**Primary (3-7) Initial Teacher Education: Curriculum Plan**

**Subject/Strand: Understanding the World: People, Culture and Communities and Geography: Undergraduate Programme**

**Links to Practical knowledge, Substantive/theory, Disciplinary**

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| **Curriculum Vision:** **Through our Initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary Early Years graduate teacher trainees will develop:** * An ability to inspire curiosity and think geographically (Jackson, 2006; Geographical Association, 2013) about the world around them and the interactions between humans and their environment.
* A secure geographical locational and place knowledge as well as a secure physical and human geography subject knowledge so that they can teach across the primary age-range with confidence.
* A secure understanding of the importance of place study. This is fundamental to understanding both human and physical geography processes (and their interactions) in a particular place (Ofsted, 2021).
* A secure understanding of primary geography pedagogy and an appreciation for the importance of enquiry (Dolan, 2020) and practical first-hand experiences (Barlow, 2019) through carefully planned fieldwork opportunities to develop geographical skills.
* A desire to be a curious, reflective, lifelong learner who believes in the principles of social justice and the opportunities that a solid geography education can provide.
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| **Phase 1** |
| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | * ‘Understanding the World: People, Culture and Communities (UtW:PC&C) is one of the specific areas of learning in the Early Years Foundation Stage (EYFS) statutory framework that specifies the requirements for learning and development

**LT 2.1, LT 3.3, LT 3.7**  | * To articulate the value of UtW:PC&C to make sense of their physical world and support young children to make connections to their everyday lives
* **LH 1.1, LH 1.2, LH 2.2, LH 2.8**
 |  | * UtW:PC&C is integrated as a specific area into the curriculum

**LH 3.3** | Intent |
| * The EYFS curriculum is underpinned by the Characteristics of Effective Learning (CoEL) and this should be reflected in children’s engagement in UtW: PC&C

 **LT 1.1, LT 1.5, LT 2.1 LT 3.6** | * The CoEL supports children’s learning and development through UtW:PC&C

 **LH 1.1, LH1.2, LH 1.3, LH 1.4, LH 3.14** |   | * UtW:PC&C and the CoEL are integrated into provision

 **LH 1.1, LH1.2, LH 1.3, LH 1.4, LH 3.14** |
| * Foundational knowledge of early geographical concepts are built primarily through UtW: PC&C and this is where children begin their geographical education

**LT 2.2, LT 3.2, LT 4.2** | * To recognise essential early geographical concepts, knowledge, and skills such as space, place and scale

**LH 3.1, LH 3.4, LH 4.1** |  |  |
| * Secure subject knowledge in early geography is required to teach UtW:PC&C

**LT 3.2** | * To develop subject knowledge in early geographical concepts for example map progression using available resources

**LH 3.1, LH 8.1, LH 8.4** | * Subject knowledge in early geography is essential to inform planning, teaching and assessing in UTW:PC&C

**LT 3.2** | * To use subject knowledge in early geography effectively to plan, teach, assess and evaluate an adult-led activity in a nursery setting

**LH 2.1, LH 2.2, LH 2.3, LH 3.1, LH 3.4** |
| * Developing children’s sense of place is supported through exploring map making

**LT 2.2, LT 3.3** | * To identify and support children’s mapping skills

**LH 2.4** |  |  |
| * Learning in UtW:PC&C takes place through explicit teaching in adult-led focused activities through scaffolding and modelling and through well-planned continuous provision

**LT 3.5, LT 4.2, LT 4.3, LT 4.4, LT 4.9** | * Recognise that young children will learn through expert adult support to scaffold, model and guide combined with opportunities in play through continuous provision to promote inquiry and problem solve

**LH 4.1, LH 4.2, LH 4.3, LH 4.10** |  | * An experienced teacher uses direct instruction to support children to develop early geographical concepts in UtW:PC&C

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Observing children in continuous provision supports and develops learning in early geographical concepts through UtW:PC&C by enabling prior learning to be identified and misconceptions to be anticipated and addressed

