**Primary Early Years 3-7 Curriculum Map (Geography and Understanding the World: People, Culture and Communities)**

***Postgraduate Programme***

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| **University Curriculum** | | | | | |
| **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**  **EYFS**  **UtW:**  **P,C&C** | To define what geography is using research to explore its distinctive nature, purpose and connection to wider themes.  To develop subject knowledge focusing on key geographical concepts, knowledge and skills.  To identify key aspects of early geographical learning across the curriculum by using statutory and non-statutory guidance.  To develop knowledge of the observe, assess and plan cycle to plan for effective adult-led learning and continuous provision focusing on development of ‘**a sense of place**’ through stories, non-fiction and maps. | **1,1**, 1.2  **2.2**, **2.7**  **3.1**, **3.2**, 3.4, **3.5**  **4.3**, **4.4**, **4.6**  **5.1**, **5.3**, **5.7**  **6.1**  **8.2** | 1c  2g  **3a**, 3c, 3u  4j, 4o  5b, **5c**  **8d** | ARMSTRONG, P. 2021. Revised EYFS - In focus… A sense of place. *Nursery World*. Volume 2021, Issue 10.  CATLING, S., 2015. What geographical knowledge might early years & primary teachers have? *Geographical Association Annual Conference: ‘Making An Impact’.*  CATLING, S., 2019. in T, WILLY., Ed., 2019. *Leading Primary Geography: The essential handbook for all teachers.*  DFE., 2021. *Development Matters*    DFE., 2021. *Early Years Foundation Stage Statutory Framework*    EARLY EDUCATION., 2021. *Birth to Five Matters*  GEIST, E., 2016. Let’s Make a Map: The Developmental Stages of Children’s Mapmaking. *Young Children* Vol. 71, No. 2 (May 2016), pp. 50-55.  JONES, M. AND LAMBERT, D., 2017. *Debates in geography education.* Second edn.  MILLER, G., 2020. Geography really matters! In *Primary Geography*, Volume 45, Issue 2, pp 50 to 52  OFSTED., 2021. *Research Review Series: Geography*  OWENS, P., 2022. *Teaching map skills to inspire a sense of place and adventure - Planning for pupil progress from birth to five: the statutory framework for the Early Years Foundation Stage (EYFS) and Ordnance Survey (OS) maps*.  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* on behalf of the GA Early Years and Primary Phase Committee  SCOFFHAM, S., 2017. Teaching Geography Creatively.  TANNER, J., 2021 Progression in geographical fieldwork experiences. *Primary Geography* Number 104 Spring 2021. pp. 13-17 | In-session retrieval activities/questions    In-session peer discussions and focused tasks    Self-assessment against key knowledge |
| **Session 2**  **EYFS to NC** | To further debate the distinctive nature, purpose and importance of geography in the curriculum using research and explore substantive and disciplinary knowledge in geography.    To develop subject and curriculum knowledge for the key strands of **locational and place knowledge, human and physical geography and geographical skills and fieldwork** from the EYFS to KS2.    To develop knowledge and understanding of the progression and assessment of the key geographical pedagogy of **mapping** from the EYFS to KS2 and how this is supported in practical ways and connects to the key pedagogy of **fieldwork** to develop core geographical concepts.    To identify effective learning, teaching and assessment in geography lessons using research and examining practice.    To develop strategies for effective behaviour management for learning within and outside the classroom in geography lessons to support high-quality teaching and learning. | **1.6**  **2.2**, 2.6, **2.9**  **3.2**, 3.3, **3.4**, 3.5, **3.7**  **4.2**, **4.3**, **4.4**, **4.6**, **4.10**  **5.1**, **5.2**, 5.3, 5.7  **6.1**, **6.2**  **7.1**, **7.2**  **8.2** | 2c, 2g  **3a**, 3g, 3t  4b    5e, 5l  6e, 6f    7d, 7i  8d, 8g | BARLOW, A and WHITEHOUSE, S., 2019. *Mastering Primary Geography*  CATLING, S., 2019. in T, WILLY., Ed., 2019. *Leading Primary Geography: The essential handbook for all teachers.*  CATLING, S and WILLY, T., 2018. *Understanding and Teaching Primary Geography*. 2nd ed.  DOLAN, A.M., 2020. *Powerful Primary Geography: A Toolkit for 21st-Century Learning.*  DFE., 2013. *Geography Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*    HOBBS, M., 2015 Chp WEBSTER, M and MISRA, S., 2015. *Teaching the Primary Foundation Subjects.*  JONES, M. AND LAMBERT, D., 2017. *Debates in geography education.* Second edn.  MILLER, G., 2020. Geography really matters! In *Primary Geography*, Volume 45, Issue 2, pp 50 to 52  OFSTED., 2021. *Geography in Outstanding Primary Schools*  OFSTED., 2021. *Research Review Series: Geography*  OFSTED., 2023. *Research and analysis*  *Getting our bearings: geography subject report*  PIKE, S., 2015. *Learning Primary Geography: Ideas and Inspiration from Classrooms.