**Primary Initial Teacher Education: Curriculum Plan**

**STRAND: Postgraduate Programmes**

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

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| **Curriculum Intent:** 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 skills (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** | **Learn that…** | **Learn how to…** |
| **Phase 1****(University-led)** | **Trainees will know:**  | **Trainees will be able to:**  |
| * the humanities are subjects that study aspects of human society and culture and that geography has its own rationale, identity, key values and underpinning principles
 | * encourage children’s geographical thinking and use enquiry in their planning and teaching of geography lessons to enhance pupils’ disciplinary knowledge **(LH3.1)**
 |
| * the key locational knowledge from the primary geography national curriculum (continents, oceans, world countries, countries and counties of the UK and its surrounding seas)
 | * consider adaptive teaching and behaviour management strategies when children are engaged in geographical learning **(LH5.1,** **LH7.2)**
 |
| * geography provide opportunities to enhance children’s cultural capital (**LT1.2, LT1.6)**
 | * 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)**
 |
| * there are underlying principles behind learning through enquiry and they should consider pupils’ cognitive load when planning such an enquiry (**LT2.4)**
 | * identify and address the perpetuation of stereotypes about other people and places **(LH8.2)**
 |
| * the three-lens approach to teaching geography can help them to understand the relationship between subject identity, subject pedagogy and teaching tips
 | * read maps, use a compass and use 4- and 6-figure grid references
 |
| * knowledge and experience of the world is determined by age, gender, social and cultural dimensions, economic considerations and location (**LT1.2)**
 | * to plan for progression in map skills across the primary geography curriculum, with support from Digimap progression documentation **(LH2.3)**
 |
| * how to develop opportunities to teach children key place knowledge (understanding geographical similarities and differences through studying the human and physical geography of the local area) knowing that developing a ‘sense of place’ is vital to children’s knowledge and understanding of the world (**LT3.3)**
 | * embed map skills in children’s long-term memory using retrieval activities **(LH2.9)**
 |
| * that progression in map skills at KS1 begins with being able to draw a simple map of a familiar place (e.g. the classroom), working with large scale street maps and OS maps (1:1250 and 1:2500), digital maps, aerial photos and globes using simple symbols, simple grids and four cardinal points on the local and global scale.
 | * plan for teaching of geography concepts within a wider context of ‘place’ **(LH3.4, LH3.7)**
 |
| * that progression in map skills at LKS2 begins with being able to draw a map of a small area with features in correct places, working with large scale street and OS maps (1:1250, 1:2500 and 1:10,000), aerial photos, globes and atlases using oblique and bird’s eye views, standard map symbols, 4- and 6-figure coordinates, 8 cardinal points for a range of places in the wider locality, contrasting localities and fieldwork in the wider locality
 | * use models, analogies, images and drama to enhance children’s understanding of volcanoes and be able to apply this to other areas of geography (**LH3.5)**
 |
| * that progression in map skills at UKS2 begins drawing sketch and thematic maps, maps using symbols, a key and a scale, working with a range of large and small scale street and OS maps (1:1250, 1:2500, 1:10,000, 1:25,000, 1:50,000), aerial photos, globes and atlases using oblique and bird’s eye views, 4- and 6-figure coordinates for a range of places at different scales, with different themes and for fieldwork in the wider and distant locality
 | * research to support planning for primary geography (**LH3.6)**
 |
| * key geographical skills from the primary geography national curriculum: how to read maps, use a compass and use 4- and 6-figure grid references
 | * plan their own high-quality geography learning experience (**LH4.1)**
 |
| * short-term plans are necessary to identify the sequence of learning which takes into account pupils’ component and composite knowledge as well as approaches to adaptive teaching  **(LT4.2)**
 |
| * the subject knowledge for teaching about volcanoes in the primary geography curriculum and how to research in preparation for teaching other areas of physical and human geography in the primary geography national curriculum **(LT3.2)**
 |
| * how to develop opportunities to teach children key place knowledge of a region of South America (Ecuador) from the primary national curriculum (understanding geographical similarities and differences through studying the human and physical geography)
 |
| * that high-quality visual resources can help to develop children’s knowledge and understanding of places
 |
| * there are strategies to support learning of key geographical vocabulary and these strategies can help to embed this learning in children’s long-term memory **(LT2.2, LT2.7, LT2.8)**
 |
| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** the four dimensions of subject content: locational knowledge, place knowledge; human and physical geography; geographical skills and fieldwork and will know this as ‘substantive knowledge’ the key principles behind effective planning and teaching of geography across the primary age-range **(LH3.1)**

