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

# **Geography: Undergraduate 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** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **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** | | | *See the separate Primary Initial Teacher Education Foundation Subjects UG School Based Learning Curriculum* | | | | 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, use a compass 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 **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 evaluate a high-quality geography learning experience that breaks down the national curriculum end points into component knowledge **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** | | |  | |  | |
| 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** | | |  | |  | |
| 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 behaviour management approaches that could be used during fieldwork experiences **LH7.2, LH7.3** | | |  | |  | |
| **Assessment** | **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.  Trainees’ ability to plan and teach a lesson, breaking national curriculum end points into component knowledge  Trainees’ developing subject and pedagogical knowledge and their engagement with literature | | | | *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. Assessed via subject-specific feedback from mentors on professional practice.  Assessed via subject-specific feedback from mentors on professional practice.  PED1023 reflective journal and trainees’ reflections in portfolio from professional practice. | | | | 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 vocabulary, concepts and processes **LH3.20** | | | that well-considered sequencing of component and composite knowledge is key for children’s progress in learning **LH2.3** | | confidently plan and teach 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** | | | | | | | | |
| 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.  DIGIMAP FOR SCHOOLS, 2016. Progression in mapping. DOLAN, A.M., 2020. Powerful Primary Geography: A Toolkit for 21st Century Learning. Milton: Routledge  MASSEY, D., 1994. Space, Place and Gender. Minneapolis: Polity Press.  OFSTED, 2021. Research review series: geography.  OWENS, P., 2022. Teaching map skills to inspire a sense of place and adventure in the early years. Southampton: Ordnance Survey.  RAWLING, E., 2018. Reflections on ‘place’. Teaching Geography. 43 (2), pp. 55-58.  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.  VUJAKOVIC, P., 2019. World maps in a time of crisis. Primary Geography. 44 (3), pp. 101-104. | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | secure substantive knowledge for teaching about rivers in the primary geography curriculum is vital **LT1.3, LT3.2, LT3.3, LT3.5** | to make meaningful and relevant curriculum links with primary science in order to meet the ambitious national curriculum end points at KS1 and KS2 **LH3.3, LH3.5, LH3.6** | | | *See the separate Primary Initial Teacher Education Foundation Subjects UG School Based Learning Curriculum* | | | | Intent |
| there are natural curriculum links to be made between **geography** and **science,** e.g. rivers and water cycle, which can enhance children’s understanding and help them to build a comprehensive schema **LT3.1, LT3.5, LT3.7** | to teach physical geography concepts and processes involving rivers using visual images, worked examples, models and fieldwork to support **LH3.5,** **LH4.2, LH4.10** | | |  | |  | |
| substantive knowledge of rivers can be taught through the lens of ‘place’ e.g. northwest England, the River Mersey **LT3.6** | to teach human geography curriculum content related to rivers (e.g types of settlement and land use, economic activity including trade links, distribution of natural resources) **LH3.4** | | |  | |  | |
| maps can be used to deepen children’s understanding of space and scale of physical and human geography features **LT3.7** | to use maps to enhance children’s understanding of space and scale of physical and human geography features **LH3.1, LH3.4** | | |  | |  | |
| sequencing of learning across a medium-term plan must allow all children (including those with SEND) to build on prior geographical knowledge (component and composite; substantive and disciplinary) and understanding **LT3.3,** **LT3.5,** **LT4.2** | to plan a well-sequenced unit of learning around a ‘place’ that breaks learning down into small manageable chunks (to support all children, including those with SEND) and considers children’s component and composite knowledge **LH2.3, LH2.4, LH2.5, LH2.9** | | |  | |  | |
