# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject/Strand Geography Postgraduate Programmes**

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

**Curriculum Vision:**

Our intention is to instil the following into every Edge Hill University graduate teacher:

* 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.

| **Phase 1** | | | | | | |
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| **University Based Learning** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | geography has its own rationale, identity, key values and underpinning principles **LT3.2, LT3.3, LT3.5, LH3.1** | | to encourage children’s geographical thinking and use enquiry approaches in their planning and teaching of geography lessons to enhance pupils’ disciplinary knowledge **LH3.1** | | Intent |
| the primary geography curriculum is organised into locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork **LT3.1** | | 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 and further afar **LH3.1** | |
| the key locational knowledge from the primary geography national curriculum **LT3.2** | | to identify and address the perpetuation of stereotypes about other people and places **LH2.5, LH2.6, LH3.7, LH6.4** | |
| knowledge and experience of the world is determined by age, gender, social and cultural dimensions, economic considerations and location and that stereotypes and misconceptions are children’s ideas which are based on their past experience and interactions with others and these must be directly addressed **LT1.2** | | 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 **LH3.2** | |
| that map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place **LT3.1** | | to read maps and use 4- and 6-figure grid references **LH3.1** | |
| key geographical skills from the primary geography national curriculum (how to read maps, use a compass and use 4- and 6-figure grid references) **LT3.2, LT3.3, LT3.5** | | to use fiction texts to support children’s progress in drawing maps which, in turn, supports children’s reading development **LH3.21** | |
| planning for progression in maps skills is vital and the Digimap progression document can be used to support this **LT3.3** | | to plan for progression in map skills from EYFS, across the primary geography curriculum, with support from Digimap progression documentation **LT1.3, LH1.1,** **LH2.3,** | |
| short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge (small manageable chunks so as not to overload the working memory) as well as approaches to adaptive teaching **LT4.2** | | to plan their own high-quality geography learning experience that breaks down the national curriculum end points into component knowledge **LH4.1** | |
| **Assessment** | **Assessment** | | | |  |
| *What is being assessed?*  Trainees’ substantive knowledge  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan a lesson, breaking national curriculum end points into component knowledge | | *How is it being assessed?*  Online multiple-choice assessment  In-session retrieval activities/questioning  In-session directed task: small group planning activity and a discussion board contribution. | | 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:*** |
| the key approaches to teaching geographical concepts and processes **LH3.20** | that well-considered sequencing of component and composite knowledge is key for children’s progress in learning **LH2.3** | | plan a geography lesson that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks **LH2.3**, **LH2.4, LH2.5** |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** | | | | |
| OFSTED, 2021. Research review series: geography.  CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.  DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge  RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.  MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.  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.  TAYLOR, L., 2015. Research on young people’s understandings of distant places. *Geography.* 100 (2), pp.110-113.  DIGIMAP FOR SCHOOLS, 2016. *Progression in mapping.*  VUJAKOVIC, P., 2019. World maps in a time of crisis. *Primary Geography.* 44 (3), pp. 101-104. | | | | |