*  RAWLING, E,. 2016 The geography curriculum 5–19: what does it all mean?, In *Teaching Geography*, Volume 41, Issue 1, 2016, pp 6 to 9.  RIGG, J., 2020.Geography: Using Practical Approaches to Promote Engagement. In: C. FORSTER and R. EPERJESI., ed., 2020. *Teaching the Primary Curriculum.* pp. 81-95.  RISKA, C., 2014 Map it! With Young Children.  SCOFFHAM, S., 2017. *Teaching Geography Creatively.*  SCOFFHAM, S. and OWENS, P. 2017. *Teaching primary geography.*  TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography*. 104, pp.13-17. | Recap quiz    In-session retrieval activities/questions    In-session peer discussions and focused tasks  Self-assessment against key knowledge |
| **Session 3**  **NC** | To deepen subject and curriculum knowledge for the key strands of **locational and place knowledge, human and physical geography and geographical skills and fieldwork** from the EYFS to KS2.    To know how to address misconceptions relating to key concepts and stereotypes and relating to age, gender, social and cultural dimensions, economic considerations and location when teaching about localities.    To further develop pedagogical knowledge and understanding of the progressive and effective structure and sequencing of geography lessons.    To explore inclusive and adaptive teaching strategies in geography to support and challenge including SEND and EAL.    To develop knowledge and understanding of progression in knowledge and skills and sequencing learning in geography by examining high quality long-term, medium term and short-term planning.    To explore how formative and summative assessment is utilised effectively in lesson sequences in geography and make connections to progression in knowledge and skills. | **1.3**  2.2, **2.4**, **2.7**, **2.8**  **3.1**, **3.2**, **3.5**, 3.7  4.2, **4.5**, **4.6**, **4.7**, **4.8, 4.9**  **5.3**, **5.4**, **5.5**, **5.7**  6.1, **6.3**, **6.4**, **6.5**  **8.2**, **8.5** | 1b, 1c, 1h  2d, 2e, 2g  3d, **3f**, 3j, 3t  4e, 4j, 4l  5a, 5b, **5c**  **6a**, **6c**, 6d, 6l  8d, **8f**, 8g | BARLOW, A and WHITEHOUSE, S., 2019. *Mastering Primary Geography*  CATLING, S., 2019. in T, WILLY., Ed., 2019. *Leading Primary Geography: The essential handbook for all teachers.*  CATLING, S and WILLY, T., 2018. *Understanding and Teaching Primary Geography*. 2nd ed.  DFE., 2013. *Geography Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DOLAN, A.M., 2020. *Powerful Primary Geography: A Toolkit for 21st-Century Learning.*  ENSER, M., n.d. *Applying Rosenshine to the geography classroom*    GEOGRAPHICAL ASSOCIATION., 2023. *Guidance on progression and assessment in geography*  HOBBS, M., 2015 Chp 4 Geography, In WEBSTER, M and MISRA, S., 2015. *Teaching the Primary Foundation Subjects*  JONES, M. AND LAMBERT, D., 2017. *Debates in geography education.* 2nd edn.  PUTTICK, S. AND MURREY, A., 2020. Confronting the Deafening Silence on Race in Geography Education in England: Learning from Anti-Racist, Decolonial and Black Geographies, *Geography*, 105(3), pp. 126–134.    RIGG, J., 2020.Geography: Using Practical Approaches to Promote Engagement. In: C. FORSTER and R. EPERJESI., ed., 2020. *Teaching the Primary Curriculum.* pp. 81-95.  ROTCHELL, E., 2023. *Primary Geography CPD Pack 9: Inclusive Geography - Scaffolding and SEND.* GA.  SCOFFHAM, S., 2019. The world in their heads: children’s ideas about other nations, peoples and cultures. *International Research in Geographical and Environmental Education*. 28 (2), pp. 89-102.  SCOFFHAM, S. and OWENS, P. 2017. Teaching primary geography.  TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography*. 104, pp.13-17.  TORRES, H.J, 2022. ‘I had a big bias’: disrupting children's biases, stereotypes through studying cultures, *Social Studies Research and Practice*, Vol. 17 No. 1, pp. 80-93 | Recap quiz from session 1    In-session retrieval activities/questions    In-session peer discussions and focused tasks  Self-assessment against key knowledge |
