**Primary Curriculum Map (Geography)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **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 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. | 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. | 1.2  3.2, 3.4 | 2d, 2g  3b, 3e, 3h, 3i  5b  6f | 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**  **Maps, map skills and planning**  *Creative approaches:*  *Trainees construct their own maps of a place familiar to them. Group discussion around challenges faced.*  *Trainees complete a range of activities that enable them to implement their map reading skills.* | To know that map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place.  To be able to read OS maps and use 4- and 6-figure grid references.  To understand how fiction texts can be used to support children’s progress in drawing maps which, in turn, can support children’s reading development.  To know that planning for progression in maps skills across the primary phase, including EYFS is vital and the *Digimap progression document* can be used to support this.  To understand that short-term plans are necessary to identify the sequence of learning which considers pupils’ component and composite knowledge (small manageable chunks so as not to overload the working memory) as well as approaches to adaptive teaching. | 2.3  3.1, 3.2, 3.3, 3.5, 3.10  4.2, 4.3 | 1b  2b, 2h, 2k  3a, 3h, 3g, 3i, 3j, 3m, 3r, 3s  4e, 4f, 4j, 4k  5b  6h  8b | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | Discussion and questioning  Group feedback after carrying out Ordnance Survey map skills activity  Retrieval activity |
| **Seminar 4**  **2 hours**  **Fieldwork in the local area**  *Creative approaches:*  *Trainees undertake their own geography fieldwork on the campus/local area with feedback to the rest of the group.* | To know that children should be given opportunities to undertake meaningful, high-quality, progressive fieldwork (from EYFS), utilising the local area and further afield.  To understand that behaviour management and effective grouping are vital to a successful and safe fieldwork experience.  To be able to use the local area for meaningful and high-quality enquiry-based fieldwork, incorporating appropriate opportunities for map skills. | 1.1, 1.4, 1.6  2.1  4.9  5.5  7.1, 7.2  8.4 | 1d, 1e, 1f  3a, 3f, 3h, 3i, 3j, 3l  4d  5b  6c  7a, 7b, 7h, 7j, 7l, 7m, 7n, 7o  8d | 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.  OFSTED, 2023. Getting our bearings: geography subject report. | Questioning and discussion  Group feedback on local area fieldwork activities |
| **Seminar 5**  **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 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 |
| **Seminar 6**  **Micro-teach: the importance of high-quality visual resources in geography.**  *Creative approaches:*  *Trainees given 15 minutes to micro-teach an aspect of a place or a geographical process/concept using high quality visual resources. They will teach their group (up to 6 trainees) and receive feedback on their teaching.* | To know that high-quality visual resources can help to develop children’s knowledge and understanding of geographical concepts, processes and places.  To be able to anticipate misconceptions related to people, places and geographical processes and plan teaching that tackles these misconceptions.  To be able to use formative assessment effectively to gauge children’s prior knowledge and developing understanding.  To be able to plan geography activities that allow children to demonstrate their new learning. | 2.1, 2.2, 2.9  3.2, 3.4, 3.5, 3.7  4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8  6.1, 6.3  8.2 | 2b, 2d, 2f, 2g  3b, 3c, 3e, 3j, 3m, 3p  4a, 4e, 4g, 4h, 4k  5b, 5k  6a, 6e, 6f  8c, 8d, 8e | 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.  OFSTED, 2021. Research review series: geography.  OFSTED, 2021. Geography in outstanding primary schools. | Trainees to receive peer and tutor feedback on their micro-teach. |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.  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**  **(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 (through discussion with a geography subject leader).  To be able to use school’s medium-term plans (or schemes of work) to plan and **deliver a geography lesson** which incorporates the teaching of **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. | 2.3, 2.7, 2.8, 2.10  3.1, 3.2  4.4, 4.7 | 1b  2a, 2b, 2e, 2f  3a, 3p  4e, 4m, 4n  5b | 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 |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Overview of Content**  **In this sequence of sessions, students will develop their critical understanding of geography subject knowledge, pedagogical knowledge and their understanding of assessment approaches in geography. They will develop an understanding of the importance of purposeful cross-curricular links between geography and other foundation subjects in order to deepen children’s understanding. Their critical knowledge and understanding will be used to examine pedagogical and assessment approaches used within geography and enable them to reflect critically on the development of their own subject and pedagogical knowledge.** | | | | | |
| **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** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
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***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content**  **During this sequence of sessions, students will consolidate their subject knowledge in geography through developing a critically evaluative approach to planning whole school curriculum for the foundation subjects. They will critically examine and develop a rationale for curriculum decisions focused on a macro-perspective of curriculum design in schools. They will critically evaluate existing schemes of work, considering whether such schemes effectively promote pupil progress in the subject. This sequence seeks to develop a critically evaluative approach to curriculum design in geography in preparation for future employment.** | | | | | |
| **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** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
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