**LT 2.2, LT 2.6, LT 4.4, LT 5.2** | * Observation of children supports identifying children’s prior knowledge and anticipating and addressing children’s misconceptions which are usually based on their experience

**LH 2.1, LH 2.5, LH 2.6** |  | * An experienced teacher uses observation to support children to develop early geographical concepts in UtW:PC&C

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Inclusive approaches in adult-led and continuous provision UtW:PC&C activities focusing on geographical concepts will support all learners

**LT5.3, LT 5.7** | * Adapting practice in UtW:PC&C focusing on geographical concepts supports different learners such as SEND and EAL as well as providing challenge

**LH 2.11, LH 5.1, LH 5.2, LH 5.8** | * UTW:PC&C, focusing on geographical concepts, planning and teaching needs to be adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) to ensure their individual progress with mentor support initially

**LT 4.2, LT 5.2, LT 5.3, LH 5.5** | * To adapt planning and teaching to be inclusive for all learners with initial support from the mentor

**LH 5.2, LH 5.5** |
| * It is essential to develop children’s vocabulary of the environment through classroom talk and story can provide a stimulus and context

**LT 3.10, LT 4.7** | * To provide contexts to develop children’s geographical and non-geographical vocabulary such as story as a starting point

**LH 3.21, LH 4.13, LH 4.15** |  |  |
| * Use of questioning checks prior knowledge, assesses and scaffolds learning for early geographical concepts in UtW: PC&C

**LT 4.6, LT 5.1, LT 6.1** | * Open questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support early geographical concepts

**LH 5.12, LH 6.6, LH 4.15** | * A teacher’s use of questioning can ascertain prior knowledge, further learning and assess children’s knowledge and understanding in geographical concepts through UtW:PC&C

**LT 4.6, LT 5.1, LT 6.1** | * With initial mentor support, use effective questioning to ascertain prior knowledge, further learning and support assessment in geographical concepts through UtW: PC&C

**LT 4.6, LT 5.1, LT 6.1** |
| * Learning of geographical concepts and knowledge through UtW: PC&C needs to be sequenced carefully to facilitate transferral to the long term memory and this is supported by children learning new ideas by linking those ideas to existing knowledge and organising information (schemata), repeated practice, supporting retrieval and avoiding overloading working memory

**LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** | * The ways children learn impacts on progress and how relevant research and theory shapes classroom practice

**LH 2.2, LH 2.3, LH 2.7, LH 2.10, LH 3.10, LH 4.5, LH 8.1** | * A teacher carefully sequences their teaching to support schemata, repeated practice, retrieval and avoiding overloading working memory

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2**   | * With support from the mentor, begin to sequence teaching to reflect a developing understanding of how memory affects learning

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** |
| * Learning Outside the Classroom (LOtC) in UtW: PC&C supports children in making sense of the environment around them by developing early fieldwork experiences and promotes sustainability

**LT 2.1** | * To identify opportunities for LOtC and sustainability through adult-led and child-led learning provision and other opportunities such as Forest School for UtW:PC&C

**LH 2.7, LH 3.1** | * Outdoor learning is an essential part of provision to develop early geographical knowledge and skills

**LT 2** | * To engage in outdoor learning through provision and/or adult led learning to develop knowledge of the environment early geographical fieldwork

**LH 2.7, LH 3.1** |
| * Health and Safety and risk assessment are essential in maintaining a safe outdoor learning environment and when taking children on trips

**LT 8.3** |  |  |  |
| **Assessment** | **Assessment: University Based Learning** | **Assessment: School Based Learning** |  |
| Formative assessment approaches: * Initial confidence and subject knowledge check
* In-session retrieval activities/questioning
* In-session directed tasks
* Peer discussions and focused tasks
* Learning Journey – ongoing subject reflections in EYE1009 area of electronic portfolio