| **Session 4**  **EYFS to NC** | To develop as curriculum thinkers in geography to know that a whole school curriculum is progressive, reflective of substantive and disciplinary knowledge and fosters curiosity, creativity and concern about people, the environment and places and supports the development of cultural capital.  To further apply subject and curriculum knowledge in geography to make connections to key geographical knowledge, pedagogies and concepts and cross-curricular links.  To use explore and plan geography lessons around the physical geography topic of **rivers** by using carefully sequenced components that integrates formative assessment, reflect cognitive science and support adaptive teaching practices.  To know the significance of including environmental and sustainability issues within the geography curriculum.  To continue to develop as a reflective practitioner supported by experienced colleagues, research and maintaining continuing professional development from high quality sources such as the Geographical Association and Royal Geographical Society. | **1.1**  2.2, **2.5**  **3.1**, **3.2**, **3.3**, 3.4, 3.5, 3.6, 3.7, **3.8**, 3.10  **4.2**, **4.3**, **4.6**, **4.7**, **4.8**, 4.9  **5.2**, **5.3**, 5.5, 5.7  **6.1**, 6.4  7.1, 7.2  **8.2**, **8.5** | 1b, 1c, 1h  2c, 2g  3a, 3d, 3j, 3t  4j, 4l  5c, 5l  6e  7b, 7d, 7e  8d, 8f, 8g | BARLOW, A and WHITEHOUSE, S., 2019. *Mastering Primary Geography*  CATLING, S and WILLY, T., 2018. *Understanding and Teaching Primary Geography.* 2nd ed.  DFE., 2013. *Geography Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  PIKE, S., 2015. *Learning Primary Geography: Ideas and Inspiration from Classrooms.*  Richardson, P, Totterdell, R, Turney, A. 2014. *Investigating Rivers*. GA  SCOFFHAM, S., 2017. *Teaching Geography Creatively.*  SCOFFHAM, S. and OWENS, P. 2017. *Teaching primary geography*.  WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. Primary Geography. 101, pp. 10-11.​ | Recap quiz from session 3    In-session retrieval activities/questions    In-session peer discussions and focused tasks    Self-assessment against key knowledge    Final review of overall subject, curriculum and pedagogical knowledge on BlackBoard |

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| **School Based Curriculum – Introductory Phase**  **Nursery** | | | | |
| **Observing:**  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching:**  Rehearse and refine particular approaches in this subject for a group/whole class. Deliver 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** |
| By observing adult-led learning and child-led learning (indoors and outdoors), know how to support the development of key geographical learning focused on ‘**a sense of place**’ *for example*:   * describing the physical and human environment using photographs, maps, small world and outdoors during fieldwork * spatial awareness including walks, using/making maps, using positional and directional language * developing personal identity connecting people and the environment.   Using the setting’s plans, key resources and mentor support, know and understand how to plan and engage in adult-led learning and continuous provision (indoors and outdoors) that can develop curiosity, wonder and concern about the diverse world to support early geographical learning especially geographical vocabulary to build ‘**a sense of place**’ *for example*:   * using story and non-fiction books as a stimulus to find out about people, places and the environment to develop a sense of identity, community and belonging * building on children’s interests, lived experiences and spontaneous moments * facilitating play and exploration to ask questions, discuss and communicate * developing skills such as observation, noticing and comparing and contrasting * supporting spatial awareness focusing on position and direction by using maps, key vocabulary and outdoor fieldwork   When teaching early geographical learning, know how to support and adapt teaching to meet different learners needs by:   * Using questioning to check prior knowledge * Modelling and scaffolding to support and challenge including widening geographical vocabulary and addressing misconceptions * Ensuring health and safety such as risk assessment when engaging in fieldwork | **1,1**, **1.2**  2.2  **3.2**, **3.4**, 3.5  4.2, 4.3, **4.6**  **5.2**, **5.3**, **5.7**  **6.1**  7.4, 7.7  8.2 | **1c**  **2a**, **2c**  **3a**, **3g**, 3j, **3u**  **4b**, **4e**, **4j**, **4o**  **5a**, **5b**, **5c**, **5e**  **6e**  7b  8d, 8e | ARMSTRONG, P. 2021. Revised EYFS - In focus… A sense of place. *Nursery World*. Volume 2021, Issue 10.  OWENS, P., 2022. *Teaching map skills to inspire a sense of place and adventure* - Planning for pupil progress from birth to five: the statutory framework for the Early Years Foundation Stage (EYFS) and Ordnance Survey (OS) maps.  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* on behalf of the GA Early Years and Primary Phase Committee  THE GEOGRAPHICAL ASSOCIATION., n.d. *Planning geographical learning into the EYFS*  TANNER, J., 2021 Progression in geographical fieldwork experiences. *Primary Geography* Number 104 Spring 2021. pp. 13-17 | Informal daily discussion and reflection with mentor and/or class teacher    Weekly Development Summary meetings for progress– subject specific feedback    Lesson observation - subject specific feedback related to key geographical learning of developing a sense of place.  Independent reflections |