*By the end of this phase trainees will* ***understand:**** the key principles behind effective planning and teaching of geography across the primary age-range and the importance of enquiry-based learning experiences, high-quality resources and well-planned fieldwork opportunities in developing children’s geographical skills, knowledge and understanding **(LH3.2)**

*By the end of this phase trainees will* ***be able to:**** with support, **plan** a high-quality geography learning experience **(LH4.1)**
 |
| * what enquiry looks like for geography and identify approaches to negate cognitive overload **(LT2.4)**
 |
| * the principles behind planning a geography lesson, using the three-lens approach, for effective learning to take place
 |
| * 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)**
 |
| * that map skills are part of ‘procedural knowledge’ and can support children’s enquiry/fieldwork in order to evoke a sense of place.
 |
| * the importance of understanding and using key geographical vocabulary and strategies to help embed this knowledge in children’s long-term memory **(LT2.7)**
 |
| * how to research and plan for a geography learning experience
 |
|  | **Assessment pertaining to Phase 1*** Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This support will be provided during an intervention week via in-person and asynchronous sessions.
* Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.
* Planning will be assessed via a directed task: small group planning activity and a discussion board contribution.
* Assessed via subject-specific feedback from mentors on professional practice.
 | **Research, literature and resources supporting the curriculum design of Phase 1*** 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.
* 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.*
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| **Phase 2****(School-led – Professional Practice 1)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * how geography couldbe covered in a school's curriculum plan **(LT3.1)**
 | * using the school’s geography curriculum plan, identify key substantive and disciplinary knowledge with a view to understanding the sequencing of learning **(LH2.4)**
 |
| * that learning experiences should build upon prior learning by using components which lead to composite knowledge **(LT2.2)**
 | * identify opportunities for geography learning from school’s long- and medium-term plans **(LH3.3)**
 |
| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** that children’s prior knowledge must be understood before planning and delivering a learning experience **(LT2.2)**

*By the end of this phase trainees will* ***understand:*** * that pupils’ component and composite knowledge must be carefully sequenced when planning a learning experience **(LT3.7)**

*By the end of this phase trainees will be* ***able to:*** plan, teach and reflect upon a high-quality geography learning experience if appropriate within the school's planned curriculum **OR** articulate where geography fits within the school's curriculum and how it might build upon pupils’ prior knowledge **(LH4.1, LH4.2, LH4.4)** |
| * how to use school’s medium-term plans to identify opportunities for a high-quality learning experience that builds upon pupils’ prior knowledge **(LT2.2)**
 |
| * that component and composite knowledge should be well-sequenced across a school’s curriculum plan **(LT3.7)**
 |
|  | **Assessment pertaining to Phase 2*** Assessed via subject-specific feedback from mentors on professional practice.
 | **Research, literature and resources supporting the curriculum design of Phase 2*** OFSTED, 2021. Research review series: geography.
* The Geographical Association
* The Royal Geographical Association
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| **Phase 3****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * the importance of addressing environmental and sustainability issues in primary geography **(LT3.1)**
 | * identify and implement approaches for teaching environmental geography in the primary curriculum, including the use of GIS
 |
| * using viewpoints of influential environmentalists can stimulate and engage children and using relevant environmental issues, that children can individually act upon, can make children feel empowered
 | * plan for progress across a series of primary geography lessons **(LH2.3, LH2.4, LH2.5, LH2.8)**
 |
| * medium-term plans are necessary to identify the component knowledge, composite knowledge and the sequence of learning during a unit of learning **(LT3.3)**
 | * assess children in primary geography using the Geographical Association’s progression framework **(LH6.2)**
 |
| * the Geographical Association’s progression framework for geography can be used to aid assessment of children’s progress **(LT6.1, LT6.3)**
 | * use the local area for meaningful and high-quality enquiry-based fieldwork, incorporating appropriate opportunities for map skills.
 |
| * children should be given opportunities to undertake meaningful and high-quality fieldwork, particularly utilising the local area
 | * identify behaviour management approaches to use during fieldwork experiences **(LH7.2)**
 |
| * behaviour management and adaptive teaching considerations (including approaches to negate cognitive overload) are key to a successful fieldwork experience **(LT5.1, LT7.1)**
 |
| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** key approaches to teaching challenging geographical vocabulary, concepts and processes **(LH3.20, LT3.3)**