Summative approaches: EYE 1009 - presenting two teaching resources for selected areas of learning supported by underpinning theoretical rationale | Assessed throughout Professional Practice 1: Introductory* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress report
* Reflections in blue book
 | **Impact** |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * That UtW:PC&C in the EYFS curriculum supports children’s knowledge of the environment around them and the world
* Some key features of planning, teaching and assessing in UtW:PC&C
 | * That UtW:PC&C involves learning and teaching of early geographical concepts
* Some different pedagogical approaches that can be used to support learning in UtW:PC&C to enable all children to make good progress
 | * Plan high-quality adult led activity/ties and an aspect in continuous provision for UTW:PC&C focusing on geographical concepts with the support from a mentor that considers prior learning, adaptive teaching, subject-specific pedagogy and assessment
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| **Research** | **KEY RESEARCH****That trainees will know that informs teaching and learning in Geography** |
| * CATLING, S., 2015. *What geographical knowledge might early years & primary teachers have?*
* CATLING, S and WILLY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed.
* 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 YC Young Children Vol. 71, No. 2
* 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.
* TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17.
* THE GEOGRAPHICAL ASSOCIATION
 |
| **Phase 2** |
| **University Based Learning** | **School Based Learning – Developmental** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
|  | * There are links between EYFS UtW:PC&C and National Curriculum (NC) geography focusing on the development of young children’s understanding of place

**LT 3.1. LT 3.3** | * Young children's geographical knowledge, skills and understanding progresses from the EYFS UtW:PC&C to the NC

**LH 3.1, LH 3.3, LH 3.4** |  |  |  |
| **Component Knowledge** | * Geography is one of the foundation subjects with its own rationale, identity, benefits, key values and underpinning principles

**LT 3.1, LT 3.2, LT 3.3. LT 3.5** | * To articulate the value of geography in the curriculum

 **LH 3.1** | * 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 NC within a coherent wider vision for successful learning

**LT 3.1**  |  | **Intent** |
| * Geography in the NC is organised into: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork which reflects substantive knowledge as well as environmental processes

**LT 3.1**  |  | * Retrieval practice for key geographical knowledge is vital to ensure that children know more and remember more in key aspects

**LT 2.7, LT 2.8, LT 2.9, LT 2.11** |  |
| * Secure subject specific knowledge is needed for physical and human geography to support children mastering key knowledge and skills and develop critical thinking

**LT 3.2, LT 3.3, LT 3.6** | * To use research, develop and deepen subject knowledge and associated vocabulary and take ownership of this process

**LH 8.2** | * A secure level of subject knowledge is needed for the PoS being planned for and taught to impact on children’s learning

**LT 3.2** | * To plan geography lesson/s using their developed geographical subject knowledge by identifying essential concepts, knowledge and skills in key stage one **OR** observe a geography lesson being taught with a focus on subject knowledge

**LH 3.1**  |
| * The key locational knowledge from NC geography relates to the names and locations of the continents and oceans, names, locations and characteristics of the four countries and capital cities of the UK and its surrounding seas

**LT 3.2** | * Develop a secure locational knowledge when teaching NC geography

**LH 3.1** |  |  |
| * Developing opportunities to teach children key knowledge about ‘place’ (understanding geographical similarities and differences through studying the human and physical geography of the local area) and that developing a ‘sense of place’ is vital to children’s knowledge and understanding of the world

**LT 3.3** | * Place study which adopts geographical enquiry strategies is important for developing children’s geographical skills, knowledge and understanding and how this is supported with high-quality resources

**LH 3.2** | * Teaching a sense of place ensures that children see the relevance of their learning and make connections to their sense of place in their locality and beyond

**LT 3.3** | * Consider the principles behind planning a learning experience in geography that harnesses pupils’ geographical enquiry skills and fosters a ‘sense of place’ of their locality and further afar

**LH 3.1** |
| * As part of key place knowledge in NC geography, opportunities are developed to compare an area of the UK to a contrasting non-European country and this is studied by comparing similarities and differences in human and physical geography and as part of this stereotypes and misconceptions should be addressed as children’s knowledge and experience of the world is determined by age, gender, social and cultural dimensions, economic considerations and location

**LT 3.2, LT 3.4** | * To use credible sources to research subject knowledge especially about other countries and to be aware of their own views and misconceptions and address the perpetuation of stereotypes about other people and places