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| **School Based Curriculum – Developmental Phase**  **(Reception or Key Stage One)** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity 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** |
| In Reception and Key Stage One:  By speaking with the subject lead, observing teaching and/or deconstructing planning, know how key geographical knowledge (location, place, environmental/human/physical geography) and geographical skills (including mapping) and fieldwork and concepts (focusing on ‘a sense of place’) are developed across sequences of lessons and how they are interconnected to support children to think like geographers.  If in Reception:  Know and understand how to plan high-quality adult-led learning and continuous provision that reflects the development of geographical learning focusing on ‘**a sense of place**’ and developing geographical vocabulary by’:   * describing the physical and human environment using photographs, maps, small world and outdoors during fieldwork * spatial awareness including walks, using/making maps, using positional and directional language * developing personal identity connecting people and the environment.   Be able to plan, teach and assess key early geographical knowledge, skills and the concept of ‘**a sense of place**’ in adult-led learning and in areas of continuous provision that includes:   * adaptations to meet the needs of the learners. * questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps * opportunities for retrieval * addressing misconceptions * giving verbal feedback to support children’s progress * reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps)   If in Key Stage One:  Know and understand how to plan a geography lesson or sequence of lessons using high quality materials which develop key forms of geographical knowledge (location, place, environmental, human and physical geography), geographical skills (including mapping) and fieldwork and concepts (focusing on ‘a sense of place’) and/or geographical enquiry where appropriate.  Be able to plan, teach and assess clearly sequenced geography lesson/s that support the development of key geographical knowledge, skills (with a focus on mapwork) and fieldwork and the concept ‘**a sense of place**’ that includes:   * adaptations to meet the needs of the learners. * questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps * opportunities for retrieval * addressing misconceptions * giving verbal feedback to support children’s progress * reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps)     Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | **1.3**, **1.6**  2.2, **2.6**  3.1, **3.2**, 3.3, 3.4, 3.5  4.2, 4.3, 4.5. **4.6**, 4.7, 4.9  5.1, **5.3**, 5.5, 5.7  6.1, **6.3**, 6.4, **6.5**  7.1, 7.2  8.2, **8.5** | 1b, **1c**, 1h  **2a**, **2d**, **2e**, **2f**, **2g**  3a, **3c**, **3d**, **3f**, **3g**, **3t**, 3u  **4b**, 4e, **4g**, **4j**, 4m, **4o**, 4p  **5a**, **5b**, **5c**, **5e**, **5g**, **5j**, **5o**  **6d**, **6e**, 6f, **6g**, **6o**,  7d, 7i  8d, **8e**, 8f, **8o** | BARLOW, A and WHITEHOUSE, S., 2019. *Mastering Primary Geography*  CATLING, S., 2015. What geographical knowledge might early years & primary teachers have? *Geographical Association Annual Conference: ‘Making An Impact’.*  CATLING, S and WILLY, T., 2018. *Understanding and Teaching Primary Geography.* 2nd ed.  DFE., 2013. *Geography Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DFE., 2021. *Development Matters*    DFE., 2021. *Early Years Foundation Stage Statutory Framework*    DOLAN, A.M., 2020. *Powerful Primary Geography: A Toolkit for 21st-Century Learning.*  EARLY EDUCATION., 2021. *Birth to Five Matters*  ENSER, M., n.d. *Applying Rosenshine to the geography classroom*  GEIST, E., 2016. Let’s Make a Map: The Developmental Stages of Children’s Mapmaking. *Young Children* Vol. 71, No. 2 (May 2016), pp. 50-55.  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* on behalf of the GA Early Years and Primary Phase Committee  PIKE, S., 2015. *Learning Primary Geography: Ideas and Inspiration from Classrooms.*  SCOFFHAM, S., 2017. *Teaching Geography Creatively.*  SCOFFHAM, S. and OWENS, P. (2017) Teaching primary geography. London: Bloomsbury (Bloomsbury curriculum basics).  TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography*. 104, pp.13-17. | Informal daily discussion and reflection with mentor/class teacher    Weekly Development Summary meetings for progress– subject specific feedback    Lesson observation - subject specific feedback related to relevant geographical knowledge and pedagogies:   * locational knowledge * place knowledge * environmental, physical and human geography * geographical skills and fieldwork including mapping * geographical enquiry   Independent reflections |