| **Phase 2** | | | | | | | | | |
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| **School Based Learning – Introduction/Developmental** | | | | **University Based Learning** | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | 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 **LT3.1** | to use school’s medium-term plans to plan and deliver a geography lesson that builds on children’s prior knowledge and chunks 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 **LH4.1** | | secure subject knowledge for teaching about volcanoes in the primary geography curriculum is vital **LT1.3, LT3.2, LT3.3, LT3.5** | | to adapt teaching for learners with differing needs e.g. SEND, ensuring that learning is ‘chunked’ into small, manageable steps so as not to overload the working memory **LH2.3, LH5.1, LH5.5** | | Intent |
| retrieval practice is vital to ensure that children know more and remember more **LT2.7, LT2.8, LT2.9, LT2.11** | to embed opportunities for children to learn and use key geographical vocabulary through teaching **OR** observing a geography lesson in their own or another year group **LH3.20** | | 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 **LH3.20**, **LT2.2, LT2.7, LT2.8** | | to research in preparation for teaching other areas of physical and human geography, ensuring that correct subject-specific vocabulary is taught and that opportunities for effective questioning are planned for **LH3.3, LH3.20, LH4.15, LH4.16, LH6.6** | |
| scaffolding provided should gradually be removed (fading) at the appropriate point in order for children to gain independence **LT4.4** | to use questioning in order to gain an understanding of children’s progress and misconceptions through teaching **OR** observing a geography lesson in their own or another year group **LH4.15, LH4.16** | | high-quality visual resources can help to develop children’s knowledge and understanding of geographical concepts, processes and places **LT4.1** | | 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 **LH4.2, LH4.10** | |
|  |  | | it is important to develop opportunities to teach children key place knowledge (e.g. of a region of South America) to enable children to develop and understanding of geographical similarities and differences through studying the human and physical geography **LT3.3** | | to plan for teaching of geography concepts within a wider context of ‘place’ **LH3.4, LH3.7** | |
|  |  | | children should be given opportunities to undertake meaningful, high-quality, progressive fieldwork (from EYFS), utilising the local area **LT1.6, LT2.1** | | to use the local area for meaningful and high-quality enquiry-based fieldwork, incorporating appropriate opportunities for map skills **LH3.1, LH3.3** | |
|  |  | | behaviour management and effective grouping are vital to a successful fieldwork experience **LT1.1, LT7.1** | | to consider risk assessment behaviour management approaches that could be used during fieldwork experiences **LH7.2, LH7.3** | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| *What is being assessed?*  Trainees’ substantive knowledge  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to teach a geography lesson, breaking national curriculum end points into component knowledge  Whether trainees have had an opportunity to teach geography | | | *How is it being assessed?*  Online multiple-choice assessment  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors and/or link tutor on professional practice  Questionnaire on placement – outcome will inform priorities for consolidation phase | | | |
| **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 role that geography plays within the primary national curriculum and within a school’s curriculum plan **LT1.3** | | how to make links between different areas of the primary geography curriculum which are underpinned by ‘place’ so that children see the relevance of their learning **LH3.4** | | confidently plan and deliver a geography lesson that considers pupils’ prior learning, component and composite knowledge and delivers learning in small, manageable chunks **LH2.3**, **LH2.4, LH2.5** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** | | | | | | | |
| OFSTED, 2021. Research review series: geography.  CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.  DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge  HATWOOD, R., 2019. Leading fieldwork. *Primary Geography.* 98, pp. 21.  RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.  MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.  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.  RICHARDSON, P., 2019. Settling nerves: undertaking fieldwork in challenging locations. *Primary Geography.* 99, pp. 24-25.  TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography*. 104, pp.13-17.  TAYLOR, L., 2015. Research on young people’s understandings of distant places. *Geography.* 100 (2), pp.110-113.  DIGIMAP FOR SCHOOLS, 2016. *Progression in mapping.*  VUJAKOVIC, P., 2019. World maps in a time of crisis. *Primary Geography.* 44 (3), pp. 101-104. | | | | | | | |

| **Phase 3** | | | | | | |
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| **School Based Learning – Consolidation** | | | | | | |
| **Learn That** | | | **Learn How** | | | |
| **Component Knowledge** | ongoing formative assessment of pupils understanding is necessary to understand their learning needs **LT6.1** | | to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is **LT3.3** | | Intent |
| schools use varied approaches to assessing children in geography and that pupils’ progression can be assessed using the Geographical Association’s progression framework for geography **LT6.2** | | to identify key substantive and disciplinary knowledge using school’s medium-term plans **LH3.1, LH3.2** | |
| geography sits within the school’s long-term plan; the curriculum is progression and over time should enable children to achieve the challenging national curriculum end points **LT3.1, LH2.8** | | to use school’s medium-term plans to devise a series of geography lessons that target the four dimensions of the subject **LH4.1**  **OR** use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning **LH4.1** | |
| **Assessment** | **Assessment** | | | | Impact |
| *What is being assessed?*  Trainees’ ability to plan and teach a lesson/series of geography lessons, breaking national curriculum end points into component knowledge | | *How is it being assessed?*  Assessed via subject-specific feedback from mentors and/or link tutors on professional practice. | |
| **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 frameworks that can be used to assess children’s progress in primary geography **LT6.2** | that geography should be taught consistently and progressively over the medium- and long-term in order for children to make progress towards the challenging end-points of the national curriculum **LT3.1, LH2.8** | | plan and deliver a geography lesson or series of geography lessons that include opportunities to assess children’s progress towards the challenging end-points of the national curriculum **LT6.6, LH6.3, LH6.12** |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | |
| OFSTED, 2021. Research review series: geography.  CATLING, S and WILLEY, T., 2018. Understanding and Teaching Primary Geography. 2nd ed. London: Sage.  DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge.  ELSOM, K and COLLIS, S., 2018. Using observation as an assessment tool. *Primary Geography.* 97, pp. 24-25.  RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.  MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.  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.  TAYLOR, L., 2015. Research on young people’s understandings of distant places. *Geography.* 100 (2), pp.110-113.  THE GEOGRAPHICAL ASSOCIATION, 2020. A progression framework for geography.  DIGIMAP FOR SCHOOLS, 2016. *Progression in mapping.* | | | | |