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

***PGCE***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1**  **2 hours**  **Primary geography: rationale, key concepts and geographical enquiry**  *Creative approaches:*  *Trainees participate in a geographical enquiry outdoors and then provide feedback to their peers (prior knowledge children require and behaviour management considerations)* | To know that geography has its own rationale and identity.  To understand that the primary geography curriculum is organised into locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.  To know geography’s key and organising concepts.  To be able to encourage children’s geographical thinking and use enquiry approaches and fieldwork in their planning and teaching of geography lessons to enhance pupils’ disciplinary knowledge.  To be able to consider the principles behind planning a learning experience in geography that harnesses pupils’ enquiry skills and fosters a ‘sense of place’ of the locality. | 3.1, 3.2, 3.3, 3.5  4.9  5.4, 5.5  7.2, 7.7  8.6 | 1f  3a, 3h, 3i, 3k  5b, 5l | 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.  OFSTED, 2023. Getting our bearings: geography subject report.  TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17. | Discussion and questioning  Group feedback after carrying out a collaborative geographical enquiry  Retrieval activity |
| **Seminar 2**  **2 hours**  **Introducing dimensions of place study: developing a ‘sense of place’**  *Creative approaches:*  *With their peers, trainees consider how they would plan their own geographical enquiry question (vocabulary, component knowledge, secondary sources, fieldwork, lesson sequence).* | To know that knowledge and experience of the world can be influenced by age, gender, social and cultural dimensions, economic considerations, and location.  To understand that stereotypes and misconceptions of people and places are often based on children’s past experience and interactions with others and these must be challenged.  To be able to identify and address the perpetuation of stereotypes about people and places.  To be able to 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.  To know that high-quality visual resources, including maps, can help to develop children’s knowledge and understanding of places. | 1.2  3.2, 3.4 | 2d, 2g  3b, 3e, 3h, 3i  5b  6f | DIGIMAP FOR SCHOOLS, 2016. Progression in mapping.  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.  OFSTED, 2023. Getting our bearings: geography subject report. | Questioning and discussion during seminar  Group activity outcome – feedback and discussion |
| **Seminar 3**  **2 hours**  **Physical geography: a place for volcanoes?**  *Creative approaches:*  *Trainees engage with a range of models and analogies to support pupils in understanding complex physical geography processes.*  *Trainees research and present their ideas around how they would incorporate ‘volcanoes’ into a wider sequence of learning.* | To know that secure subject knowledge for teaching about concepts and processes in the primary geography curriculum is vital.  To know that 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.  To know that high-quality visual resources, including maps, can help to develop children’s knowledge and understanding of geographical concepts, processes and places.  To understand that it is important to develop opportunities to teach children key place knowledge, at an appropriate scale, to enable children to develop and understanding of geographical similarities and differences through studying the human and physical geography.  To be able to 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  2.3, 2.3, 2.8, 2.9  3.2, 3.3, 3.5  4.1, 4.3, 4.5  5.4, 5.6 | 1a, 1b, 1c, 1f  2b, 2c, 2h, 2k  3a, 3e, 3f, 3h, 3g, 3i, 3j, 3k, 3m, 3p  4a, 4d, 4f, 4i, 4j, 4k, 4l, 4m, 4p  5g, 5o  6g, 6h, 6q  7p  8b, 8e | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | 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 – Introductory** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  Observe how expert colleagues manage and organise the classroom during an art lesson in order to maintain a safe and inclusive learning environment.  **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**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To 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.  To be able 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, chunking 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. | 2.8, 2.9, 2.10  3.1  4.4 | 3p  4e, 4m, 4n | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Pebble Pad  Reflective conversations with mentor |

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| **School Based Curriculum – Developmental** | | | | |
| **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**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To understand how children are sufficiently prepared to undertake a **geographical enquiry** through embedding necessary prior knowledge (and skill) and know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks (through discussion with the geography subject lead or other recommended colleague).  To understand strategies used for the ongoing formative assessment of pupils in geography and how this informs future planning (through discussion with the geography subject lead or other recommended colleague).  To be able to use school’s medium-term plans **to devise a series of geography lessons** that address **the 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 phase. Use the medium-term plans to identify and discuss the role of additional adults and adaptive teaching for SEND and EAL learners. | 5.1, 5.2, 5.7  6.1 | 3a, 3b, 3f  4e | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | Weekly Development Summary  Lesson Observations  Link Tutor visit  Blue Book  Pebble Pad  Reflective conversations with mentor |

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| **School Based Curriculum –Consolidation** | | | | |
| **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**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To understand how pupils are prepared for fieldwork using in-class preparation sessions, map work, images of the fieldwork location etc (through discussion with the geography subject leader or other recommended colleague).  To understand approaches to collecting data during fieldwork e.g. field sketches, photographs, surveys, environmental assessments etc. (through observation of an expert colleague).  To understand the school’s approach to risk assessment for fieldwork activities as well as specific approaches to behaviour management in a fieldwork environment (through discussion with the geography subject leader or other recommended colleague).  **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 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 four 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- and long-term plans. | 2.2, 2.7  3.1, 3.3, 3.5, 3.7  4.2, 4.8, 4.10  5.3, 5.7  6.1, 6.7  7.1, 7.4  8.5 | 2a, 2b, 2d, 2f, 2i  3a, 3b, 3e, 3f  4a, 4c, 4e, 4g, 4o  5a, 5g, 5i  6e  7c, 7d, 7f, 7h  8k | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Pebble Pad  Reflective conversations with mentor |