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| **School Based Curriculum – Consolidation Phase**  **(Reception or Key Stage One)** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, 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** |
| If in Reception:  By using strong geography subject and curriculum knowledge, a holistic and creative approach and building on children’s interests and experiences, be able to plan, develop and enhance high-quality provision to create an enabling environment that supports the development of early geographical knowledge, concepts focusing on ‘**a sense of place’**and skills *by*:   * using story and non-fiction books as a stimulus to find out about people, places and the environment to develop a sense of identity, community and belonging * widening vocabulary to describe the physical and human environment using photographs, maps, small world * encouraging awe and wonder and facilitate exploration and enquiry to ask questions   If in Key Stage One:  By using strong subject and curriculum knowledge in geography, be able to plan high-quality sequences of lessons that develop relevant geographical knowledge, skills, concepts and pedagogies:   * locational knowledge * place knowledge * environmental, physical and human geography * geographical skills and fieldwork including mapping * geographical enquiry   Either Reception or Key Stage One:  Be able to plan, teach and assess effective learning over a period of time (for example using story as a stimulus) that is reflective of the development of early geographical knowledge, key pedagogies (fieldwork and mapping) concepts focusing on ‘**a sense of place**’ and skills by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress by using:   * carefully sequenced components, * cognitive science (retrieval practice, managing cognitive load, working with schemas) * addressing misconceptions, * widening vocabulary * adapting teaching including deployment of teaching assistants * integrating formative assessment * reflecting on practice to improve and develop   Either Reception and Key Stage One  By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how a whole school curriculum is progressive, supports the development of substantive and disciplinary knowledge including key pedagogies of fieldwork and mapping and fosters curiosity, creativity and concern about people, the environment and places and develops cultural capital.  Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | 1.3**,** 1.6  2.2, 2.7  3.1, **3.2**, 3.3, 3.5, **3.7**  4.2, 4.3, 4.4, **4.6**, 4.7  5.2, 5.3, 5.5, **5.7**  6.1, 6.3, 6.4, **6.7**  7.2  8.2 | **1a**, 1b, 1c, 1h  **2a**, 2b, **2c**  **3a**, **3j**, **3u**  **4b**, **4e**, **4j**, **4o, 4p**  5a, **5b**, **5c**, **5e**, **5g**, **5j**, **5l, 5o**  **6c**, **6d**, **6e**, **6f**, **6j**, **6l**  7d, 7e  8d, **8e**, **8f**, **8o** | BARLOW, A and WHITEHOUSE, S., 2019. *Mastering Primary Geography*  CATLING, S., 2015. What geographical knowledge might early years & primary teachers have? *Geographical Association Annual Conference: ‘Making An Impact’.*  CATLING, S and WILLY, T., 2018. *Understanding and Teaching Primary Geography.* 2nd ed.  DFE., 2013. *Geography Programmes of Study: Key Stages 1 and 2 National Curriculum in England.*  DFE., 2021. *Development Matters*    DFE., 2021. *Early Years Foundation Stage Statutory Framework*    DOLAN, A.M., 2020. *Powerful Primary Geography: A Toolkit for 21st-Century Learning.*  EARLY EDUCATION., 2021. *Birth to Five Matters*  ENSER, M., n.d. *Applying Rosenshine to the geography classroom*  GEIST, E., 2016. Let’s Make a Map: The Developmental Stages of Children’s Mapmaking. *Young Children* Vol. 71, No. 2 (May 2016), pp. 50-55.  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* on behalf of the GA Early Years and Primary Phase Committee  PIKE, S., 2015. *Learning Primary Geography: Ideas and Inspiration from Classrooms.*  SCOFFHAM, S., 2017. *Teaching Geography Creatively.*  SCOFFHAM, S. and OWENS, P. 2017. *Teaching primary geography.*  TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography*. 104, pp.13-17. | Informal daily discussion and reflection with mentor/class teacher    Reflections in blue book  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback related to relevant geographical knowledge and pedagogies:   * locational knowledge * place knowledge * environmental, physical and human geography * geographical skills and fieldwork including mapping * geographical enquiry     Utilising knowledge, skills and understanding for professional reflective viva in university |