**LH 3.5, LH 3.7, LH 8.2** | * School’s choose areas of the UK and a contrasting non-European country based on the needs and representations of the children in their school

**LT 3.2, LT 3.4** | * Stereotypes are not perpetuated about other people and places

**LH 3.5, LH 3.7, LH 8.2** |
| * Children should be given opportunities to undertake meaningful and high-quality fieldwork (particularly utilising the local area) which is vital for children’s motivation and self-esteem and supports their to articulate their own ‘sense of place’ by making comparisons to other places and develop opportunities for map skills and sensory exploration

**LT 1.1, LT 1.2, LT 1.6, LT 2.1, LT 7.4, LT 7.6** |  | * As part of the school’s geography curriculum, the school grounds and local area are used for enquiry-based fieldwork to support effective, motivating learning

**LT 1.1, LT 7.1, LT 7.2**  | * When planning NC geography, opportunities for high-quality fieldwork should be utilised (where appropriate and effective) to motivate and engage

**LH 7.2** |
| * Behaviour management and classroom management for effective grouping are vital to support successful fieldwork and practical experiences

**LT 1.1, LT 5.5, LT 7.1** | * To consider behaviour and classroom management approaches that could be used during fieldwork and practical experiences

**LH 7.2, LH 7.3** | * Each school will have a behaviour policy and approach to managing risks in geography fieldwork and for practical experiences

**LT 7.1, LT 7.2** | * With support from a mentor, recognise how to manage risk by applying the school’s behaviour policy, risk assessment and health and safety measures to fieldwork and practical geography sessions

**LH 7.1, LH 8.2** |
| * There is progression in mapping skills and part of this is taught through practical fieldwork experiences in order to evoke a sense of place

**LT 2.2, LT 3.3** | * To use progression documents to support developing children’s mapping skills

**LH 2.4** |  |  |
| * There are key geographical skills that need to be taught in NC geography: basic map skills and using a compass and that map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place

**LH 3.1, LH 3.2, LH 3.3, LH 3.5**  | * To read maps and use a compass and make connections to other areas of the curriculum such as computing and mathematics

**LH 3.1, LH 3.4** |  |  |
| * Environmental and sustainability issues can be addressed, taught and enhance children’s critical thinking ability through the context of ‘place’ as well as being connected to other subjects and areas such as science, citizenship and social justice

**LT 3.1, LT 3.6, LH 8.3** | * Story and the local environment can support and empower children’s knowledge and understanding of environmental and sustainability issues

**LH 1.2, LH 1.5** |  |  |
| * The three-lens approach to planning and teaching geography can support understanding the relationship between subject identity, subject pedagogy and teaching strategies as well as connections to other areas of the curriculum

**LT 1.3, LT 3.1, LT 3.3, LT 8.1, LT 8.2**  | * Research and evidence informs teaching and learning in geography such as the use of learning theories and the Ofsted Research Review Series: Geography (2021)

 **LH 5.5, LH 8.1** |  |  |
| * Stories can develop geographical knowledge, skills and vocabulary effectively and this also supports literacy skills

**LT 3.3, LT 3.5, LT 3.10** | * To use stories to develop specific geographical knowledge and skills for example locational or place knowledge and mapping skills which supports engagement with reading

**LH 3.16, LH 3.17, LH 3.18, LH 3.21** |  |  |
| * There are underlying principles behind learning through geographical enquiry and they should consider pupils’ cognitive load when planning such an enquiry

**LT 2.4** |  |  | * To encourage geographical thinking and use enquiry approaches in their planning and teaching of NC geography lessons to enhance children’s disciplinary knowledge

**LH 3.1** |
| * Medium-term plans for a series of lessons identify the composite knowledge, component knowledge and a carefully structured sequence of learning to support remembering and knowing more

**LT 3.1, LT 3.3, LT 3.5** | * A series of lessons in geography are clearly sequenced to break down learning into components in order to support children’s progress of key geographical concepts, knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** | * Schools have high-quality medium-term geography plans that break down the NC end points into carefully sequenced component knowledge that scaffolds learning

