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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
| **Session Sequence** | **Session Content****Subject Specific Components** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session****EYFS****Within UtW** | 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** | 1c2g**3a**, 3c, 3u4j, 4o5b, **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.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 CommitteeTANNER, J., 2021 Progression in geographical fieldwork experiences. *Primary Geography* Number 104 Spring 2021. pp. 13-17 | In-session retrieval activities/questionsIn-session peer discussions and focused tasks Self-assessment against key knowledge Learning Journey (LJ) – ongoing subject reflections in EYE1009 area of electronic portfolio |

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| **School Based Curriculum – Year 1** |
| **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 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 to plan 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**, 3.54.2, 4.3, **4.6****5.2**, **5.3**, **5.7****6.1**7.4, 7.78.2 | **1c****2a**, **2c**3a, **3g**, 3j, **3u****4b**, **4e**, **4j**, **4o****5a**, **5b**, **5c**, **5e****6e**7b8d, 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 CommitteeTHE 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 teacherWeekly Development Summary meetings for progress– subject specific feedbackLesson observation - subject specific feedback related to key geographical learning of developing a sense of place.Reflections in blue book |

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

***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 alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative** **Assessment mode** |
| **Session 1** **NC** | To define and explore geography using research and the curriculum to debate its distinctive nature, purpose and connection to wider themes. To further develop subject knowledge in geography by identifying substantive knowledge and disciplinary knowledge in the National Curriculum. 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 know the significance of including environmental and sustainability issues within the geography curriculum. 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, 3t4b 5e, 5l 6e, 6f 7d, 7i8d, 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 5 Geography IN: 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 52OFSTED., 2021. *Geography in Outstanding Primary Schools*OFSTED., 2021. *Research Review Series: Geography*OWENS, P., 2016. Progression in MappingPIKE, 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.WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. *Primary Geography*. 101, pp. 10-11.​ | Recap quiz from Year 1In-session retrieval activities/questionsIn-session peer discussions and focused tasks Learning Journey (LJ) – ongoing subject reflections in EYE2007 area of electronic portfolioSelf-assessment against key knowledge  |
| **Session 2****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 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**, 3.74.2, **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, 1h2d, 2e, 2g3d, **3f**, 3j, 3t4e, 4j, 4l5a, 5b, **5c****6a**, **6c**, 6d, 6l8d, **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 1In-session retrieval activities/questionsIn-session peer discussions and focused tasks Learning Journey (LJ) – ongoing subject reflections in EYE2007 area of electronic portfolioSelf-assessment against key knowledge  |
| **Session 3****Creative curriculum** | To use subject and curriculum knowledge to develop a creative approach to teaching geography. To further develop pedagogical knowledge by exploring creative geographical approaches and make cross-curricular links.   | **1.1**2.2, **2.5**3.1, **3.2**, **3.4**, 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**, 6.47.1, 7.2**8.5** | 1b, 1c, 1h2c, 2g3d, 3j, 3t4j, 4l5a, 5b, 5c, 5l6a, 6e7b, 7d, 7e8d, 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, and TURNEY, A. 2014. *Investigating Rivers*. GASCOFFHAM, S., 2017. *Teaching Geography Creatively.* SCOFFHAM, S. and OWENS, P. 2017. *Teaching primary geography*.  | Recap quiz from session 3In-session retrieval activities/questionsIn-session peer discussions and focused tasks LJ – ongoing subject reflections in EYE2007 area of electronic portfolioSelf-assessment against key knowledge Final review of overall subject, curriculum and pedagogical knowledge on BlackBoard Assignment EYE 2007 |

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| **School Based Curriculum – Year 2** |
| **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 alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| By speaking with the subject lead, observing teaching and/or deconstructing planning know how the four forms of geographical knowledge: * locational knowledge
* place knowledge
* environmental, physical and human geography
* geographical skills and fieldwork

