**Primary Curriculum Map (Geography) School Based 2024-25**

***Level 4 Undergraduate***

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| **University Curriculum – School Based - Level 4** |
| **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 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, 3.54.95.4, 5.57.2, 7.78.6 | 1f3a, 3h, 3i, 3k5b, 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 questioningGroup feedback after carrying out a collaborative geographical enquiryRetrieval activity |
| **Follow on task***Watch the TED talk by Chimamanda Ngozi Adichie.**Consider these questions:**Where do stereotypes of people and places come from?**Why might children hold their own stereotypes of different places?**What are the implications for our own teaching of 'places'?**Research your school’s geography curriculum. Which areas of the curriculum are most likely to draw upon stereotypes of a place?* | 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. | 1.23.2, 3.4 | 2d, 2g3b, 3e, 3h, 3i5b6f | 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. | Discussion and feedback with geography subject leader in school setting |

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| **School Based Curriculum – Level 4** |
| **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****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF 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, 2.103.1, 3.24.4, 4.7 | 1b2a, 2b, 2e, 2f3a, 3p4e, 4m, 4n5b | 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 ObservationsLink Tutor Blue BookPebble PadReflective conversations with mentor |