**LT 2.8, LT 4.2** | * Use the school’s medium-term plans to identify the sequence of learning used and how this chunks content so as not to overload working memory

**LH 2.1, LH 2.3, LH 3.3, LH 4.1** |
| * Short-term plans identify a clear sequence of geographical learning to build on prior learning, connect to substantive and disciplinary knowledge and by clearly sequencing components to facilitate progress towards a composite outcome within a lesson (small steps so not to overload the working memory)

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 3. 3, LT 4.2** | * Single lessons in geography are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, practice and retrieval of key concepts, knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** | * Teachers utilise strong subject and curriculum knowledge to plan geography lessons by breaking key learning down into small steps to avoid cognitive overload

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 4.2** | * To sequence components of geography learning beginning with prior learning that will support children to make progress and reach their composite outcomes across a lesson **OR** observe a geography lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload

**LH 2.4, LH 4.1** |
| * Well sequenced geography lesson/series of lessons include the use of retrieval strategies and regular practice will help to embed learning in children’s long-term memory

**LT 2.7, LT 2.8, LT 4.2** |  |  | * With initial support from the mentor, plan and teach **OR** observe lesson/s that support recall and retrieval so children remember more and know more

**LH 2.4, LH 2.8, LH 2.9, LH 4.1** |
| * Ways of adapting teaching in geography can include flexible groupings, targeted support and deployment of teaching assistants (TAs) to ensure progress for all including children with SEND and EAL, those who are disadvantaged (pupil premium) and those who require stretch and challenge

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * Adaptive teaching in geography needs to be planned for in order to impact on all groups progress either to scaffold and challenge

**LH 5.1, LH 5.2, LH 5.12** | * Teachers plan for adaptive teaching such as flexible groupings and deployment of TAs and also adapt during their lessons according to the needs of the particular groupings to be fully inclusive of all learners

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * With initial mentor support, to plan and teach geography lesson/s that are reflective of adaptive teaching practice to impact on children’s progress **OR** observe lesson/s that demonstrate adaptive and inclusive practice

**LH 5.1, LH 5.2, LH 5.12** |
| * Developing geographical vocabulary is essential to support learning

**LT 2.7, LT 3.10, LT 4.7** | * Developing strategies to support learning of key geographical vocabulary can help to embed learning in children’s long-term memory

**LH 3.20, LH 4.1** | * Planning for talk in geography fosters development in vocabulary and embeds learning

**LT 4.7** | * When planning and teaching, embed opportunities that develop talk and for children to learn and use key geographical vocabulary through teaching **OR** observe how teachers embed key vocabulary

**LH 3.20, LH 4.1** |
| * Different pedagogical approaches are needed for effective geography teaching that are supported by questioning, modelling and scaffolding

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | * To use high quality visual and online resources as well as models, images and drama to enhance children’s understanding of physical and human geography e.g. rivers

**LH 3.5** | * Questioning, modelling and scaffolding are essential to support recall and retrieval in order for children to make progress in geography

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | * With initial mentor support, to plan and substantive and disciplinary geographical content the PoS using effective questioning, modelling and scaffolding aiding learning and progress **OR** observe how teachers use effective questioning, modelling and scaffolding aiding learning and progress

**LH 3.1, LH 3.4, LH 4.6** |
| * Geography provides opportunities to enhance children’s cultural capitalsuch as supporting and utilising the local area as a valuable resource

**LT 1.2, LT 1.6** | * To make links between learning during fieldwork and the wider geography curriculum

**LH 3.4** |  |  |
| * Formative assessment in geography includes efficient strategies such as identifying prior- learning, questioning, identifying misconceptions, retrieval exercises and verbal and written feedback which are important to monitor children’s progress

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * Formative assessment opportunities should be efficient, identified on planning and clearly link to lesson objectives and when teaching formative assessment information is gathered in readiness for the next lesson

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** | * Teachers use a variety of efficient formative assessment strategies to assess learning in geography