| secure substantive geographical knowledge related to biomes, vegetation belts, climate zones, land use, economic activity, distribution of natural resources is vital **LT1.3, LT3.2, LT3.3, LT3.5** | to identify links between areas of the primary geography curriculum so that teaching of geography concepts is not isolated **LH3.4** | | |  | |  | |
| geography fieldwork should be carefully, purposefully and progressively planned within the school geography curriculum **LT1.6, LT2.1** | to ensure curriculum goals retain their specificity when using a thematic approach to planning, ensuring learning remains meaningful and relevant **LH3.1, LH3.3** | | |  | |  | |
| meaningful and relevant geography fieldwork is vital for children’s motivation and self-esteem **LT1.1, LT1.2, LT7.4, LT7.6** | to plan and risk assess meaningful geography fieldwork experiences in the local area which take into account the role of additional adults **LH5.7,** **LH7.2, LH7.3, LH7.4, LH8.11, LH8.12, LH8.15** | | |  | |  | |
| the local area can be a valuable resource for primary geography fieldwork and can provide opportunities to enhance children’s cultural capital **LT1.2, LT1.6** | to make links between learning during fieldwork and the wider geography curriculum **LH3.4** | | |  | |  | |
| there are underlying principles behind learning through enquiry and they should consider pupils’ cognitive load when planning such an enquiry **LT2.4** | to plan a geographical enquiry that draws upon children’s foundational content knowledge **LH4.3** | | |  | |  | |
| the Geographical Association and Royal Geographical Society can support teachers’ professional development **LT8.2** | to use resources provided by the Geographical Association and Royal Geographical Society to support professional development and children’s learning **LH8.3, LH8.7** | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan and teach a series of lessons, breaking national curriculum end points into component knowledge  Trainees’ ability to plan a series of thematic, cross-curricular lessons. | | | | *How is it being assessed?*  Online multiple-choice assessment  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors on professional practice.  PED2026 project work: planning a thematic, cross-curricular series of lessons | | | |
| **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 how children’s learning in geography can support other areas of the curriculum **LT3.1** | | | how to make links between different areas of the primary geography curriculum (and the national curriculum) which are underpinned by ‘place’ so that children see the relevance of their learning **LH3.4** | | confidently plan, deliver and reflect upon a sequence of primary geography lessons that develop children’s geographical skills, knowledge and understanding of place **LH3.1** | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** | | | | | | | | |
| DOLAN, A., 2016. Place-based curriculum making: devising a synthesis between primary geography and outdoor learning. Journal of Adventure Education and Outdoor Learning. 16 (1), pp. 49-62.  HATWOOD, R., 2019. Leading fieldwork. Primary Geography. 98, pp. 21.  HOWARD-JONES, P., SANDS, D., DILLON, J. and FENTON-JONES, F., 2021. The views of teachers in England on an action-oriented climate change curriculum. Environmental Education Research. 21 (11), pp. 1660-1680.  OFSTED, 2021. Research review series: geography.  KARVÁNKOVÁ, P. and POPJAKOVÁ, D., 2018. How to link geography, cross-curricular approach and inquiry in science education at the primary schools. International Journal of Science Education. 40 (7), pp. 707-722.  MARDIGAN, B., DOLAN, A. and LISTON, J., 2022. Going with the flow: an enquiry approach to teaching rivers. Primary Geography. 108, pp. 16-18.  OWENS, P., 2022. Teaching map skills to inspire a sense of place and adventure in the early years. Southampton: Ordnance Survey.  RAWLING, E., 2020. How and why national curriculum frameworks are failing geography. Geography. 105 (2), pp. 69-77.  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. | | | | | | | | |

| **Phase 3** | | | | | | | | | | |
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| **University Based Learning** | | | | | **School/Practical Based Learning** | | | | | |
| **Learn That** | | | **Learn How** | | **Learn That** | | | **Learn How** | | |
