategies for 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, noting 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** | KARVÁNKOVÁ, P. and POPJAKOVÁ, D., 2018. How to link geography, cross-curricular approach and inquiry in science education at the primary schools. *International Journal of Science Education.* 40 (7), pp. 707-722.  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 |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **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**  The weather and climate of the UK: KS1 and KS2 perspectives | Understand KS1 national curriculum requirements for locational knowledge and make links to daily and seasonal weather patterns and climate.  Consider how a secure understanding of locational knowledge and its influence on weather and climate supports children’s later learning about climate zones, biomes and vegetation belts.  Use geographical enquiry to learn about local daily and seasonal weather patterns and climate.  Identify inclusive approaches to teaching weather and climate for children with SEND. | **2.2, 2.6**  **3.2, 3.3, 3.4, 3.7**  **4.2, 4.7, 4.8**  **5.2, 5.3, 5.7** | **2a, 2c, 2g**  **3g, 3t**  **4b, 4h**  **5e, 5f** | DOLAN, A., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. London: Routledge.  OWENS, P., 2018. Weather Glossary. *Primary Geography*. 96, pp. 28-31.  SCOFFHAM, S., 2018. Extreme Weather. *Primary Geography*. 96, pp. 6-7.  THORPE, J., 2018. Weather and climate in the curriculum. *Primary Geography.* 96, pp. 12-13. | Discussion and questioning  Group feedback from KS1 and KS2 planning activity  Vocabulary matching activity |
| **Session 2**  **2 hours**  2041 School – Champions of Antarctica: place study and ESE in KS1. | Know how environment and sustainability education can be taught sensitively in KS1 and KS2  Consider how 2041 School resources support children’s understanding of Antarctica as a place and the threats that exist to its future.  Critically evaluate the 2041 School sequence of learning by taking into consider factors such as substantive knowledge, national curriculum coverage, progression, inclusivity and assessment. | **2.2**  **3.2, 3.3, 3.4**  **4.2, 4.4, 4.6, 4.7**  **5.1, 5.3, 5.7**  **6.1** | **2a, 2c, 2d, 2e, 2f, 2g**  **3a, 3c, 3f, 3g**  **4b, 4c, 4f**  **5f, 5i,**  **6a, 6c** | SCOFFHAM, S. and RAWLINSON, S., 2022. Sustainability Education: A Classroom Guide. London: Bloomsbury.  WALSHE, N. 2013. Exploring and developing student understandings of sustainable development. Curriculum Journal. 24 (2) pp. 224–249.  WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. Primary Geography. 101, pp. 10-11.  WANG, H., SAFER, D. L., COSENTINO, M., COOPER, R., VAN SUSTEREN, L., COREN, E., NOSEK, G., LERTZMAN, R. and SUTTON, S., 2023. Coping with eco-anxiety: An interdisciplinary perspective for collective learning and strategic communication. The Journal of Climate Change and Health. 9, pp. 100211. | Discussion and questioning  Group feedback from KS1 critical evaluation activity |
| **Session 3**  **2 hours**  Critically evaluating schemes of work in primary geography: pleasures and pitfalls | Know that schemes of work can support teachers in planning effective sequences of learning for pupils.  Understand that schemes of work need to be adapted to the needs of all children including those with SEND/EAL.  Adapt an existing scheme of work (e.g. Geographical Association, Royal Geographical Society, Kapow).  Understand how to assess pupils’ progress in primary geography. | **2.2, 2.6**  **3.1, 3.3, 3.7**  **5.1, 5.7**  **6.3, 6.4** | **2a**  **3d, 3f**  **5f, 5i, 5o**  **6a** | IVES, C., 2021 Taking a fresher look at the curriculum. *Primary Geography*. 105, pp. 6-7.  THE GEOGRAPHICAL ASSOCIATION, 2020. A progression framework for geography.  THE GEOGRAPHICAL ASSOCIATION. 2022. A Framework for the School Geography Curriculum | Discussion and questioning  Group feedback from critical evaluation of scheme  Geography quiz to inform intervention sessions |

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| **School Based Curriculum – Year 3** | | | | |
| **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) to understand 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 how they teach approaches for the collection of data during fieldwork e.g. field sketches, photographs, surveys, environmental assessments etc.  Observe and discuss with the class teacher to understand 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 |