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * With initial mentor support, to plan and teach geography lesson/s that uses formative assessment effectively to inform future lessons **OR** observe how a teacher uses formative assessment

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** |
| * The Geographical Association’s progression framework can be used to aid summative assessment of children’s progress

 **LT 6.1, LT 6.3, LT 6.4** |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | **Impact** |
|  | Formative assessment approaches:* Initial confidence and subject knowledge check
* Tutor questioning
* Peer discussions and focused tasks such as planning
* Recall quizzes
* Reflecting and target setting in their electronic portfolio Learning Journey

Summative approaches: EYE2007 - reflective account on how their subject knowledge related to the current national curriculum has developed and produce an action plan for addressing any identified gaps in their knowledge | Assessed throughout Professional Practice 2: Developmental* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress reports
* Reflections in blue book
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
|  | * Key substantive content knowledge of location, place, environmental, physical and human geography processes, geographical skills and disciplinary knowledge relating to geographical enquiry required to support learning and teaching of geography in Key Stage One
* Features of effective planning, teaching and learning in geography such as questioning, addressing misconceptions and talk in geography
 | * The different pedagogical approaches that can be used to support learning in geography are set within a context of place study and involve varied opportunities for fieldwork
* How to adapt teaching to meet the needs of all children within any classroom as well as stretching pupils’ talents and interests
 | * Plan and teach quality geography lesson/s, with initial support from a mentor, that sequences learning and considers prior learning, adaptive teaching, subject specific pedagogy and assessment
 |  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** |
| * BARLOW, A and WHITEHOUSE, S., 2019. Mastering Primary Geography
* CATLING, S and WILLY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed.
* COOPER, H. 2005. Exploring Time and Place Through Play: Foundation Stage - Key Stage 1DFE., 2013. National Curriculum
* DIGIMAP FOR SCHOOLS, 2016. *Progression in mapping.*
* MYNARD., 2015. Discovering the Natural World on your Doorstep
* NATIONAL ASSOCIATION FOR EDUCATION OF YOUNG CHILDREN: A sense of place: human geography in the Early Childhood classroom. <https://www.naeyc.org/resources/pubs/yc/jul2015/sense-of-place-human-geography>
* OFSTED, 2021. Research review series: geography
* PIKE, S. Learning Primary Geography: Ideas and Inspiration from Classrooms, Taylor & Francis Group, 2015.
* 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 Teaching Geography Creatively. Taylor & Francis Group, 2016.
* 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.
* THE GEOGRAPHICAL ASSOCIATION
* THE GEOGRAPHICAL ASSOCIATION, 2020. A progression framework for geography
* WEBSTER, M and MISRA, S., 2015. Teaching the Primary Foundation Subjects
 |
| **Phase 3** |
| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | * The EYFS is holistic in nature and it is mainly through the UtW:PC&C where early geographical concepts, skills and knowledge are built and established and this is carefully sequenced and progresses to the NC PoS

**LT 3.1, LT 3.3** | * To identify early geographical concepts, knowledge, and skills through UtW:PC&C

**LH 3.1, LH 3.3, LH 3.4** |  | * To plan and teach UtW:PC&C as a specific area of the curriculum through adult-led activities and through continuous provision

**LH 3.3** | **Intent** |
| * Identifying prior learning of early geographical knowledge, skills and concepts focusing on a sense of place through UtW:PC&C and non-statutory documents such as Development Matters and Birth to Five Matters support this sequence and progression

**LT 2.2, LT 2.6, LT 3.7, LT 4.6** | * To identify key early geographical substantive knowledge (the world around them) and disciplinary knowledge (guiding curiosity and experience through concepts of place, space, environment, and scale through play) and skills are carefully sequenced to build on prior learning

**LH 2.4, LH 3.1, LH 3.6** | * Non-statutory documents such as Development Matters and Birth to Five Matters support identification of prior-learning and progression alongside observation and adult-led activities