| **Component Knowledge** | there is scope within the national curriculum to address environmental and sustainability issues that build upon children’s prior knowledge **LT3.6, LT2.2, LT2.6** | to identify and implement approaches to teaching environmental geography in the primary curriculum **LT3.6** | | | *See the separate Primary Initial Teacher Education Foundation Subjects UG School Based Learning Curriculum* | | | | Intent |
| using viewpoints of influential environmentalists can stimulate and engage children | to use Geographical Information Systems (GIS) to support children’s geographical enquiry | | |  | |  | |
| sustainability education can be undertaken as a thematic approach, linking a number of subjects **LT3.7, LT3.8** | to construct a primary geography curriculum underpinned by themes related to sustainability education | | |  | |  | |
| that using relevant environmental issues that children can individually act upon can make children feel empowered | to use technology, e.g. Digimap for Schools, to support children in developing their own Geographical Information Systems (GIS) | | |  | |  | |
| the Geographical Association’s progression framework for geography can be used to aid assessment **LT6.1, LT6.3, LT6.6** | to assess all children in primary geography with an understanding that the curriculum is progression and that it should be planned with SEND in mind so that small steps in learning are suitable for all children **LH6.3** | | |  | |  | |
| that the Geographical Association is key in identifying CPD opportunities during their ECT career **LT8.2** | to identify areas for their own CPD **LH8.1** | | |  | |  | |
| national curriculum objectives can be taught through a thematic cross-curricular approach where subject identity is clear **LT3.7, LT3.8** | to enable children to transfer learning from one subject to another **LT3.7** | | |  | |  | |
| national curriculum end points are challenging and that a sequence of lessons should consider small-step progression so that needs of SEND pupils are taken into account **LH5.2, LH5.5** | to consider the needs of SEND pupils when designing a primary geography curriculum that allows children to meet the challenging end points of the primary national curriculum **LH1.1, LH5.5, LH5.15** | | |  | |  | |
| **Assessment** | **Assessment** | | | | **Assessment** | | | | Impact |
| *What is being assessed?*  Trainees’ substantive knowledge.  Trainees’ substantive and pedagogical knowledge  Trainees’ ability to plan and teach a series of lessons, breaking national curriculum end points into component knowledge | | | | *How is it being assessed?*  Online multiple-choice assessment  In-session retrieval activities and questioning  Assessed via subject-specific feedback from mentors 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:*** | | |
| approaches to teaching primary geography that exceed expectations of the national curriculum **(LT3.6)** | | | how international primary geography curricula (e.g. Sweden, Singapore, Australia) differ and how an understanding of international curricula can allow for improved practice | | critically evaluate a school’s geography curriculum with a view to ensuring coverage and progression which takes into account the needs of SEND pupils | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Geography** | | | | | | | | |
| HATWOOD, R., 2019. Leading fieldwork. Primary Geography. 98, pp. 21.  OFSTED, 2021. Research review series: geography.  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. and RAWLINSON, S., 2022. Sustainability Education: A Classroom Guide. London: Bloomsbury Academic.  TANNER, J., 2021. Progression in geographical fieldwork experiences. Primary Geography. 104, pp.13-17.  WALSHE, N. 2013. Exploring and developing student understandings of sustainable development. Curriculum Journal. 24 (2) pp. 224–249.  WALSHE, N. and PRICE, H. 2020. Finding creative approaches to environmental and sustainability education. Primary Geography. 101, pp. 10-11. | | | | | | | | |
|  | This curriculum plan has been reviewed with Anthony Barlow ([https://pure.roehampton.ac.uk/portal/en/persons/anthony-barlow#:~:text=I'm%20a%20Principal%20Lecturer,BA%20Primary%20Education%20QTS%20programme.](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fpure.roehampton.ac.uk%2Fportal%2Fen%2Fpersons%2Fanthony-barlow%23%3A~%3Atext%3DI%27m%2520a%2520Principal%2520Lecturer%2CBA%2520Primary%2520Education%2520QTS%2520programme.&data=05%7C01%7CThrashei%40edgehill.ac.uk%7C88dbc81974b64cfa3d3b08db0071c88a%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638104260915606614%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=nnz21Qif3OYNqyiBw7uFNp%2BQXq5D6q3bPlhqo199Rn8%3D&reserved=0) who confirms that the content is appropriate and well-sequenced. | | | | | | | | |