*By the end of this phase trainees will* ***understand:*** * what progress in geography looks like, using appropriate documentation to support, and that well-considered sequencing of component and composite knowledge across short/medium- and long-term plans is key for children’s progress in learning **(LT2.1, LT2.2)**

*By the end of this phase trainees will be* ***able to:*** * confidently plan a series of geography lessons that consider pupils’ component and composite knowledge **(LH2.4, LH2.8)**
 |
| * the importance of secure locational knowledge when teaching primary geography **(LT3.2)**
 |
| * that place study which adopts geographical enquiry is important for developing children’s geographical skills, knowledge and understanding
 |
| * that high-quality visual resources support children’s teaching and the children’s understanding of places.
 |
| * that environmental and sustainability issues can be taught through the context of ‘place’ and that teaching of environmental and sustainability issues can enhance children’s critical thinking ability **(LT3.6)**
 |
| * that a well-sequenced series of geography lessons that identifies component and composite knowledge will enable children to progress in their geographical knowledge and skills **(LT4.2)**
 |
| * that a well-sequenced series of geography lessons that include the use of retrieval strategies will help to embed learning in children’s long-term memory **(LT2.8)**
 |
| * what fieldwork is and why high-quality, meaningful fieldwork experiences are important for children’s geographical learning
 |
|  | **Assessment pertaining to Phase 3*** Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This input will be provided during an intervention week via in-person and asynchronous sessions.
* Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.
* Assessed via subject-specific feedback from mentors on professional practice.
 | **Research, literature and resources supporting the curriculum design of Phase 3*** OFSTED, 2021. Research review series: geography.
* WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. *Primary Geography.* 101, pp. 10-11.
* THE GEOGRAPHICAL ASSOCIATION, 2020. A progression framework for geography.
* WALSHE, N. 2013. Exploring and developing student understandings of sustainable development. *Curriculum Journal.* 24 (2) pp. 224–249.
* KITCHEN, R. and MADDISON, J., 2021. A fieldwork toolkit for early career geography teachers. *Teaching Geography.* 46 (1), pp. 17-20.
* TANNER, J., 2021. Progression in geographical fieldwork experiences. *Primary Geography.* 104, pp. 13-17.
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| **Phase 4** **(School-led – Professional Practice 2)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * through school-based training, how 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)**
 | * identify component and composite knowledge using school’s medium-term plans **(LH2.4)**
 |
| * identify key substantive and disciplinary knowledge using school’s medium-term plans **(LH3.1, LH3.2)**
 |
| * through school-based training, that ongoing formative assessment of pupils understanding is necessary to understand their learning needs **(LT6.1)**
 | * use school’s medium-term plans in order to devise a series of geography lessons that address the four dimensions of the subject (locational knowledge, place knowledge; human and physical geography; geographical skills and fieldwork) **OR** use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning (**LH4.1)**
 |
| * through school-based training, that 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)**
 |
| **Trainees will understand:** | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** that ongoing formative assessment of pupil’s learning is key to the delivery of a well-sequenced series of lessons **(LH6.1)**

*By the end of this phase trainees will* ***understand:*** * that planning for progression in substantive and disciplinary knowledge across a series of lessons is key to children’s learning **(LH2.1, LH2.4)**

*By the end of this phase trainees will be* ***able to:*** * plan, teach and reflect upon a sequence of geography lessons if appropriate within the school's planned curriculum **OR** articulate where geography fits in the school's curriculum and compare with other schools' curricula **(LH3.1, LH4.1)**
 |
| * that medium-term planning is key to identify progression in component and composite knowledge.
 |
| * that planning for progression in both substantive and disciplinary knowledge is key for pupils’ geographical learning **(LT3.5)**
 |
| * that medium-term plans can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons (**LT6.4, LT6.5)**
 |
|  | **Assessment pertaining to Phase 4*** Assessed via subject-specific feedback from mentors on professional practice.
 | **Research, literature and resources supporting the curriculum design of Phase 4*** OFSTED, 2021. Research review series: geography.
* The Geographical Association
* The Royal Geographical Association
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