**LT 2.2, LT 2.6, LT 3.7, LT 4.6** | * To confidently plan for children’s UtW:PC&C early geographical learning through adult-led activities, continuous provisionusing a range of starting points, e.g. children’s interests, stories and themes

**LH 3.1, LH 3.2. LH 3.3, LH 3.54. LH 3.5, LH 4.1, LH 4.2, LH 5.15** |
| * The ELGs for UtW:PC&C identify the expected level of development for children by the end of Reception and these judgements are supported by assessments

**LT 3.1, LT 3.3, LT 6.1** |  | * Children will be assessed against the UtW:PC&C ELGs as a summative form of assessment and observation and adult-led activities will support this summative judgement

**LT 6.1, LT 6.3, LT 6.4** | * With mentor support, make summative assessment judgements using any available assessment and exemplification material

**LH 6.2, LH 6.3** |
| * The importance of developing an enabling environment supporting the CoEL by providing high quality UtW:PC&C opportunities for children to develop early geographical concepts and where misconceptions can be addressed

**LT 2.6, LT 3.4** |  | * When developing and creating an enabling environment to develop children’s knowledge, skills and understanding in UtW:PC&C, observation supports identification of misconceptions that can be addressed

**LT 2.6, LT 3.4** | * To plan for and develop an enabling environment that supports the CoEL by providing high quality UtW:PC&C opportunities for children to develop early geographical concepts and where misconceptions can be addressed

**LH 2.5, LH 2.6, LH 3.7, LH 6.4** |
| * Secure subject, pedagogical and curriculum knowledge in geography is essential to teach EYFS UtW:PC&C

**LT 2.1, LT 3.2, LT 4.1** | * Single lessons and series of lessons in EYFS UtW:PC& C are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, anticipating misconceptions, repeated practice and retrieval

 **LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.4, LH 4.1** | * Teachers utilise strong subject, curriculum and pedagogical knowledge to plan EYFS UtW:PC&C lessons by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval

**LT 2.1, LT 2.2, LT 2.4, LT 2.7, LT 2.8, LT 3.1, LT 3.2, LT 3.3, LT 4.2** | * To sequence components of essential concepts, knowledge and skills across a lesson and/or series of lessons in EYFS UtW:PC&C that will support children to make progress and reach their composite outcomes by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval

**LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.1, LH 3.4, LH 4.1** |
| * Planning and teaching in UtW:PC&C is progressive and needs to be adapted to meet the needs of all learners such as providing targeted support e.g. for children with special educational needs or disabilities (SEND) and English as an additional language (EAL) with teacher and TA support

**LT 5.3, LT 5.7** | * Story is often used as a stimulus for adult-led activities and continuous provision for UtW:PC&C and consider how it is progressive can be adapted to meet the needs of all learners

**LH 2.4, LH 5.1, LH 5.2** | * Their planning and teaching of UtW:PC&C needs to be progressive and adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) appropriate to their developmental stages to ensure their individual progress

**LT 4.2, LT 5.2, LT 5.3** | * To plan for progression in early geography skills through thoughtful development of the environment including high quality resources and adapt adult-led activities to be inclusive for all learners appropriate to their developmental stages including using thoughtful interventions where appropriate with teacher or TA support

**LH 2.4, LH 5.2, LH 5.5** |
| * Effective questioning is essential to check prior knowledge, assess and scaffold learning for early geographical concepts in UtW:PC&C

**LT 4.6, LT 5.1, LT 6.1** | * Effective questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support geographical exploration of the environment

**LH 5.12, LH 6.6, LH 4.15** | * A teacher’s use of questioning can ascertain prior knowledge, further learning and assess children’s knowledge and understanding in UtW:PC&C

**LT 4.6, LT 5.1, LT 6.1** | * With initial mentor support, use effective questioning to ascertain prior knowledge, further learning and support assessment UtW:PC& C

**LT 4.6, LT 5.1, LT 6.1** |
| * High-quality classroom talk is essential support children to articulate key ideas, consolidate understanding and extend their vocabulary of the environment