are developed across sequences of lessons and how they are interconnected to support children to think like geographers. Know and understand how to plan a geography lesson or sequence of lessons using high quality materials which develop key forms of geographical knowledge, skills and concepts as well as key pedagogies of fieldwork, map work and/or geographical enquiry where appropriate. Be able to plan, teach and assess clearly sequenced geography lesson/s that includes: * adaptations to meet the needs of the learners including teaching assistant support
* indoor and outdoor classroom and risk management especially for outdoor fieldwork
* 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)
 | **1.3**, **1.6**2.2, **2.6**3.1, **3.2**, 3.3, 3.4, 3.54.2, 4.3, 4.5, **4.6**, 4.7, 4.95.1, **5.3**, 5.5, 5.76.1, **6.3**, 6.4, **6.5**7.1, 7.28.2, **8.5** | 1b, **1c**, 1h**2a**, **2d**, **2e**, **2f**, 2g3a, **3c**, **3d**, **3f**, **3g**, **3t**, 3u**4b**, 4e, **4g**, **4j**, 4m, **4o**, 4p**5a**, **5b**, **5c**, **5e**, **5g**, **5j**, **5o****6a, 6d**, **6e**, **6f**, 6g, 6o7d, 7i8d, **8e**, 8f, **8o** | 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.*DOLAN, A.M., 2020. *Powerful Primary Geography: A Toolkit for 21st-Century Learning.* ENSER, M., n.d. *Applying Rosenshine to the geography classroom*OWENS, P., 2016. Progression in MappingPIKE, 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 teacherWeekly Development Summary meetings for progress– subject specific feedbackLesson 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

Reflections in blue book |

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

***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 alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session****EYFS** **Within UtW**  | To further apply subject and curriculum knowledge in geography focusing on key geographical knowledge, pedagogies and core concepts to further understand progression across the EYFS and transition into the National Curriculum. To develop as curriculum thinkers to use subject and curriculum knowledge of early geographical knowledge, concepts, skills and vocabulary to effectively plan, teach and assess a progressive curriculum that builds on interests and personal identity and experience, is reflective of cultural capital and that fosters creativity, curiosity and concern about the environment and diverse world.To further explore key pedagogical and inclusive and adaptive approaches that support the development of core early geographical knowledge, concepts and skills. To develop knowledge and understanding of summative assessment relating to the ELG for ‘UtW: People, Culture and Communities’ and identify how teachers support their judgements. 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.  | 1.2, **1.6****2.2**, **2.5**, **2.7****3.1, 3.2**, **3.3**, 3.4, 3.5, 3.6, **3.7****4.2**, 4.4, **4.5**, **4.6**, **4.7**, **4.8****5.2**, **5.3**, 5.4, **5.7****6.4**, 6.5, **6.6**7.2, 7.48.2, 8.5, **8.7** | 1b, 1c, 1h2c, 2d, 2g**3a**, 3c, 3u4j, 4m5c, 5e, 5j**6c**, 6f, 6g8c | 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*GEOGRAPHICAL ASSOCIATION., 2023. *Guidance on progression and assessment in geography*NATIONAL ASSOCIATION FOR EDUCATION OF YOUNG CHILDREN., 2015. *A sense of place: human geography in the Early Childhood classroom.* 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 CommitteeSCADE, N., 2019. Chp 3 ‘Small World’ pp47-69 In *Outstanding early years provision in practice - book 2*.SCOFFHAM, S. (ed.), 2017. *Teaching geography creatively*. Second edn. | Review of experience in National Curriculum professional practiceQuiz to check subject knowledgeIn-session retrieval activities/questionsIn-session peer discussions and focused tasks Learning Journey (LJ) – ongoing subject reflections in 3001 area of electronic portfolioSelf-assessment against key knowledge Assignment for EYE 3001 |

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| **School Based Curriculum – Year 3** |
| **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 alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| 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 and skills *focusing on ‘****a sense of place’*** *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
* developing skills such as observation, noticing and comparing and contrasting
* engaging in fieldwork outdoors
* developing spatial awareness by using/making maps, using positional and directional language
* developing personal identity to connect people and the environment
* reflecting on practice to improve and develop

Be able to plan and teach effective adult-directed sessions over a period of time (for example using story as a stimulus) that are reflective of the development of early geographical knowledge, key pedagogies (fieldwork and mapping) concepts 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.

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.  | 1.3**,** 1.62.2, 2.73.1, **3.2**, 3.3, 3.5, **3.7**4.2, 4.3, 4.4, **4.6**, 4.75.2, 5.3, 5.5, **5.7**6.1, 6.3, 6.4, **6.7**7.28.2 | **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, 7e8d, **8o** | 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.GEOGRAPHICAL ASSOCIATION., 2023. *Guidance on progression and assessment in 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 CommitteeTANNER, J., 2021 Progression in geographical fieldwork experiences. *Primary Geography* Number 104 Spring 2021. pp. 13-17SCOFFHAM, S. (ed.), 2017 Teaching geography creatively. Second edn. | Informal daily discussion and reflection with mentor/class teacherReflections in blue bookWeekly Development Summary meetings for progress– subject specific feedbackLesson observation - subject specific feedback related to key early geographical knowledge and skills focusing on developing a sense of place and pedagogies (fieldwork and mapping)Utilising knowledge, skills and understanding for professional reflective viva in university |