 **LT 3.10, LT 4.7** | * To provide rich contexts to enrich and widen children’s geographical and non-geographical vocabulary to develop their sense of place

**LH 3.21, LH 4.13, LH 4.15** | * Planning for talk in EYFS UtW:PC&C fosters development in geographical vocabulary

**LT 4.7** | * Plan and teach EYFS UtW:PC&C lesson/s that promote talk to develop geographical vocabulary

**LH 3.21, LH 4.13, LH 4.15** |
|  | * Research and evidence-based practice is essential to inform high-quality teaching and learning

**LT 8.2** | * Use research and evidence-based practice to make informed decisions for planning, teaching and learning of early geography in UtW:PC&C such as the use of learning theories and the OFSTED Research Review Series: Geography (2021)

**LH 5.5, LH 8.1** |  |  |  |
|  | * Learning Outside the Classroom (LOtC) is an integral part of the curriculum for UtW: PC&C to develop early geographical fieldwork experiences, and has benefits linked to research and theory

**LT 1.1, LT 2.1, LT 4.1, LT 8.2, LT 8.3** | * Developing LOtC supports development of key geographical concepts, knowledge and skills, sustainability and co-operative learning

**LH 3.4, LH 4.12, LH 8.3** | * Outdoor learning is an essential part of provision that can embed learning by supporting working memory and long-term memory

**LH 2.3, LH 2.4, LH 2.5** | * To engage in outdoor learning through provision and/or adult led learning to identify and develop early geographical fieldwork

**LH 2.7, LH 3.1** |  |
|  | * Teaching and learning about sustainability in the early years is a crucial part of supporting children to connect with the environment around them

**LT 1.2, LT 8.3** | * Sustainability can be promoted in the classroom and that the UN 17 goals of sustainability can be developed through the curriculum

**LH 3.3, LH 8.1, LH 8.2, LH 8.13** |  |  |  |
|  | * A teacher’s own tacit, substantive and disciplinary knowledge for early geography continues to develop as they gain experience and this should continuously be engaged with for example by setting their own targets based on their own development needs

**LT 8.1, LT 8.3, LT 8.7** | * Identify targets for their own professional development within early geography, with awareness of potential CPD provision

**LH 8.5, LH 8.6, LH 8.7** |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | **Impact** |
| Formative assessment approaches:* Subject audit
* Tutor questioning
* Peer discussions and focused tasks
* Recall quizzes
* Reflecting in their electronic portfolio

Summative approaches: * EYE 3001 PPD - assignment critically analysing learning in the outdoor environment and presenting a personal position statement and action plan
* EYE 3001/2 Curriculum - Portfolio tasks

a) a reflective diary b) an academic poster which will demonstrate learning across all seven areas of the EYFS curriculum and how this learning will positively impact provision for young children* Professional viva
 | Assessed throughout Professional Practice 3: Consolidation* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress report
* Reflections in blue book
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * The importance of ensuring strong subject knowledge in geography to impact on children’s learning and develop high-quality teaching
* Make informed decisions about EYFS UtW:PC&C planning, teaching and assessing learning for the phase in which they are teaching based on the appropriate level of subject knowledge
 | * How to develop the environment in different areas of continuous provision (indoors and outdoors) to provide opportunities for geographical development drawing on appropriate resources
* How to plan and teach for effective learning in UtW:PC&C to develop a sense of place by carefully sequencing learning to best facilitate transferal to long term memory
* How to adapt teaching and plan for the needs of the learners within their school-based placement
 | * Use subject and curriculum knowledge to plan and teach UtW:PC&C lesson/s which use early geographical specific pedagogies and early geographical enquiry skills to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment
* Take a holistic approach to planning for UtW:PC&C learning in an enabling environment, where geography works in conjunction with other areas of learning to support geographical development
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| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** |
| * CATLING, S and WILLY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed.
* 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 YC Young Children Vol. 71, No. 2
* 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.
* SCOFFHAM, S Teaching Geography Creatively. Taylor & Francis Group, 2016.
* 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.
* TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17.
* THE GEOGRAPHICAL ASSOCIATION
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